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TEACHERS' SKILLS IN INTEGRATING TECHNOLOGY IN TEACHING ENGLISH AT MAN 3 PEKANBARU

BY

NURMUHAMMAD IHSANI ARIA MUNA
SIN. 117104102595

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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NURMUHAMMAD IHSANI ARIA MUNA
SIN. 117104102595

Thesis

Submitted to Fulfill One of the Requirements
For Undergraduate Degree in English Education
(S.Pd.)

UIN SUSKA RIAU

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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Certify that this *skripsi* entitled "**Teachers' Skills in Integrating Technology in Teaching English At MAN 3 Pekanbaru** " is certainly my own work and it does not consist other people work. I am entirely responsible for the content of this *skripsi*. Others' opinion findings include in this skripsi are quoted in accordance with ethical standards.

Pekanbaru, 13 Desember 2023

Nurmuhammad Ihsani Aria Muna

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ABSTRAK

Nurmuhammad Ihsani Aria Muna,(2023): KEMAMPUAN GURU DALAM MENGINTEGRASIKAN TEKNOLOGI DALAM PENGAJARAN BAHASA INGGRIS DI MAN 3 PEKANBARU

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana keterampilan guru dalam mengintegrasikan teknologi dalam pengajaran bahasa Inggris. Desain penelitian ini adalah penelitian kuantitatif. Dari 10 guru bahasa Inggris dari populasi. Peneliti mengambil satu kelas yang berjumlah 10 guru bahasa Inggris di MAN 3 Pekanbaru sebagai sampel dengan menggunakan purposive sampling. Dalam pengumpulan data, peneliti menggunakan angket dan dokumentasi guru. Kuesioner terdiri dari 15 item pernyataan sebagai instrumennya. Dalam menganalisis data, peneliti menggunakan statistik deskriptif, analisis regresi linier sederhana dan rumus korelasi pearson product moment. Data dianalisis dengan menggunakan program SPSS. Berdasarkan hasil penelitian diketahui bahwa rata-rata skor keterampilan guru adalah 82,0, termasuk dalam kategori tinggi.

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ABSTRACT

Nurmuhammad Ihsani Aria Muna, (2023): "Teachers skill to integrate technology in teaching English At MAN 3 Pekanbaru"

The purpose of this study was to find out how teachers skills to integrate technology in teaching English. The design of this research was quantitative research. From 10 English teachers' of the population. The researcher took one class which amounted to 10 english teachers in MAN 3 Pekanbaru as the sample by using purposive sampling. In collecting the data, the researcher used questionnaire and documentation of teachers'. The questionnaire was consists of 15 item statements as the instrument. In analyzing the data, the researcher used descriptive statistic, simple linear regression analysis and pearson product moment correlation formula. The data was analyzed by using SPSS program. Based on the result, it was found that the mean score of teachers' skill was 82.0, it was high level.

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ملخّص

نور محمد إحساني أريا منى (٢٠٢٣): "مهارة المعلمين في دمج التكنولوجيا في تدريس اللغة الإنجليزية في مدرسة مان ٣ بيكانبارو"

هدفت هذه الدراسة إلى التعرف على مدى مهارات المعلمين في دمج التكنولوجيا في تدريس اللغة الإنجليزية. وكان تصميم هذا البحث البحث الكمي. من ١٠ معلمي اللغة الإنجليزية من السكان. قام بيكانبارو كعينة باستخدام MAN 3 الباحث بأخذ فصل واحد مكون من ١٠ مدرسين للغة الإنجليزية في العينة المقصودة. ولجمع البيانات استخدم الباحث استبانة وتوثيق المعلمين. تتكون الاستبانة من ١٥ فقرة كأداة. ولتحليل البيانات استخدم الباحث الإحصاء الوصفي، وتحليل الانحدار الخطي البسيط، ومعادلة وبناء على النتيجة تبين .SPSS الارتباط اللحظي لمنتج بيرسون. وتم تحليل البيانات باستخدام برنامج أن متوسط درجات مهارة المعلمين بلغ ٨٢.٠ وهو مستوى مرتفع.

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CHAPTER I
INTRODUCTION

A. Background of the Problem

The term technology integration is often used by many people, especially in education. For some scholars, technology integration is understood and examined regarding types of teachers' computer use in the classroom, how teachers used technology to carry out familiar activities more reliably and productively, and how such use may be re-shaping these activities. In other words, technology integration is making technologies an integral part of the teaching and learning process that affects resources, teacher and student roles, and instructional activities. On the other hand, Educational technology is the art and study of building a learning system as well as setting up a feedback mechanism for the learning system.

According to Song and Kidd (2010, p.2) explanation Educational technology is it involves the analysis, design, production, evaluation, implementation, and management of educational systems and other learning environment which leads to learning and development of mind, body, and spirit. Moreover, Unwin (1969) explained that educational technology is concerned with the application of modern skills and techniques to requirements of education and training.

Furthermore, Bruckner (2015,p.1) describes that educational technology is the effective use of technological tools in learning it concerns an array of tools, such as media, machines, and networking hardware, as well as considering theoretical perspectives for their effective application.

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Educational technology refers to all valid and reliable applied education science, such as equipment, as well as processes and procedures, that are derived from scientific research, and in a given context may refer to theoretical, algorithmic, or heuristic processes, it does not necessarily imply physical technology.

Eventually, McCombs (2000, p.9) has pointed out that highly interactive technologies such as the Internet also make it possible to support both learners and learning in recursive processes of exploration that are non-linear and congruent with natural motivation and learning processes.

Therefore, the use of educational technology is very important in the learning process to facilitate learning and improve performance by creating, using, and managing appropriate technological processes and resources. The use of educational technology can be applied using the internet. Technology has become an integral part of life in the current era of globalization, almost all the joints of human life are very dependent on the use of technology.

Ertmer & Ottenbrat (2010) stated that Teaching with Technology requires teachers to expand their knowledge of pedagogical practices across multiple aspects of the planning, implementation, and evaluation processes. For example, Technology as instructional tool teachers must know how to develop plans for teaching software to students, select appropriate computer applications to meet the instructional needs of the curriculum and the learning needs of their students, and manage computer hardware and software.

