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**ELEVENTH INTERNATIONAL CONFERENCE 2016**

# **Information and Communication Technology in Language Studies**

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innovation in this area. This suggests that the institution needs to provide more encouragement and support for teachers to adopt BL.

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### **3.9 Utilizing Technology to Provide English Supplementary Materials**

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### **Introduction**

Ministry of education and culture of Indonesia has recently published the new curriculum namely the 2013 Curriculum. In order to implement of curriculum successfully, the Ministry of Education and Culture has provided course book for students and guidance book for teacher to all subjects, including English subject. The government expects that these books can facilitate learning for all students in Indonesia. Hence, the existing books are designed based on minimum competence that should be acquired by all students in certain level of education. Unfortunately, for example, the available materials these books have for English subject in Junior high school is too simple for students who have been familiar with English (Nurhajati & Widiarini, 2015). In order to solve this problem, the Ministry of Education and Culture (2014: iii) suggested that for any school which has taught English since the late of elementary school level, the materials available in the books need to be expanded with additional materials appropriate with the students' competence. Therefore, the learning

structure should be based on the model of the available book. This situation implies that teachers are allowed to enrich the material based on their students' true ability. The available material can be modified with varied activities that give a lot of learning experiences for students in learning English.

In fact, some teachers may have difficulties to modify and add materials, and in doing so,, they also have difficulties in finding the appropriate materials for their students. Furthermore, the modification and additional materials throughout this paper are considered as supplementary materials. It is similar to what McGrath (2002: 80) stated about supplementary material. He coined supplementary materials as materials taken from another source or any other material that is designed for learning purposes.

In this era, teachers are able to find an array of materials in many sources. Along with the development of technology, internet which provides learning materials can be accessed easily. Unfortunately, there are some teachers who are not familiar with the use of internet, and in responding to this issue, this paper discusses about how to use www (world wide web) in providing additional materials as well as the procedures to provide supplementary materials.

As there are many potentially useful website, the next step taken in this paper is to evaluate how useful and appropriate the online sources are for the classroom. Dudeney and Hockly (2007) propose various considerations to select useful websites. The first is accuracy, reliability, and the factual correctness of the page and whether it is updated. The third is the content, whether the site is interesting stimulating, attractive and easy to navigate. The last is functionality. This part is very important because it deals with whether the site works well and can be implemented in the classroom.

After evaluating the potentially useful website, the next step is the procedure in providing supplementary materials. The first step is that teachers should analyse the content of existing book. In order to evaluate an existing course, the books need to have a systematic approach as listed below:

- Does the course book suit the environment in which it will be used?
- Does the course book meet the needs of the learners?



- Does the course book apply sensible principles of teaching and learning?
- Do the goals of the course book suit the proficiency level of the learners and reflect sensible selection and sequencing principles?
- Is the course book interesting and does it use effective techniques?
- Does the course book include tests and ways of monitoring progress?

(Nation and Macalister, 2010: 165)

The second step is analysing the students' needs, including students' interest and ability. The last step is providing supplementary materials. There are various activities involved in providing supplementary materials such as (a) add activities to those already suggested; (b) leave out activities that do not meet students' need; (3) replace or adapt activities material; and (4) change organizational structure of the activities. Dealing with the use of technology to provide supplementary material, the role of technology is that Internet can be used to add and replace the existing material through by accessing the world wide web (www.) Furthermore, the materials taken should be appropriate with the teaching objectives and the students' needs.

### **Conclusion**

Along with the development of technology and the easy access of internet, English teachers can gain arrays of materials by using online sources. In addition, some considerations and procedures should be taken before implementing the materials in the classroom.

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### **3.10 The Impact of Using Screencast-O-Matic in Teaching News Item Text**

**Badriah SMAN 2 Cianjur**

#### **Introduction**

Technology allows many opportunities for its use in education. Rose (2008, in Hall, 2010) recommended that ICT be given increased priority because it has 'the unique capacity and potential for developing and enlivening all domains of learning'.

SMAN 2 Cianjur students equipped themselves with laptop; in other words, the learning may end in a different outcome as ICT is in hand. Yet, the available tool does not give its full advantages to support learning and help them improve their English skills, especially speaking. To take the advantages of tool availability and scaffold students who have speaking problems, the use of Screencast-O-matic (SOM) was introduced.

#### **Theoretical Framework**

SOM is a downloadable software that works in PC or Mac. It is a screen recorder for instant screen capture. Its free version allows the users to do screen cast up to 15 minutes. SOM comes to the classroom as an act of making videos using what is on the screen of the computer and enhancing the visual with a narrative voice.

News Item is a text that has a social function to inform readers, listeners, or viewers about events of the day which are considered newsworthy, important and interesting (Sarwoko, 2015). In general, it