ICT PLATFORMS USED BY TEACHERS IN TEACHING ENGLISH A SCOPING REVIEW
BASED ON PUBLISHED ARTICLES BETWEEN 2011 TO 2020

THESIS

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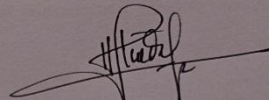Yang membuat pernyataan,

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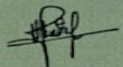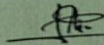
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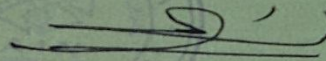NIP.19730121200003 2 001

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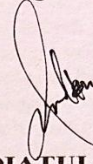| No	Names	Position	Signature	Date
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ABSTRAK

RADIATUL FADHLI, NIM: 15300400075, Judul skripsi **: ICT PLATFORMS USED BY TEACHER IN TEACHING ENGLISH A SCOPING REVIEW Based on Published Articles between 2011 to 2020.** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.
Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Batusangkar.

Penelitian ini dilatar belakangi oleh banyaknya siswa yang mengalami kesulitan dalam memahami dan mempelajari bahasa inggris. Salah satu penyebab ketidak pahaman siswa dalam mempelajari bahasa inggris yaitu metode dan media yang di gunakan masih tergolong monoton dan membuat siswa jenuh contohnya saja pada beberapa skill seperti *writing, speaking, listening, vocabbulary* masih tergolong monoton sehingga murid mudah jenuh dalam belajar bahasa Inggris. Di zaman yang milenial seperti sekarang, pemanfaatan teknology atau sering di sebut dengan ICT, merupakan sebuah tren yang di gunakan oleh guru dalam mengajar bahasa inggris. Dalam penggunaan ICT di dalam mengajar bahasa inggris, selain meningkatkan kemampuan dan minat belajar siswa, skill yang di ajarkan juga beragam, mulai dari *writing, listening, speaking, reading*, dan *vocabbulary.*

Adapun tujuan dari penelitian ini adalah untuk mendeskripsikan, (1) apa saja ICT platforms yang digunakan oleh guru dalam mengajar bahasa inggris, (2) apa saja skill yang di ajarkan oleh guru bahasa Inggris menggunakan ICT platforms dalam belajar bahasa Inggris, (3) bagaimana guru bahasa Inggris menggunakan dan mengaplikasikan ICT platforms tersebut dalam mengajar bahasa Inggris.

Jenis penelitian ini adalah *scoping* review atau kepustakaan, sumber data dalam penelitian ini adalah 15 jurnal internasional dan nasional yang membahas tentang apa saja ICT platforms yang di gunakan oleh guru bahasa Inggris dalam mengajar bahasa Inggris. Teknik pengambilan data pada penelitian ini menggunakan teknik analisis dokumen. Untuk instrumen yang digunakan dalam penelitian ini yaitu tabel analisis jurnal. Selanjutnya, dalam menganalisis data, peneliti menggunakan teori Prayitno & Amti (2009)

Dari hasil analisis data dapat ditarik kesimpulan bahwa ada 6 jenis ICT yang digunakan oleh guru bahasa Inggris dalam mengajar bahasa Inggris, (1) whatsapp, (2) facebook, (3) instagram, (4) telegram, (5) edmodo, dan yang ke (6) google classroom. Dan skill yang diajarkan menggunakan 6 ICT tersebut yaitu, (1) *writing*, (2) *listening*, (3) *speaking*, (4) *reading*, (5) *vocabbulary.*

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CHAPTER I
INTRODUCTION

This study discuss about background of the problem, focus of the research question, definition of key terms, purpose of the research, and significance of the research.

A. Background of the Problem

Nowadays, English has become a priority subject to be mastered by students who studying English at senior high school. In senior high school English subject is one of the compulsory subjects to pass the National Exam. Based on the statement above, teaching English in classroom should be able to make students to use the English language for communication.

English is an international language.The use of English plays an importan role in current globalization.Many aspects in the world use English, such as technology, economy, commerce, and education. Consequently,mass of people want to learn English. They learn not only for pleasure of knowing the language, but because English is the key to the international currencies of technology, commerce, education and so on. Therefore, by considering at this level, both the teachers and students should be master in teaching English. Especially for students, they are should be compete in learning English in this era. For the teachers, they should master to teach English well in order that they can guide the students to learn English.

The are a number of factors that contribute to students lack of understanding when study English, one of factor is the methods used by teachers in teaching English still monotonous and make the students bored with learning English. Various ways have been done by teachers to make students understand and enjoy the learning English starting from using media such as picture, audio, and videos in English to support students understanding in teaching English. However, the media itself still makes students not fully understand in teaching English. In this technological era,

teachers must be able to used technology to support students understanding in learning English.

To solve the problems, the school stakeholders have to create a new management system in supporting the school system. They'll have to come up with a new rule that covers the usage of schooling and work-at-home devices.

In dealing with the teaching-learning process in this era, the use of media is an essential part. In the utilization of the media, particularly in the online classroom, it takes creativity and also a mature instructional consideration of the teacher. The use of the internet and supported application contributing teaching and learning process is unavoidable. Unfortunately, m any problems and limitations also arise in conducting the e-learning system.

Based on such a situation, the researchers attempt to find out **"ICT Platforms used by English Teacher in Teaching English Based on Published Journal Articles from 2011 to 2020**"

B. Focus and Questions of the Research

Based on the background of the problem above, the researcher focuses on ICT platform used by teachers in teaching English. Based on the focus of research, the question of this research as follows:

1. What ICT platforms are used by teachers in teaching English?
2. What skills are taught by English teachers using ICT platforms in learning English?
3. How English teachers use and apply these ICT platforms in teaching English?

C. Definition of the Key Terms

To avoid the ambiquity, the reseacher defines the key terms of this research as follows :

1. Information and communication technologies (ICT) refer to technological toolsused by teachers to improve and give some motivation for students in teaching English.