In the use of technology, some obstacles become challenges for English

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teachers. These constraints can be identified based on the results of recent research as well as the current implementation of online learning in the field. Dincer (2018) found that teachers experience difficulties in using technology because they are not provided with technology related courses in their undergraduate programs. Then, Tondeur et al. (2019) stated that technology integration needs additional planning and preparation because they had no prior knowledge or experience about the design of ICT-supported learning activities. Eristi, Kurt, and Dindar (2012), found that teachers often fail to utilize Internet and computer-based instructional materials in teaching due to a lack of instructional tools and materials, and teachers' lack of skills in designing or using such materials.

Apart from the research results above, facts in the field related to constraints in the use of technology also occur. It was reported that teachers often only gave assignments and asked students to memorize material during the online learning process because of the teachers' limited ability to use technology (CNN Indonesia). The obstacle that often occurs is the limited time for parents to accompany children when participating in online learning and when online learning students find it difficult to understand learning material because they feel that the assignment given during online learning is more difficult than direct learning, especially students in remote villages who have not mastered technology as an online learning medium (Kaltengpos).

Related with the problems above, the researcher also found the problem at MAN 3 PEKANBARU RIAU. Based on the academic year 2022/2023,

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MAN 3 PEKANBARU is one of the schools that applies the 2013 curriculum as a guideline in teaching and learning process. As an educational institution, this school also teaches English lessons for all language skill, especially for reading skill. In MAN 3 PEKANBARU, English lessons are taught 3 times in a week with the duration of 45 minutes. Based on the 2013 curriculum of MAN 3 PEKANBARU, the Learning objective of English lesson in MAN 3 PEKANBARU Teachers able to integrating technology while teaching English in the Classroom.

Based on preliminary research, in the curriculum Merdeka teachers are required to teach more creatively in using technology in teaching English, whereas in its implementation there are still many teachers who have not integrated it and do not understand how to use it. precisely at MAN 3 Pekanbaru, is that English teachers were still less in utilizing technology media (ICT) as an indicator of curriculum Merdeka that applied at MAN 3 Pekanbaru that were in line with the expected goals of a learning process.

Ertmer & Ottenbrat (2010) stated that Teaching with Technology requires teachers to expand their knowledge of pedagogical practices across multiple aspects of the planning, implementation, and evaluation processes. However, based on previous study about teachers skill to integrate technology in teaching English has been carried out a lot, but there are not many participants focused on MAN (e.g Demissie (2022), Dogan & Celik

(2020), Rahim (2015), Munifa Ulifiana (2019) Therefore, this research can fill the phenomena illustrated.

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Based on explanation above the writer is intends to conduct a research entitled **"TEACHERS' SKILLS IN INTEGRATING TECHNOLOGY IN TEACHING ENGLISH AT MAN 3 PEKANBARU"**

B. The Problem of the Research

1. Identification of the Problem

Based on the background of the research the researcher identified the problem of the research state that: Why are the teachers not integrating technology in teaching English.?

2. Limitation of the Problem

Based on the background of the problem above, the researcher wants to focus the research on "teachers' skills to integrate technology in English teaching at Man 3 Pekanbaru?"

3. Formulation of the Research

Based on the research focus above, the research question is "How are the teachers' skills to integrate technology in teaching English?"

C. Objective and Significance of the Research

1. The Objective of the Research

The purpose of this research is to Describe how teachers skill to integrate technology in teaching English at Man 3 Pekanbaru.

2. The Significance of the Research

In this research, the researcher hopes that the research finding can be beneficial for the researcher as a novice researcher in learning how to conduct research, the research finding also is expected to be helpful and

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valuable for students of the English Education Department.

Theoretically, the research to know the Technology (ICT) which has been used in the class especially in teaching English, also to know the way the teachers use the kinds of (ICT) in teaching English and particularly, it can give contribution to further research and can gather information or data about the use of Technology Infirmation and communication in teaching and learning English.

For the future researcher, the researcher hopes that the results of this study can become references and additional information for other researchers who are researching the same topic.

D. Definition of the key terms

a. Skill

According to the Further Education Unit (1982) in Hazlehurst (2017, 209), the skill concept was widening to include 'the ability to perform a specific manipulative occupational task' and which now embraces: Language (reading, writing, speaking, and listening); number (calculation, measurement, graphs, and tables); manipulative dexterity and co-ordination; problem-solving; everyday coping, interpersonal relationships; computer literacy and learning. In this research skills or teachers skills is teachers ability to use technology while teaching English.

b. Technology

According to Kumar et. al (1999) in A. Wahab (2012, P.62) technology consists of two primary components: 1) a physical component which comprises items such as products, tooling, equipment, blueprints,

techniques, and processes; and 2) the informational component which consists of know- how in management, marketing, production, quality control, reliability, skilled labor, and functional areas. In this research the technology is the tools to help teacher while teaching English in the classroom, it is include software and hardware.

c. Integrating in Technology

Technology is used in many aspects of human life including in education. technology in education refers to the application of technology tools or devices for teaching or educational purposes or more than that (Cavanaugh, 2002). It has a crucial role in education especially in language teaching. Desai (2010) states Technology transforms teacher-centred learning to competency based learning. In other words, Technology has changed the way of learning. Students can enhance their learning experiences when teachers act as virtual guides for students who use electronic media in the classroom teaching. Technology enhances quality of theory and practice in learning English Integrate of technology is expected to provide an effective thing for teaching and learning proce

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CHAPTER II
LITERATURE REVIEW

A. Theoretical Framework

1. Teachers' Skills

Skill is an acquired ability to perform an activity well, usually one that is made up of several coordinated processes and actions (Richard & Schmidt, 2010). Moreover, According to Arifudin (2015, p. 180) (1) Teachers must be able to arouse the attention of students on the subject matter provided and can use a variety of media and varied learning resources. (2) The teacher must be able to arouse the interest of students to be active in thinking and searching and finding their knowledge. (3) Teachers must develop students' attitudes in fostering social relations, both in the classroom and outside the classroom. (4) Teachers must investigate and explore the differences in the participants individually to serve students following these differences.

Furthermore, According to Grant, Hindman, and Stronge (2013) in rifa'ah (2013) teaching is a process that comprises three basic steps: planning the instruction, delivering the instruction planned, and assessing the learners' outcomes. In addition, the essential teachers argued by Kyaricou (2007) skills involved in contributing to successful classroom practice can be identified and described as follows. (1) Lesson Planning Skills. (2) Lesson Presentation Skills. (3) Assessing the Learners' Outcome Skills.

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Based on the definition above, the researcher concludes that teacher teaching skills are the ability of teachers to perform teaching activities effectively in helping the learners to get, change, and develop their skills, attitudes, ideals, appreciation, and knowledge.

2. Teaching English Skill

The teacher as a facilitator in the learning process has to create conditions that allow the learning process more effective and efficient. Before teaching, teachers should plan activities systematically so that they can be skillful in teaching and learning. Teaching is one of the professional work that requires special skills and abilities. One of the capabilities that are required to implement is the learning ability to educate, as a teacher it is advisable to master the skills of teaching as one of the important aspects of the teaching profession.

According to Reiser and Dick (1996) in Kurniawan et al. (2022, p. 2) teachers might utilize numerous tactics to attain learning goals. Teachers can use learning to help pupils talk better.

3. Using Media-Based Learning in Teaching

Media is every tool to give away information or messages from one way to another way. Media is important in the teaching and learning process, then media will make the teaching and learning process to be more effective and interesting. This part describes the definition of media, the kinds of teaching media, and the preparation for using media in teaching.

Generally, using media in teaching helps students to understand the material clearly. Students will be more interested in classroom activity, and the teacher will present the material more easily than just conservatively delivering the material. Media means all tools which may be used by the teacher to present teaching material to students in the teaching and learning process to realize certain learning goals.

Some experts stated about media. According to Bakri (2011), media is the plural form of medium, which derives from the Latin word medius which has meaning "middle". In Bahasa, medium means "between or interval". The meaning of media is aimed at something that delivers information (massage) between the message sender and receiver.

Meanwhile, Gerlach and Ely in Bakri (2011) divide teaching media into wide meaning and narrow meaning. Media in wide meaning is people, material, or events that can create conditions so that students can get new knowledge, skill, or attitude. In this meaning teacher, book, and environment is included in the media. While media in narrow meaning is graphic, photo, picture, mechanic, and electronic tools that use to express, process, and also convey visual and verbal information. In addition, Briggs in Aniqotunnisa (2013) stated that teaching media is all physical forms that can convey messages and can stimulate students to learn.

Teaching media based on Arsyad (2009) is a media that bring the instructional purpose of messages or information of learning. Media is means of expressing message and information. According to Arsyad (2009),

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teaching media has some basic criteria, those are:

1) Teaching media has the physical meaning that is called hardware. The hardware is an object that can be seen, heard, and touched by the five senses.
2) Teaching media has non-physical meaning then we called it software which is the massage, which wants to deliver to pupils in hardware.
3) The emphasis of teaching media is on the visual and audio.
4) Teaching media is a tool to help the teaching-learning process both inside and outside class.
5) Teaching media is used to communicate and interact between teachers and students in the teaching-learning process.
6) Teaching media can be used massively (for example radio, television) in big groups and small groups (for example film, slide, video, OHP), or individually (e.g.: module, computer, video recorder).
7) Attitude, act, organization, strategy, and management that related to the application of certain knowledge.

According to Ruis (2009) instructional media is the facilitation for teachers used in the teaching and learning process to make an instruction, send message to the students, and stimulate them to learn. Teaching media can help teacher to deliver the material for the students.

Based on the definition above, it can be concluded that the media relates to the method and technique in teaching and learning process. In general, media is all tools or aids that may be used by the teacher and student

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to reach certain education objectives.

a) Kinds of Media in Teaching

As we know that media is all tools or aids that may be used by the teacher and student to reach certain education objectives. Then various kinds of media can be used in the teaching and learning process. In Senior High School 2 Kampar, the media used by the English teachers are graphic, any kind of printed media, such as books, pictures, photographs, posters, etc.

However, the mediaused by the teachers are customized to the material to be taught. Sometimes there is a teacher who used projected media, as a kind of media that needs a projector to show the messages. Furthermore, in MAN 3 Pekanbaru, all students are allowed to bring a mobile phone to the classroom during the English teaching and learning process.

Teachers should find and know what kind of media are appropriate to the students in the teaching and learning process. Based on Sahid (2010) teaching media can be grouped as follows:

1) Visual Media: the media which can show information that just can be seen and read. For example; pictures, photos, graphics, diagrams, posters, cartoons, comics, books, etc.
2) Audio Media: the media which can show information that just can be heard. For example; radio, tape recorder, language laboratory, MP3 player, etc.
3) Projected Still Media: the media that need the projector to

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show the information which informs of no-motion picture/writing. For example; PowerPoint slides, microfilm, etc.

4) Projected Motion Media: the media that need the projector to show information in the form of motion picture/writing. For example; film, television, video (VCD, DV, VTR), computer, etc.

According to Mahajan (2012), media are classified into seven categories such as:

1) Graphic Media: any kind of printed media. Such as books, pictures, photographs, maps, charts, posters, graphs, and diagrams.
2) Display Media: a board used to show information in small groups, e.g., chalkboard, bulletin board, flannel board, and peg boards.
3) Three-Dimensional Media: A the medium that has 3D shape. For example; models, objects, specimens, puppets.
4) Projected Media: a kind of media that need projector to show the messages. For example; slides, filmstrips, transparencies, films, video tapes, gramophones, records.
5) Audio Media: media that just can be heard. Such as radio, audio cassettes, gramophones, records.
6) Video Media: this media is combination between audio and visual, e.g., TV, video cassettes, CD, computers.
7) Activity Media: media that can act some activity. For example; field trips, dramatization, demonstration, and role-playing.

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b) The Preparation of Using Media in Teaching

Media is important in the teaching and learning process because media can be used to help the students in the learning process, generally, using media can make the teaching and learning process more effective and efficient. The material will be more interesting as a whole and easier to understand by using media.