2. Teaching English is guiding and give knowledge, showing someone to learn or helping someone to do something by giving instructions, guiding in study of something and providing with knowledge in order to make someone to know and understand about something process the learner to learn, and setting the condition of learning English by using ICT.

D. Purpose of the Research

The purpose of this study is to describe, 1) what ICT platforms are used by teachers in teaching English, 2) what skills are taught by English teachers using ICT platforms in learning English, 3) how English teachers use and apply these ICT platforms in teaching English.

E. Significance of the Research

After conducting the research, the researcher is hoped to give contribution and benefit to some people. Theoritically, this research is going to be conducted in order to enhance the findings about the subject trought a library research.

1. English Teacher

This research hopefully can give informationto the English teachers about ICT Platforms that can be used in teaching English. The finding of this researcher can be as references for them in considering the use various ICT platforms which bring positive affects in teaching English for students.

2. The Researcher Himself

For the researcher himself, this research enrich his knowledge of the field. In addition, this research will be one requirement for the researcherto get his bachelor degree (S1) from English teaching department of Tarbiyah Faculty and Teaching Training at IAIN Batusangkar.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter present the related literature review about teaching English, review on information and commucation technology (ICT) platforms, media for teaching and the previous study, this review on related literature is aimed to create the framework about the issues of the research.

A. Review of Related Theories
1. Teaching English
a Definition of Teaching English

According to Brown (2007:8) teaching is showing or helping students to learn or how to do something, giving instruction, guiding in the study of something, providing with knowledge, knowing or understanding. In short, teaching is the process how the teacher helps the students to do and know something in their learning process.

In addition, Brindley in Dina (2003:11)states that The uncontrolled force of a common language that all speakers speak, as well as the uncontrollable response to what readers read, are at the heart of teaching English. The teacher-student relationship is based on democratic opportunity, not on having the solution.

In addition, Brown (2004:5) said teaching sets up the practice games of language learning: the opportunities for the learners to listen, think, take risks, set goals and process feedback from the ''coach'' and then recycle through the skill that they are trying to master. In short, teaching is the process how the teacher help the students to do and know something in their learning process.

From the theories above, it is considered that teaching is the whole process of giving knowledge from the unknown to know something and process of helping students to use English effectively by using several ways. English teaching should be creative. It is able to create the

atmosphere of language learning which eases the students in aiming communicative competence in teaching English.

b Principles in Teaching English

According to Walter (2004:25) presents the following concepts for teaching language:The first is that language is useful.Language serves a purpose and serves a function in real-world interactions; it is learnt via meaningful usage and engagement. The second point is that language and culture are connected. Languagecanbeviewed as a verbal expression of culture. Third is language varies andchanges. Language varies according to person, situation and purpose.Language also varies by region; social class and ethnic group and change over time to adapt to the ever changing need so the language user. Fourth is language skill develop independently. Authentic languageuse often requires the simultancous use of several language domains.Last,native language proviciency contributes to second language acquisition.

Furthermore, there are some principles or teaching English. According to Brown (2000:54-70), there are three principles of teaching English. Those principles are as follows:

1) Cognitive Principle

   This principle consists of:

   a) Automaticity

      The efficient of learning involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms. It means that automaticity is automatic process of time movement of a few language forms into unlimited number of language forms.

   b) Meaningful Learning

      Meaningful learning is using activities in class that target and incorporate students needs, personal interest, and goals. It means

that meaningful learning is classroom activities that incorporate students need, interest, and goals as the target of learning.

c) The Anticipation of Reward

By the anticipation of some of reward – tangible or intangible, short term or long term- that will ensue as a result of the behavior.

d) Intrinsic Motivation

The most powerful reward are those that are intrinsically motivated within the learner. Because that behavior stems from needs, wants, or desires within oneself. In other words, intrinsic motivation comes from within students oneself. Students who have intrinsic motivation to learn can be seen from their high spirit and desires in learning

e) Strategic Investment

Successful mastery of language will be due to a large extent to a learners own personal of time, effort, and attention to the language in the form of an individualized battery of strategies for comprehending and producing the language.

2) Affective Principles

This principle consists of:

a) Language Ego

The new language ego can easily create within the learner a sense of fragility, defensiveness, and a rising of inhibitions. In other words, language ego is human beings learn to use a language, they also develop a new mode of thinking, feeling, and acting

b) Self-Confident

Learner belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task. In other words, self confidence is the attitude which allows people to have a positive and realistic point of view of their abilities such as optimism, enthusiasm, and trust.

c) Risk-Taking

Risk taking is the ability that learners have to become gamblers in the game of language and to interpret language that is beyond their absolute certainty. It means that successful language learners capable of accomplishing tasks must be willing to attempt, generate, and interpret language that is a little outside their comfort zone The language-culture connection

When instructors educate about language, they are making a cultural link, they also teach about a complex system of cultural, customs, values, and ways of thinking, feeling and acting.

3) Linguistic Principles

The principle consists of:

a) The Native Language Effect

The native language of learners exerts a strong influence on the acquisition of the target language system. Meanwhile, native system will exercise both facilitating and interfering effect on the production and comprehending of the new language. in other words, students target language acquisition will get strong influence from their native language.

b) Inter-Language

Language learners tend to go through a systematic process as they progress to full competence in the target language. successful inter-language development is partially a result of utilizing feedback from others.

c) Communicative Competence

Communicative competence is the goal of a language classroom, instruction needs to point toward all its competence: organizational, pragmatic, strategic, and psychomotor. Communicative goals are the best achieved by giving the attention to language use and not just usage, to fluency and not just accuracy, to authentic language and

context, and to student eventual need to apply classroom learning to previously unrehearsed context in the real word.