Media can be defined by its technology, symbol systems, and processing capacities. The most obvious characteristic of a medium is its technology: the mechanical and electronic aspects that determine its function and to some extent, its shape and other physical features (Kozma, 1991).

In the context of using media-based learning, the teacher is one of the keys in initiating or designing so that the class runs conductively and excitingly. It is the teacher who must unite the various strengths of the media with various activities that are relevant to the 19 learning objectives. Teachers also have full responsibility for creating a successful learning environment.

No matter how sophisticated ICT/ information and communication technologies are, if it is not used creatively, they will only provide minor contributions through learning outcomes. Media will lose meaning if the teacher in preparing activities is made less attractive and poor in variation (Siswandi, 2019). In light of this evidence, it is crystal clear that teachers must be self-confident and creative in using any simple media.

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The media will be an effective tool when the teacher can package several activities that allow students to develop themselves actively, on the contrary, the media will only become a burden both in the selection process and in its use if it is entirely the media borne by a teacher.

4. The way the teachers use the kinds of Information and Technology (ICT)

a. Audio and video

Campbell in Tucker and Courts (2010) Technology allows students to access presentations, homework assignments, and other documents from their personal computers. voice internet protocol, mobile phones, and audio files in the form of a podcast placed on the internet for students to download free podcast placed on the internet Podcast Alley (www.podcastalley.com) are just one of numerous free podcast websites for student to download with a variety of subjects readily available, the teachers can also create their podcast with a simple microphone and free podcast, the are many multimedia technologies available like streaming audio over the internet, digital radio, digital audio.

The teachers can use separate electronic devices like CD/MP3 players, telephones, televisions, and radio have been integrated directly into the personal computer, the functions that require audio are easily handled by the computer with some additional audio circuitry, a microphone, speakers and inputs for audio media also traditional uses of audio on the internet depended mostly consisted of the file being downloaded from a server and

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video the are a variety of ways to use this application in the classroom like a quick search for videos on youtube, the teachers can use youtube for classroom to finding creative ways to integrate videos for their students to view, the teachers can showing video clips from movies on youtube.

b. Lcd Projectors

Cakir in Amin (2018) the significance of using the multimedia projector to show the video for the presentation and speaking skills, satisfaction, and enjoyment as well as draws their concentration on the prime idea of the video presentation by multimedia projector so it is essential for learners to have the dynamic element in video teaching presentations. Using a Multimedia projector in the class, the teacher can deliver a topic not only verbally but also visually which is much more supportive for students to give more concentration in the class, students are also able to discuss together between verbal and nonverbal as well as theoretical and material issues. The theme or topic may not be clear to the students but by using various kinds of pictures and audiovisuals teachers can make students understand better if the verbal and visual things are shown together, Mayer (2001) argued that if the instruction is given in the class using both words ad visuals, learning becomes faster.

c. Google Classroom

Iftikhar (2016) The use google classroom application, the teachers can make reading materials, resources, lesson plans, course outlines, and syllabus for the class virtually from anywhere and anytime, the teachers can

use this for announcement, students can make a group and submit their assigment or project work, they can send video or various file on google classroom.

d. Social media

Gupta (2014) Social media can be defined in different online platforms and tools that people use to share content ,profiles, opinions, insights, experiences, and to interact with others. Oxford dictionaries Social mediainclude social networking like facebook,twiter,instagram,whatsapp,internet forum,chat room, and message boards where people meet and discuss topics of internet,video,photo sharing sites like youtube,flickr,twiter,and etc.Teachers and others educators can effectively use social media to aid their own professional development .Facebook is one of the popular social networking with multiple features ,teachers can avail different learning oppurtunities,they can follow different pages to teaching and learning of English also follow different pages that are dedicated to teaching and learning.

e. Power point

Pribadi (2017) states that in designing learning can be used inspiration to create an effective presentation program the term ARCS in the design model which stands for attention, relevance, confidence, satisfaction The use of projected media is one of the media commonly used in learning English is displayed on an LCD screen like Powerpoint which is a computer application program that is widely used for presentation purposes to be used

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in information and knowledge presentation activities. In developing presentation media you can use text, image, and video elements. Use of Power Point programs:

a. Used as a framework or outline for presentation activities
b. Make presentation activities systematic and whole
c. Make presentation activities interesting
d. Engaging students in learning activities
e. Improve memory

Using power point in teaching English as projected media making teaching interesting and provides some alternative according to Patel in Ahmadi (2018) in traditional classrooms, teachers stand in front of learners and give explanation through using blackboard or whiteboard. These methods must be changed concerning the development of technology, the application of multimedia in the classroom we can use Power Point to projected multimedia.

5. Teachers skills to integrate technology in teaching English

Today, traditional teaching methods and environments are unpopular, while multimedia technology featuring audio and visual animation effects naturally and humanely gives us more access to information. With abundant information and crossing time and space, multimedia technology offers a sense of reality and functions very well, greatly cultivating students' interest and motivation in the study and their class involvement.Technology enhances students' opportunities for genuine

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connection with native speakers and other language learners of varying proficiency levels, both within and outside the classroom. Practicing leads to mastery, and technology-rich language learning facilitates this process.

Moreover, According to Ammade et al. (2018) proposed that technology integration in the classroom plays a positive role in creating a student-oriented teaching and learning process so that it can help improve student activity and thought processes. In addition, Ghavifekr et al (2016) also found in his study that technological integration has benefits for student motivation and can increase student confidence.

Furthermore, Teachers skill to integrate to technology in teaching, adopted from Soydal, Alır and Ünal (2013) :

a. Teachers access computer, smart phone, etc. as technology to integrate in classroom, the teachers as professional who teaching in the classroom must be able to applied technology is like computer, smartphone, etc.
b. Teachers have to confident integration technology in classroom, which teachers must be able to apply technology in the classroom as well as possible.
c. Teachers give positive attitude toward the use of technology applied in the classroom by a teacher must be have a positive and effective impact to students.
d. Technology enhances quality of theory and practice in learning English Integrate of technology is expected to provide an effective thing for teaching and learning process.

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In addition, technology integration can also increase student involvement in the classroom, improve and improve skills in the use of technology (Kirkwood & Price, 2016).