In addition, Savignon (2002:25) mentions several principles of language teaching, namely: First, language teaching is based on a view language as communication. Language is seen as a social tool that students use to make meaning: students communicate about something to someone for some purposes, either orally or written. Second, diversity is recognized and accepts as a part language development and use it as English Foreign language, as it is with first language users. Third, students' competency is considered in relative term, not in absolute. Fourth, more than one variety of a language is recognized as a continuum model for learning and teaching.

Fifth, culture is recognized as an instrument in shaping students' communicative competence, in both their first and additional languages. Sixth, no methodology or fixed set of techniques is prescribed. Seventh, language usage is recognized as serving ideas, interpersonal, and textual functions, and it is related to the development of students' competence. It is essential that the students be engaged in doing thing with language, that they use language for a variety of purposes in all phases of learning.

Based on the theory above, there are three main principles of teaching English. First, cognitive principle which is consist of automaticity, meaningful learning, anticipation of reward, intrinsic motivation, and strategic investment. Second, affective principle which is consist of language ego, self-confidence, risk-taking, and language culture connection. Third, linguistic principle which is consist of native language effect, inter-language, and communicative competence.

c   Component of Teaching English

According to Wina (2006:17) there are five components of teaching. Namely : (1) Aim: Aim is very important component in teaching English, because teacher will use aim to concept and pattern of teaching which he do. (2) Materials: Material are fundamental things in teaching learning process. Materials are consisting of knowledge, skill, and attitude that should be learned by the students based on competences standart. (3) Method of strategy of teaching. This is the main component to determine success or not teacher teach the aim of learning process. The teacher should use the suitable method or strategy of teaching with the students ability. (4) Media: A good and effective media can make students enthusiast and active in teaching learning process. (5) Evaluation: Evaluation not only to see the successful of students in teaching learning process, but also to be feed back to the teacher to know his successful.

According to Palma in Riskiya (2011:14) there are eight elements of teaching. These are:

1) Milieu: The Learning Environment

In teaching teacher need to make the learning environment as stimulating as possible. Every stimulus in the classroom should contribute to learning.

2) Matter: The Content Of Learning

It refers to what is to be learned as specified in the instructional objectives.

3) Method: The Teaching Learning Strategy

This consist of purposeful, planned activities and tasks that are undertaken by the teacher and the students in the classroom to bring out the intended instructional objective.

4) Materials: The Result Of Learning

Material are resources available to the teacher and learners which serve as stimuli in the teaching learning situation, this may be either a "human person or a "physical object"

5) Media: Communication In Teaching And Learning

This serves dual purpose: to promote common understanding in instruction and to set and attaining a healthy psychological climate in the classroom conducive to learning.

6) Motivation: Arousing And Sustaining Interest In Learning

Motivation is the cardinal principle in learning. A learner will learn only those things he wants to learn.

7) Mastery: The Be-All And –All Of Learning

This means internalization of learning resulting in automatic or habitual change behavior through meaningful repetition and application.

8) Measurement: Getting Evidence Of Learning

This is the final stage in the teaching learning sequence, involving the systematic collection of the evidence of learning. This is considered with the behavior aspect of the objective.

Based on the theory above, there are eight element of teaching are Miliue, Matter, Method, Material, Media, Motivation, Mastery, and Measurement.

2. ICT Platforms

a Nature of ICT Platform

The development of ICT (Information and Communication Technology) in the last century made namely the production, the exchange and consultation of data gigantically increase. Considering the value of some data, some ICT Platforms have been built to collect, analyse and present this information. These ICT Platforms first used for some restricted or private uses are entering the unrestricted public sector namely for cities.

Information and communication technologies (ICTs) cover a wide range of technologies. ICTs refer to technological tools and resources which are employed to communicate, create, disseminate and manage information (Thierer, 2001; Nordin, Embi & Yunus, 2009;

Nordin et al., 2010). These technologies include radio, television, computers, Internet, social networks and etc. In the last decade, there has been a growing interest in using computers and the internet to improve the effectiveness of teaching and learning in all levels and in both educational and non-educational settings. Although nowadays the older technologies such as radio, television and telephone are given less attention, they have a longer and richer background as educational tools. Therefore, the integration of new ICT tools such as laptop, interactive whiteboard, LCD projector, Internet and social networks in education is still in its infancy in comparison with the use of older technologies such as radio and television (Salehi & Salehi, 2011). This is due to the limited infrastructure of ICTs and the high costs of access to internet in developing countries (Carlson & Firpo, 2001).

Hartoyo in Linda, Ri'aeni (2018), Information and Communication Technology (ICT) affects greatly in the education world. The use of ICT in education, including language teaching and learning is a positive response to the development of the information and communication technology in the third millennium. Lam and Lawrence in Linda, Ri'aeni 2018 technology provides learners with regulation of their own learning process and easy access to information the teacher may not be able to provide. The wireless portable devices such as IPods, MP3 players, smart phones (Like Blackberry, iPhone), and Personal Digital Assistants (PDAs) could provide opportunities to respond to the need of this generation.

b Kinds of ICT Platforms

According to Habibi, et al (2018), technology presents some media to be used in communication like social media. With the increase of time, scope, and frequency of the Internet and technologies use, people have started to shape the way they communicate, share, and behave. In educational world, there are some popular ICT Platforms

that can be used by teacher in teaching English. The use of ICT brings some benefits in enhancing students' English skill. Those kinds of ICT platforms can be described as follows:

1) Whatssapp

According to Metz in Muthi'ah (2018), Whatsapp as an application that is popular nowadays especially teenagers at the Junior High School level. Whatsapp, a freeware and cross-platform instant messaging service for smartphones, and its users could communicate with other users individually or in groups of individual users. Also, Baffour-Awuah (2015) stated that WhatsApp technology can also improve learners' active involvement in the EFL classroom. In addition, Lauricella and Kay (2013) reveal that the main motives for using instant messaging might be saving time, handling issues, accessibility and easiness of use. Text messaging seems to be the favorite means of communication for learners with respect to communicating with both peers and instructors.

2) Blog

Campbell in A. Mabuan (2018) said, Blogs (short for "web logs") are online webpages that resemble a journal or diary and are free to use, manipulate, and customize. Blogs are simple to use and manage websites that enable a blogger or blog user to write, modify, and publish written outputs known as blog posts into the blogosphere (cyberspace blog community) using a blog platform, which is a free web hosting service.

3) Edmodo

Haygood et al in Tommy Hastomo 2016 Edmodo is a private micro-blogging service which provides a free and secure learning platform. Then, Majid in Tommy Hastomo 2016 It looks similar to Facebook, but is much more private and safe for a learning environment because it allows only teachers to create

and manage accounts, and only their students, who receive a group code and register in the group, can access and join the group.

4) Facebook

As explained by Smith and Hoyer (2010), facebook was found to be the most popular social media site used by students. Facebook asone of the social media can be used as useful and enjoyable media in teaching writingbecause it has features to support the teaching of writing, such as status, groups, notes,chats, page, and many more. Next, Aragon (2007) defined facebook group is a feature that is available on the social media site, Facebook. This feature allows for an unlimited number of members to participate, communicate and interact via post for a specific purpose.

5) Instagram

Alhabash and Ma(2017) state:Instagram is a photo-sharing mobile applicationthat allows users to take pictures, apply filtersto them, and share them on the platform itself.Instagram has over 400 million active monthlyusers who shared over 40 billion pictures. Instagram is an online web-based and mobile photo-sharing, video-sharing, and social networking service. Therefore it enables its users to take pictures and videos, and share them either publicly or privately on the application.

6) Telegram

Blattner and Lomicka (2015:43) said telegram is one of social media that is used by society to connect with the other friends. Telegram is also the recent media in this year after whatsApp and instagram. The researcher uses telegram, because students are more interested in their phones and making small talk or status or comment with their friends in social media than studying writing, eventhough they need to master writing in

English class. Therefore, the researcher tries to research the influence of using telegram as media to teach writing on students' writing achievement.

c The Advantages of ICT Platforms in Teaching English

The advantages of using technology are also being addressed by Considine, Horton & Moorman (2009) in termsof using different media resources for different instruction. Some of the media tried out include songs, editorialcartoons, video clips and internet resources to engage students in the learning process. Strategies for engagingstudents in media literacy activities are becoming more available as instructional frameworks or templates havebeen identified for analyzing different types of media. The emergence of ICT has shown to intensify the impactof media on culture and schooling. Connecting reading, writing, visual, and technological literacy providedstudents with opportunities to write for wider audiences and to produce authentic texts such as online bookreviews (Lawrence, McNeal & Yildiz, 2009).

Moving on to an integral part of ICT, which is the internet. With the amount of information up on the net, usersare able to collaborate and broaden their experience. Students could take responsibility for finding answers tosuit their own learning needs (Choi & Ho, 2002 as cited in Sweeny, 2010). Another advantage is that it promotescollaborative learning. The Internet allows like-minded people to communicate through websites, blogs, andsocial networking sites.Many of these sites include an option that permits users to work collaboratively andpublish their English.

ICT supports the modern principles of learning and language acquisition. Individualisation, interaction andstudent motivation, often considered paramount in modern education theories, are necessarily a part of theprocess in ICT. Mullamaa (2010) discussed the relationship between student motivation and e-learning. It issuggested that a well-

balanced ICT environment will enable students to feel the above and stay motivatedthroughout the learning process. Motivation, individualisation, learning in context and the activation of thelearner - all buzzwords in modern education – are often a part and parcel of a successful ICT support.

d ICT Platforms In Enhancing Teaching English

ICT Platforms are very popular among young people. Based on Wahyuni & Febianti (2019:46) social networks are becoming prevalent they meet the needs of individuals towards socialization. As we know that, the process of interaction has become one of the important elements of the daily life. As the result, there is the high numbers of people join the social networks, which are defined as programs that ease to interact between individuals and groups.

This is also happening in teaching English especially in improving students' ability.Since technology is constantly evolving and a new App is released with each sunrise, we must keep ourselves up to date with these Apps in order to succeed in attracting students' attention to learning. If we use Apps that are preferred by students, we will inevitably achieve our objectives, which will reinforce the regular academic process and assist us.The ICT process which is commonlystarted by commonly used web based social networks in particular. These Platforms are rooted in mobile phones and are specifically designed for mobile phones, such as: WhatsApp, BBM, Line, Facebook, Twitter, etc.

First,WhatsApp platfroms in enhancing students' in English ability. According to Hamad (2017),There was a noticeable improvement in the kids' performance. They demonstrated excellent communication skills in the WhatsApp group as they assisted one another.They also started a lot of useful discussions about it. Despite the fact that the instructor was put under extra pressure to locate content and create

appropriate audio and video for the Applications, Besides, Hamad (2017) also described both advantages and disadvantages of using WhatsApp in teaching English. The advantages of using WhatsApp can be seen as follows:

1) WhatsApp served as a substitute for virtual classrooms, allowing absent students to catch up.

2) Whatsapp addresses students' queries and gives them a sense of security because their instructor is constantly around

3) Itsupports in student conversation and helps students in reducing their anxiety of learning the language.

4) It assists students in improving their writing skills.

5) It allows students to learn from the errors of their peers.

6) Itincentivises students to believe regarding themselves and their abilities.

7) Itimproves students' skills and motivates students to learn.

While, some disadvantages of Using WhatsApp in teaching English are:

1) Material preparation requires experience and expertise of the software that supports the Applications

2) Students shouldn't conform to the appropriate time frame and post texts,video,audio at any time, even late at night

3) Some students refuse to get involved in discussions

4) It is impossible to ensure students' attention, and not all students will learn from the contents.