Based on statement above, researcher can concluded technology enhances students' opportunities for genuine connection with native speakers and other language learners of varying proficiency levels, both within and outside the classroom. Practicing leads to mastery, and technology-rich language learning facilitates this process. As they transform from passive recipients to active learners, students may become very enthusiastic about language learning and motivated to practice more with the aid of devices that allow them to practice a language through voice recognition and interactive multimedia exercises, among other features.

B. Relevant Research

Syafi'i (2017) said that relevant research is required to observe some previous researchers that conducted by other researchers in which they are relevant to our study. Thus, relevant research has essential point that help the researcher to avoid plagiarism toward the designs and findings of the previous researchers.

There are some related researches that are relevance with the teachers skills to integrate technology in teaching English, First, the research that was conducted by Demissie at al. (2022) based on the result "*Teachers' digital competencies and technology integration in education: Insights from secondary schools in Wolaita Zone, Ethiopia"* The data were collected from

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teachers, principals, and pedagogical center coordinators from secondary schools. Findings indicated a high rating for content, pedagogical, and pedagogical-content knowledge domains. The teachers prepared a questionnaire for secondary school teachers to collect quantitative data. The study adopted the digital competencies questionnaire from comprising 46 items.

Second, the research that was conducted Dogan & Celik (2020) based on the result *of "Teachers' skills to integrate technology in education: Two path models explaining instructional and application software use"*, The data we used were from 1335 K-12 teachers involved in the Technology Uses and Perceptions Survey (TUPS) study. Teachers were located in 40 different institutions across the state of Florida. According to the findings of this study, the most significant factor in the instructional and application software use of teachers was found as perceived technology skills.

Third, the research that was conducted by Rahim (2015) stated that a thesis in tittle of *"The implementation of integrated Technology in motivating students".* The result of the observation conducted for four meetings revealed that the implementation of Technology showed the benefit of using technology integration based on the following concept. The use of technology in education was one of the major trends in educational reforms all over the world, technology into the learning and teaching process.

Fourth, the research that was conducted by Munifa ulfiana (2019) stated that tittle of *"Teachers' Perception on the Integration of Digital Literacy into Teaching English as Foreign Language (Tefl) At Man 1 Ponorogo".* The purpose of this

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study was to gain understanding of the English teachers' perception on the integration of digital literacy into teaching English as foreign language. This research employed qualitative approach and used case study research design. Interview, observation, and documentation were used as the data collection techniques. The data were analyzed by using data reduction, data display, and data verification/ conclusion drawing.

Fifth, the research that was conducted by This study conducted by Eduard Campbell *"Teachers' Perceptions and Practices: Integrating Digital Literacy in English Education".* This study attempts to investigate preservice students' perception on the integration of digital literacy into English education. This qualitative case study provides a detailed description and analysis of how pre-service English teachers perceived their own, their learners' and other teachers' digital literacy practices, and how these perceptions relate to their own practices. The study showed that the participants associated some digital resources with their own and their learners' private lives and therefore did not recognize the value of these resources as educational tools. In addition, the participants experienced the internet as overwhelming and conflated digital literacy with 'Internet Literacy' Based on the relevant research above, the researcher found a similarity from that research, the similarity is those are using Technology or ICT. However, the differences of the research and this study are the Instrument, the total sample, time and location, techniques and analyzing data.

C. Conceptual Framework

The conceptual framework shows determinates of Teachers' skill on teaching by using technology. According to Creswell, (2012), it section will concept the literature in the researchers mind.

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Through this research, the researcher will try to identify and describe the teachers' skill to integrate Technology in Teaching English in MAN 3 Pekanbaru. This research focuses on Teachers skill to integrate Technology in Teaching English. The researcher wants to give a clear description of the Teachers' skill on teaching by using technology in English teachers at MAN 3 Pekanbaru, therefore in conducting this research, the research question that has state before is important in the theoretical framework.

1. Teacher skill to integrate to technology in teaching, adopted from Soydal, Alır and Ünal (2013) :

   a. Teachers an able to access computer, smart phone, etc. as technology to integrate in classroom

      A teacher as professional who teaching in the classroom must be able to applied technology is like computer, smartphone, etc.

   b. Teachers are have to confident in integrating technology in classroom

      Teachers must be able to apply technology in the classroom as well as possible.

   c. Teachers have positive attitude toward the use oftechnology Technology applied in the classroom by a teacher must be have a positive and effective impact to students.

   d. Technology enhances quality of theory and practice in learning English

      Integrate of technology is expected to provide an effective thing for teaching and learning process.

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CHAPTER III
RESEARCH METHOD

A. Research Design

This study was conducted through the quantitative method. According to Creswell (2012, p. 20), quantitative research is defined as a type of research method that is explaining phenomena by collecting numerical data that are analyzed by using mathematically based methods (in particular statistics) and can say explaining whether an intervention influences an outcome for one group as opposed to another group.

Moreover, Aliaga and Gunderson (2002) in Apuke (2017 p. 41) describe quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods; in particular statistics., Leedy & Ormrod (2001) State quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment to support or refute alternative knowledge claims.

After the definition above by experts can be concluded, quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.

B. Location and Time of the Research

The location of this research was conducted at MAN 3 Pekanbaru, one of the Schools in Riau Province. It is located in Pekanbaru City. It is located at Jl.

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Sultan Syarif Qasim No. 159, Rintis, Kec. Limapuluh, Pekanbaru, Riau 28156. This research was conducted from January 2023 until June 2023.

C. Subject and Object of the Research

The subject of this research was the English teachers from MAN 3 Pekanbaru and the object of this research is the teachers' skills to integrate technology in teaching English at MAN 3 Pekanbaru.

D. Population and Sample of the Research

1. Population

According to Winarno (2018, p. 80) show that "population was any collection of entities, of whatever kind, that was the object of investigation". It means that all of the individuals, which are the object of the research, are the population. So, the population relates to the data, not the people. If each human provides one data, then the number or size of the population will be equal to the number of peoples. The population of this research was the whole english teachers at MAN 3 Pekanbaru. The number of English teachers' were 10 persons.