5) Some students just copy and paste their work

6) To help us stay in control, the instructor must usually be cautious and patient.

Second, using Instagram. According to Rosyida and Seftika (2019), Students active users of several social media accounts, one of which is Instagram. Instagram itself is used as an entertainment medium to post photos and videos, and get the latest information.

The use of Instagram as a learning media bring a positive perception of the use of Instagram as a learning medium. In improving English language skills, Instagram creates fun classroom situations and helps students to be creative, communicative, and also collaborative with peers. More, Shazali et all (2019) Instagram is helpfull in developing students' ability. It develops students' new vocabulary and it boosts their motivation too. Moreover, Insatgram helps the students to widen the vocabulary range among students. Students are able to use various words to express their opinions, feelings and even motivate others to practice English well.

Next, by using Instagram, students are able to see the different type of writing styles, speaking, and listening among other users so that they can develop their own style too. Also, they getgood idea prior to write task or share videos as their friend's post has been featured in the Instagram. Furthermore, grammatical structure can be improved by reading other people's post especially the native of the English Language. The students are learning how to use word class in creating sentences through the reading of others' post and making sense of the usage of English Grammar. Besides, Instagram provides a meaningful and fun learning environment for the students as they are comfortable using Instagram in completing school tasks.

Third, the use of Facebook in enhancing students' in English ability. According to Ramadhani (2018), The use of Facebook comments to teach writing is divided into several steps. They are pre-writing, drafting, revising, and editing. In pre-writing, the students get idea for getting started. Then they write ideas that are related to the topic of a text which is given by the teacher. Then in drafting, the students are scrawling down the ideas that they have got in the previous stage. In this stage, they just write rough draft that can be developed in the next stage. The third stage is revising. The

students are asked to check the rough draft. They have to fix their writing before they submit on the Facebook group. After they submit on the Facebook group, the students have opportunity to give comments to their friends' and share the video and picture. This means that the students experience with Facebook comments and post. Here, each student can give comments to their friends before continuing to the last stage. The fourth stage is editing. In this stage, the students can edit their writing depends on their friends comments in their writing narrative text. After doing all of those stages, the students can submit their final writing on the Facebook group.

In the use of Facebook comment in teaching writing skill, Ramadhani (2018) stated that the students are interested to response their friends' comments posted on Facebook group. They take every opportunity to practice their writing skills. Students also discover new sentence or writing structures by reading the comments from their friends. These show that Facebook comments have a high potential of enhancing and improving students' writing skills.

Fourth, the use of Telegram. Based on Rahmaet al(2018), telegram as media in teaching and learning process made students not to be lazy to study. The students could share in their gadget everywhere. It means there is influence of using telegram on the students'. On it,there was no limit time to practice writing,speaking,listening because students only had to open their gadget and tried to practice their English study. In the classroom the teacher could give other exercises to motivate and provoke the students to be more interested in teaching English. In other words, Telegram could be an alternative platforms in order to make students more interested to practice English language. It is because gadget is students' favorite thing and they like to bring it everywhere. Moreover, since the students have limited time to practice in the classroom and also the teacher may teach English skill by using

monotonous method. Telegram could be effect students' interest to practice their English skills. Telegram as a media gave positive influence for students in teaching English. As a result, students could be more creative in teaching English because of the effect of digital media.

B. Review of Relevant Studies

Based on literature that researcher read, the researcher has found many of researcher have relevance with the problem that discussed in this study. First, siti alfiani arifin (2020) has conducted the research entitle " The Implementation Of Technology In Teaching English By The Teacher At Smp Unismuh Makasar " This research can be given understanding about how to implement and used ICT in teaching English. The similarities from this research is discuss about understanding used ict platforms in teaching English. Beside the difference of this research is the researcher focus on implementation of ICT in teaching English, meanwhile the writer focus on what kind of ICT platforms they used to teaching English. The finding of this research is given understanding about type of technology or ICT the teachers used to teach English language.

Second, fitria ulfa (2018) has conducted the research entitle " The Implementation Of Ict For Teaching English At State Senior High School 1 Ngunut " in this research, writer found teacher preparation to teach English used ICT platforms has two point, firts, the teachers preparating the syllabus and lessons plans. Second, the implementation of ICT based on each skill were, listening, writing. The similarities from this research with the research is discuss about how to used ICT platforms to improve students ability in teaching English. The difference of this research is focus in only teaching in senior high schools, meanwhile the writer focus on type, skill, and how the teachers or researchers used ICT platforms to teaching English.

Third, mana alahmad (2020), has conducted the research entitle " The Effectiveness Of Telegram App In Learning English " in this article present

about telegram is effective to improve the students English ability. The similarities from this article with the research is discuss about using ICT platforms is effective to improved the students ability to teaching English. The differents of this research is focus to used telegram in teaching English. Meanwhile the writer focus on type, skill, and how the teachers or researchers used ICT platforms to teaching English. The finding from this article is that understanding the way how to used ICT platforms to teaching English. Besides we should know the strategy and the way to use our feeling in understanding. Many things can be obtained from the results of used ICT in teaching English. We may know some of terms that exist in the work of ICT. The uniqueness of the use ICT platforms to teaching English.

CHAPTER III
RESEARCH METHODE

This chapter discussed the research method related to this study. It presents the research design, data and data Source, data collection, research instrument, research procedure, technique of data analysis, and data validation.