2. Sample

This research used total sampling technique. Total sampling is a sampling technique where the number of samples is the same as the population (Sugiyono, 2007). The reason for taking total sampling is because according to Sugiyono (2007) the total population is less than 100, the entire population is used as the entire research sample. Based on the considerations above, the researcher decided to take 10 teachers at MAN 3

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Pekanbaru as the selected sample for this research.

E. Technique of Data Collection

To get the data for this research, the researcher used questionnaire

1. Questionnaire

According to Sugiyono (2015, p. 199), the questionnaire is a set of written questions that is used to get information from the respondent about his/her personality or something they had known. The researcher used 19 items of the questionnaires for collecting the data and represented student's mastering idioms, which is adopted from Khaweldah et al. (2016) it deals with the respondent's opinions in responding to the following options based on the Likert scale (Cohen et al. 2018, p. 480):

a. Strongly Agree
b. Agree
c. Neutral
d. Disagree
e. Strongly Disagree

The scores were given to the students based on the option of the answers. For the answer strongly agree the score was 5, the answer agree the score is 4, for the neutral answer a 3 score, for the answer disagree the score is 2 and for the answer strongly disagree the score was 1. Can follow to see the blueprint on the next page.

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Table III.2
Blueprint of Questionnaire

Indicators	Number of Items
a. Access to computer, smart phone and internet	1,2,8
b. Experience in using computer, smart phoneand internet	3,4,5
c. Confident in integration technology in English class	6,7,9,10
d. Positive attitude toward the use of technology in teaching English	15
e. Technology enhance quality of theory and practice in teaching English	11,12,13,14

2. Validity of Instrument

According to Cohen (2018, p. 245), Validity is an important key to effective research. If a piece of research is invalid then it is worthless. Addressing validity concerns the nature of what is valid, what validity means, how to know if one has achieved an acceptable level of validity, how to address validity in research terms, and how validity enters design, inferences, and conclusions.

In addition, Winter (2000) in Cohen (2018, p. 245) argue validity regard it as essentially a demonstration that a particular instrument measures what it intends, purports, or claims to measure, that an account accurately represents 'those features that it is intended to describe, explain or theories.

To analyze the validity of the instrument, the researcher conducted a try out by handing 28 Teacherss who was not included in the research sample. the researcher used Excel Program to analyze the data. The researcher compared $R_{observed}$ to R_{table} at significant level of 5% of 30 is

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0.374 (df =N-2=28). The $R_{observed}$ of each items should be higher than the R_{table} to be considered as a valid question. If the Robserved of the analysis of less than R table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

Table III.3 Blueprint of Validity

Items No.	R Observed	R Table	Result
Item 1	0.380	0.374	Valid
Item 2	0.456	0.374	Valid
Item 3	0.665	0.374	Valid
Item 4	0.350	0.374	Valid
Item 5	0.786	0.374	Valid
Item 6	0.876	0.374	Valid
Item 7	0.389	0.374	Valid
Item 8	0.656	0.374	Valid
Item 9	0.385	0.374	Valid
Item 10	0.765	0.374	Valid
Item 11	0.446	0.374	Valid
Item 12	0.450	0.374	Valid
Item 13	0.665	0.374	Valid
Item 14	0.776	0.374	Valid
Item 15	0.876	0.374	Valid
Item 16	0.223	0.374	Invalid
Item 17	0.346	0.374	Invalid

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3. Reliability of Instrument

Reliability has to do with the accuracy of measurement. According to Cohen et al. (2018, p. 268), Reliability has to do with accuracy of measurement. According to Cohen et al. (2018, P. 268) Reliability is essentially an umbrella term for dependability, consistency and replicability over time, over instruments and over groups of respondents. The table below

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is the categories of reliability test used in determining the level of reliability of the test.

Table III.4
The level of Acceptable Reliability

No	Reliable	Validity
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion & Marison, 2007: 506)

The researcher also used the SPSS 25 program to find out whether the Instrument was reliable or not.

a. Reliability of Mastering Idioms Questionnaire

Table III.5
Reliability Statistics of Questionnaire

Cronbach's Alpha	N of Items
0.760	28

From the table above, it can be seen the value of Cronbach's Alpha is 0.760. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded that the test is reliable, and the level of reliability is reliable.

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F. The Technique of Data Analysis

In analyzing the data, the researcher used the microsoft excel. First, through microsoft excel the researcher calculated the result of the questionare. The researcher analyzed the data from questionare filled out by the teachers by

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using statical formula. Then, they are processed by using likert scale which treated by using from Trismasari et. Al (2016)

$$M=\frac{\sum}{N}$$

M: Mean Score

N: Number of Indicator

$\sum X$: Sum of mean score

$$\text{Percentage} = \frac{\text{Mean Score of Each indicators}}{\text{Sum of mean score}} \text{ X } 100\%$$

To know the criteria of mean score, the researcher used the category of level of the problem through the likert scale questionnaire by atef and Munir (2009) cited in Ideck et al (2014).

Table III.6
Category of Level of the Indicator

Scale	Agreement	Mean Range	Level of Indicator
5	Strongly Agree	4.50-5.00	Very High
4	Agree	3.50-4.49	High
3	Neutral	2.50-3.49	Moderate
2	Disagree	1.50-2.49	Low
1	Strongly Dissagree	1.00-1.49	Very Low

(Adopted by Atef & Munir:2009

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CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data described in the previous chapter, the researcher gives 15 questionaires for the teachers to know the teachers skills to integrate technology in teaching English and This research purpose was to find out whether there is significance Teachers' skill to integrate technology in Teaching at MAN 3 Pekanbaru, the researcher concluded that: Teachers' skills in integrating technology in teaching English is categorized into high level with the mean score 4,08

B. Suggestion

From the calculation above, there are some suggestions from further research that are proposed by the researcher:

By the research the researcher hopes, the research can do the change in teaching process by integrating Technology in teaching english, then the researcher suggest to a teacher that they must have many skills to integrating Technology in teaching English to innovative English Classroom. For the candidate of English teacher, this research will give you fresh information about the preparation in teaching and learning process by integrating Technology in teaching English as the potential and powerfull tools for extending educational opportunities. This study will hopefully give you confidence to trust yourself that there is not only one way to teach because nowadays, there are a lot of media platforms are being developed to make learning process easier