A. Research Design

This study belonged to descriptive with qualitative approach. (Sukardi, 2003:11) Descriptive research is a method of research which trying to picture out and interprets the object as in the fact. So, in this study descriptive research is conducted in the purpose to describe systematically about the fact and characteristic of the object or subject accurately. Design research is very important for a study because it contains strategies, method or steps to be taken by a research in conducting research. This research conducted library research as research design to do this research. According to Zeid in Illahi and Rusman (2016) library research is a literature search while utilizing library resources to obtain research data. So, library research is a series of activities in the form of library data collection by reading and recording and processing research material. Its activities are only on library collection materials without the need for field research. In this research, the researcher uses some sources as references. This study also belonged to scoping review.

B. Data and Data Source

The data is a collection of facts, such as values or measurements. It can be members, words, measurements, observations or even just description of things. Data source or source of data is source where of data are collected. According to Arikunto (2010:129) the source of data in the study in subjects from which the data can be obtained.

Therefore, researcher used a Method of scoping review by analyzing twenty articles in use ICT platforms in teaching English (Based on Published Articles from 2011 and 2020)'. The fact of various phenomena in teaching English make researchers interested in reading various articles about teaching English using ICT platforms as the results of the article that researcher have read and analysis about the use ICT platforms in teaching English, for example Research designs (Quantitative and qualitative), population, samples and informants, data collection techniques and data analysis techniques.

1) Asiani Dumanauw, *The Use Of Whatsapp Application To Teach Writing Of Recount Text,English Language Education Study Program Teacher Training And Education Faculty TanjungpuraUniversity*,2018. https://jurnal.untan.ac.id/index.php/jpdpb/article/view/30140/7567657944 4

2) Barhoumi, C., & Rossi, P. G. (2013). The Effectiveness of the instruction oriented hypertext systems compared to direct instruction in e-learning environment. *Contemporary Educational Technology, 4*, 281–308. https://www.cedtech.net/article/the-effectiveness-of-instruction-oriented-hypertext-systems-compared-to-direct-instruction-in-6109

3) Crowley, Brianna. (2015). *Connecting a Classroom: Reflections on Using Social Media With My Students* [Online]. Available: http://www.edweek.org/tm/articles/2015/09/09/connecting-a-classroom reflections-on-using-social.html. [3 May 2017].

4) Geminastiti. et.al.(2016). Students' Perception on Social Media in Writing Class at STKIP Muhammadiyah Rappang, Indonesia. *International Journal of English Linguistics*. 6(3): 170-175. https://www.researchgate.net/publication/303554269_students_perception _on_social_media_in_writing_class_at_stkip_muhammadiyah_rappang_in donesia

5) Ghada Awada, Effect of WhatsApp on critique writing proficiency and perceptions toward learning, INFORMATION &COMMUNICATIONSTECHNOLOGY IN EDUCATION |RESEARCH

ARTICLE, *Cogent Education* (2016), 3: 1264173

https://www.researchgate.net/publication/311707941_effect_of_whatsapp
_on_critique_writing_profiency_and_perceptions_toward_learning

6) Hairus & Saidna, *The Social Media-Based Approach in Teaching English
   at Jember University*,Indonesia, 2017

   https://repository.unej.ac.id/handle/123456789/80306

7) Hartoyo, A. (2009) *"ICT in the learning of EFL"*. Available at
   www.Hartoyo.wordpress.com http://dx.doi.org/10.2190/7116-G776-7P42-
   V1100

8) Kaplan, A. M.,&Haenlein, M. (2010*). Users of the world, unite! The
   challenges and opportunities of social media.Business Horizons*,53(1),
   61. https://doi.org/10.1016/j.bushor.2009.09.0033

9) Kheryadi. (2017). *The Implementation of WhatsApp as a Media of English
   Language Teaching*, 10(2):1-14. Available on
   jurnal.uinbanten.ac.id/index.php/loquen/article/view/685
   https://www.google.com/url?sa=t&source=web&rct=j&url=https://media.
   neliti.com/media/publication/publications/237570-the-implementation-of-
   whatsapp-as-a-medi-
   f6caeb29.pdf&ved=2ahukewjr8t6okzbyahwnilcahzcid0mqfnoecauqag&us
   g=aovvaw29dprsogrfn5jw7pqew1ez

10) Lailul Muthi'ah,*Teaching Writing Recount Text by Using Whatsapp Peer-
    Comment to the Eighth Grade Students of MTs Darussalam Jabon
    Sidoarjo, STKIP PGRI Sidoarjo*,2019.
    https://repository.stkippgri-sidoarjo.ac.id/516/

11) Linda&Raeni*, Whatsapp Messenger as a Mobile Media to Learn English
    for EFL Students,*Universitas Swadaya Gunung Jati, Cirebon. 2018
    https://doi.org/10.32534/jike.v1i2.156

12) Millward et al. (2015). *The Use of Social Network Sites as an E-
    Recruitment Tool.Journal of Transnational Management,*20(1), 31-49.
    http://dx.doi.org/10.1080/15475778.2015.998141

13) Seftika, *INSTAGRAM AS SOCIAL MEDIA FOR TEACHING ENGLISH, Jurnal SMART , Volume 5, No 1 (2019), Page. 60- 70* https://ejournal.umpri.ac.id/index.php/smart/article/viev/831

14) Wahyuni, The use of WhatsApp group discussion to improve students English ability, *Indonesian Educational Administration and Leadership Journal (IDEAL)* 1(1), 45-51 (2019). https://online-journal.unja.ac.id/ideal/article/view/7601

15) Rossi, P. G. (2013). The Effectiveness of the instruction oriented hypertext systems compared to direct instruction in e-learning environment. *Contemporary Educational Technology, 4*, 281–308. https://www.cedtech.net/article/the-effectiveness-of-instruction-oriented-hypertext-systems-compared-to-direct-instruction-in-6109

1. Research Instrument

The research instrument of this research was following the table of analysis of academic activities. Analysis of academic journals activities is needed to search for reference to support or studying some research published into scientific journals. This activity is very important to understand and get some points that served in journal.

Table 1 : Analysis Journal Table

Autho	
Year	
Tittle	
Name of journal	
Volume	
Issue	
Pages	
Doi	
Website	
Abstract	
Purpose/reseach question (s)	
Literatur review	
Methods (describe how the study	

conducted by the reseacher)	
a. Research design/type	
b. Population /sample	
c. Instruments	
d. Research procedure	
e. Techniques of data analisys	
Result/finding	
Discussion	

(Adopted from Riki Juni (2020)

2. Research Procedure

The research procedures in this research used some procedures, such as Bracketing, Collecting data, Identifying meaningful statements, Giving meaning, and thick, rich description. These research procedures in this research was be described below:

1) Bracketing. In this step, the researcher wasidentify the phenomenon that was be investigated is a research journal about ICT in teaching English.

2) Collecting data. In this step, researchers was review and read the reports of the research finding that have conducted research on ICT in teaching English.

3) Identifying meaningful statements. In this step, the researcher was collect and record important information contain in a journal related for research.

4) Giving meaning. In this step, the researcher was group each point of ICT in teaching English contained in each journal that has been read.

5) Thick, rich description. This step is the final step that was taken by the researcher. The researcher was be analyzed all of the data from the review results and then the researcher draws a conclusion

C. Technique of Data Analysis

According to Prayitno& Amti (2009)In this analysis, the process of selecting, comparing, combining and sorting out various insights until relevant ones are found.

The procedure of content analysis according to Fraenkel and Wallen (2007) are as follows: (1) The researcher chooses the particular targets to be accomplished. (2) Characterizing significant terms should be clarified exhaustively. (3) Indicating units to be investigated (4) Discovering important information (5) Building up sane or reasonable connections to clarify how an information identifies with goals. (6) Getting ready for testing (7) Defining classification coding. After the not set in stone however much detail as could reasonably be expected about the parts of the substance to be analyzed, he needs to figure significant classes for research.

D. Data Validation

Validation in qualitative research happened in doing collecting. The aim of validation was to produce data that responsible and trusted in scientific. According to Mirshadin Sari and Asmendri (2020:48). Data validation in which with 4 stage:

1) Credibility

   Credibility of a researcher very questionable the data is correct or not in focus, the accuracy of choosing informant and the implementation of the method the data. Data analysis and the interpretation of data, in its entirety need each other's consistency other.

2) Transferability

   The result of research that be referred to thematic research and further by other. If a researcher understand and get an overview from the result of the study before, then the result be standart of transferbility.

3) Research dependency

   Of the data obtained, in other words, research is track record results from data have tracked in the field.

4) Certainty

Is testing the validity of research results against cases or phenomenon already happend in the field well theoritical or applicative, if its proven then the result research can be said to be valid.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter discusses the finding of the research about ICT platforms used by teachers in teaching English. The document of this researchare International and national journals. The researcher found 15 journals about ICT platforms used by teachers in teavching English. The researcher used analysis journal table.

Based on the data analysis, the researcher found 6 types of ICT platforms used by English teachers in teaching English, (1) whatsapp, (2) facebook, (3) instagram, (4) telegram, (5) edmodo, and the (6) google classroom.
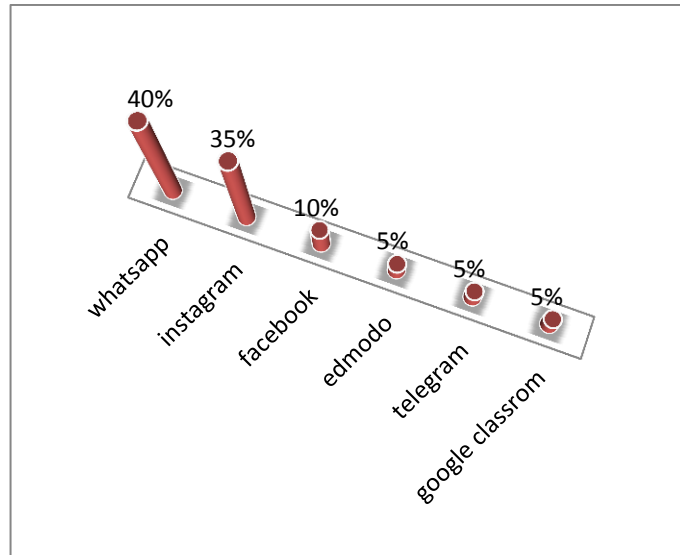
A. Research Finding

The findings of this reseach discuss the answer of the research question: (1) what ICT platforms are used by teachers in teaching English, (2) what skills are taught by English teachers using ICT platforms in learning English, (3) how English teachers use and apply these ICT platforms in teaching English. The discussion section presents the justification of the research findings related to the other relevant references. In this section we present articles which were the focus of our initial research questions :

1. What ICT Platforms Are Used By Teachers In Teaching English?
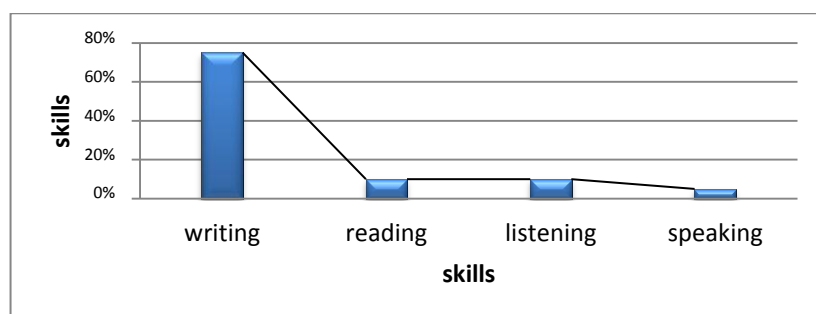
The type of ICT platforms that used from fifteen article in whatsapp, instagram, facebook, edmodo, telegram, and google classroom. The article used a platforms whatsapp [1p.5, 3p.4, 4p.6, 11p.5, 12p.7, 15p.6, 16p.5 ,20p.6] of fifteen article is 8 article got a percentage 40%. The article used a platforms instagram [6p.4, 7p.6, 8p.5, 9p.4, 10p.5, 13p.6, 17p.6] of fifteen article is 7 article got a percentage 35%. The article used a platforms facebook [14p.4, 19p.5] of fifteen article got a percentage 10%. And last, edmodo [2p.4], telegram [5p.6], and google

classrom of twenty article get a percentage 5% to edmodo, 5% to telegram, and 5% to google classroom.
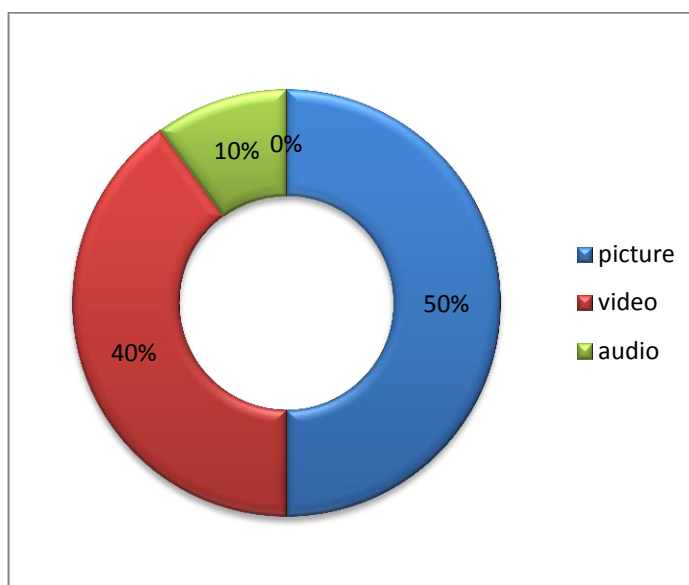

2. What Skills Are Taught By English Teachers Using ICT Platforms In Learning English?

From fifteen article, the skills of using ICT in teaching English is writing, reading, listening, speaking. Writing skills in using ICT platforms in teaching English [1p.4, 2p.5, 4p.5, 5p.6, 6p.6, 7p.6, 8p.4, 9p.6, 10p.5p.4, 12p.5, 13p.4, 14p.6, 15p.5, 18p.6, 19p.6] of fifteen jurnal is 15 got a percentage 75%. Reading skills in using ICT platforms in teaching English [11p.5, 17p.6] of fifteen article got a percentage 10%. Listening skills in using ICT platform in teaching English [16p.6, 20p.4] of fifteen article got a percentage 10%. Then, speaking skills in using ICT platforms in teaching English [2p.6] of fifteen article got a percentage 5%.

3. How English Teachers Use And Apply These ICT Platforms In Teaching English.

From fifteen article, how to apply ICT platforms in teaching English that the researchers found namely, picture, video, and audio in application ICT platforms their used. The article used picture to teaching English with ICT platforms [1p.5, 3p.4, 4p.6, 11p.5, 12p.7, 15p.6, 16p.5 ,20p.6] of fifteen article is 10 article got a percentage 50%. The article used video to teacing English with ICT platforms [3p.4, 4p.5, 8p.6 ,9p.4, 10p.5, 12p.5, 15p.5, 19p.4] of fifteen article is 8 article got a percentage 40%. Then, the article used audio to teaching English wtih ICT platforms [16,20] of fifteen article got a percentage 10%.

Based in the findings above, in this table we can conclude that :

NO	ICT PLATFORMS	SOURCE
1	Whatsaap	1. AsianiDumanauw, *The Use Of Whatsapp Application To Teach Writing Of Recount Text,English Language Education Study Program Teacher Training And Education*

		Faculty Tanjungpura University,2018. https://jurnal.untan.ac.id/index.php/jpdpb/article/view/30140/75676579444 2. Rekha Asmara, Teaching English in a virtual classroom using Whatsapp during COVID-19 pandemic https://doi.org/10.52237/lej.v5i1.152 3. Hamad, M.M. (2017). Using WhatsApp to Enhance Students' Learning of English Language Experience to Share. Higher Education Studies; Vol. 7, No. 4, 74–87. DOI: http://doi.org/10.5539/hes.v7n4p74 4. Fauzi, I., & Angkasawati, P. (2019). The use of listening logs through whatsapp in improving listening comprehension of EFL students. Journal of Applied Linguistics and Literature, 4(1), 13–26. DOI: https://doi.org/10.33369/joall.v4i1.6773 5. Rabbianty, E.N., Ghofur, A., & Wafi, A. (2021). Maximizing the Use of Whatsapp in English Remote Learning to Promote Students' Engagement at Madura. LET: Linguistics, Literature and Language Teaching Journal, 11(1). 42-60. DOI: http://dx.doi.org/10.18592/let.v11i1.4402 6. Ghada, A. (2016). Effect of WhatsApp on critique writing proficiency and perceptions toward learning. Cogent Education, 1-26.
2	Google Classroom	1. Barhoumi, C., & Rossi, P. G. (2013). The Effectiveness of the instruction oriented hypertext systems compared to direct instruction in e-learning environment. *Contemporary Educational Technology, 4*, 281–308. https://www.cedtech.net/article/the-effectiveness-of-instruction-oriented-hypertext-systems-compared-to-direct-instruction-in-6109 2. Rabbi, M. M. F., Zakaria, A. K. M., & Tonmoy, M. (2018). Teaching listening skill through Google Classroom: A study at tertiary level in Bangladesh. DUET Journal, 3(1), 2-7 3. Shaharanee, I. N. M., Jamil, J. M., & Rodzi, S. S. M. (2016a). The application of Google Classroom as