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DOCUMENTATION

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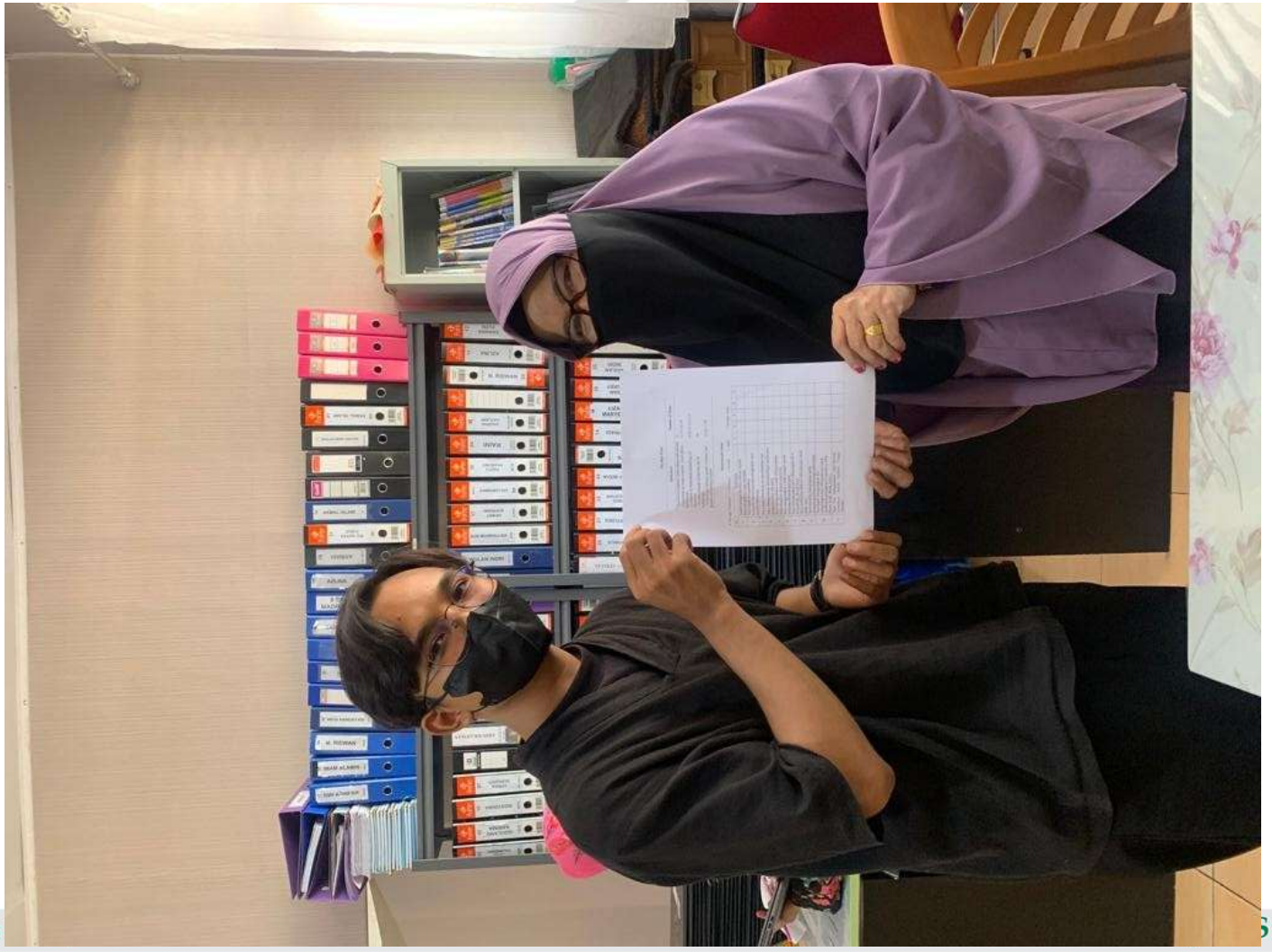

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RECOMMENDATIONS LETTERS

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FACULTY OF EDUCATION AND TEACHER TRAINING
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UIN SUSKA RIAU

Nomor : Un.04/F.II.4/PP.00.9/18419/2023 Pekanbaru,26 September 2023
Sifat : Biasa
Lamp. : -
Hal : ***Pembimbing Skripsi (Perpanjangan)***

Kepada
Yth. Mainar Fitri M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NURMUHAMMAD IHSANI ARIA MUNA
NIM : 11714102595
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS ENGLISH TEACHERS SKILLS TO INTEGRATE TECHNOLOGY IN TEACHING ENGLISH AT MAN 3 PEKANBARU
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Nomor : Un.04/F.II.4/PP.00.9/139/2023 Pekanbaru, 04 Januari 2023
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
MAN 3 Pekanbaru
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: **Nurmuhammad Ihsani A .**
NIM	: 11714102595
Semester/Tahun	: XI (Sebelas)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Pratiset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

Sultan Syarif Kasim Riau

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Nomor: Un.04/F.II.4/PP.00.9/693/2023 Pekanbaru, 13 Januari 2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset (Perpanjangan)***

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

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Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: **Nurmuhammad Ihsani A**
NIM	: 11714102595
Semester/Tahun	: XI (Sebelas)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Teachers Skill To Integrate Technology In Teaching English At MAN 3 Pekanbaru
Lokasi Penelitian : Man 3 Pekanbaru
Waktu Penelitian : 3 Bulan (13 Januari 2023 s.d 13 April 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

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Nomor: Un.04/F.II.4/PP.00.9/8385/2023 — Pekanbaru, 23 Mei 2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset (Perpanjangan)***

Kepada
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Kementrian Agama Kota Pekanabru
Di Pekanbaru

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Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: **Nurmuhammad Ihsani A**
NIM	: 11714102595
Semester/Tahun	: XIII (Tiga Belas)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya An analysis English Teachers' skills to integrate technology in teaching english AT MAN 3 Pekanbaru
Lokasi Penelitian : MAN 3 Pekanbaru
Waktu Penelitian : 3 Bulan (23 Mei 2023 s.d 23 Agustus 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

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a.n Rektor
Dekan

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KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
Jalan. Arifin Achmad Simpang Rambutan Nomor. 01 Pekanbaru
Telp. 0761 66513, 66504 FAX. 66513
Email : ku.pekanbaru@yahoo.go.id

Nomor : B-3517 /Kk.04.5/TL.00/05/2023 — 29 Mei 2023 M
Sifat : -
Lampiran : -
Perihal : **Rekomendasi Penelitian**

Yth. Kepala **MAN 3 PEKANBARU**

Dengan Hormat,

Memperhatikan maksud surat Fakultas Tarbiyah dan Keguruan UIN Suka Riau Pekanbaru Nomor : Un.04/F.II.4/ 8385/2023 tanggal 23 Mei 2023 M, dan Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru , No. BL.04.00/Kesbangpol/57/2023, Tanggal 9 Januari 2023 Perihal seperti pokok surat, akan datang menghadap Saudara:

Nama	: **NURMUHAMMAD IHSANI A**
NIM	: 11714102595
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
Jurusan	: Pendidikan Bahasa Inggris
Jenjang	: S1
Alamat	: Kp. Cibulan Desa Patrasana Kec. Kresek Kab. Tangerang Banten

Bermaksud melakukan penelitian di MAN 3 Kota Pekanbaru yang Saudara pimpin selama 3 bulan (3 Mei 2023 s.d 23 Agustus 2023), guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul:

"AN ANALYSIS ENGLISH TEACHER ' SKILLS TO INTEGRATE TECHNOLOGY IN TEACHING ENGLISH AT MAN 3 PEKANBARU "

Untuk maksud tersebut kiranya Saudara dapat memberikan bantuan/informasi yang diperlukan sepanjang yang bersangkutan dapat mematuhi ketentuan/peraturan yang berlaku semata-mata untuk kepentingan ilmiyah.

Demikian surat izin riset/penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya, atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.

Kepala

Syahrul Mauludi

Tembusan:
1. Ka. Kanwil Kementerian Agama Propinsi Riau
2. Dekan Fakultas Tarbiyah Dan Keguruan UIN Suska Riau
3 Yang bersangkutan

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KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU
AKREDITASI : A
(NSM : 13.1.1.14.71.0003 NPSN.69996182)
Jl. HR. Soebrantas KM 14,5 Kecamatan Tuah Madani – Pekanbaru
Website: http://www.man3pekanbaru.sch.id E-mail : man3gemilang@gmail.com

Nomor : 034/Ma.04.7/TL.00/01/2023 27 Januari 2023
Sifat : Biasa
Lampiran : -
Perihal : Balasan PraRiset

Yth;
Dekan Fakultas Tarbiyah dan Keguruan
UIN Sultan Syarif Kasim Riau
di
Pekanbaru

Assalamualaikum'alaikum warohmatullahi wabarakatuh

Berdasarkan Surat Universitas Islam Negeri Sultan Syarif Kasim Riau Fakultas Tarbiyah dan Keguruan Nomor: Un.04/F.II.4/PP.00.9/139/2023, tanggal 04 Januari 2023 perihal permohonan izin melakukan PraRiset atas nama:

Nama	: Nurmuhammad Ihsani A
NIM	: 11714102595
Semester/Tahun	: XI (Sebelas) / 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Dengan ini disampaikan bahwa nama yang tersebut diatas disetujui untuk melakukan PraRiset di MAN 3 Kota Pekanbaru.

Diharapkan kepada saudara/i setelah selesai melaksanakan PraRiset dimohon untuk melaporkan hasil penelitian nya untuk menambah koleksi referensi diperpustakaan MAN 3 Kota Pekanbaru.

Demikian surat ini disampaikan untuk dapat diketahui dan dipergunakan sebagaimana mestinya.

Kepala,

M. Marzuki

Tembusan :
1. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
2. Yang Bersangkutan

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Sultan Syarif Kasim Riau

PEMERINTAH KOTA PEKANBARU
BADAN KESATUAN BANGSA DAN POLITIK
JL. ARIFIN AHMAD NO. 39 TELP. – FAX : (0761) 39399 PEKANBARU

SURAT KETERANGAN PENELITIAN
Nomor : BL.04.00/Kesbangpol/57/2023

a. Dasar :
1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.

b. Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPTSP/NON IZIN-RISET/50673 tanggal 27 September 2022, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

MEMBERITAHUKAN BAHWA :

1.	Nama	: **NURMUHAMMAD IHSANI A**
2.	NIM	: 117141025950
3.	Fakultas	: TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4.	Jurusan	: PENDIDIKAN BAHASA INGGRIS
5.	Jenjang	: S1
6.	Alamat	: KP. CIBULAN DESA PATRASANA KEC. KRESEK KAB. TANGERANG-BANTEN
7.	Judul Penelitian	: **TEACHERS SKILL TO INTEGRATE TECHNOLOGY IN TEACHING ENGGLISH**
8.	Lokasi Penelitian	: KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.
3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan fhoto copy Kartu Tanda Pengenal.
4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 9 Januari 2023

a.n. Kepala Badan Kesatuan Bangsa dan Politik
Kota Pekanbaru
Sekretaris

Drs. H. ZAMZAMI, M.Si
Pembina Tingkat I
NIP. 19660621 199401 1 001

Tembusan
Yth :
1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
2. Yang Bersangkutan.

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CURRICULUM VITAE

Numruhmmad Ihsani Aria Muna is the first child of Mr Afrizal Bakhtiar, He was born on Pekanbaru, October 13th, 1998. In 2010, He graduated from SDN 1 Renged. He also finished his study at MTS Al-Amin in 2013 and SMK Ardaniah Kota Serang 2016.

In 2017, he was acceped to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On August 2020, he was doing *KKN (Kuliah Kerja Nyata)* program in Kabupaten Tangerang. Then, on October 2020, he was doing Pre-Service Teacher Practice *(PPL)* program at SMAN 1 Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, he conducted the research by the thesis entitled "**TEACHERS' SKILLS IN INTEGRATING TECHNOLOGY IN TEACHING ENGLISH AT MAN 3 PEKANBARU**

UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU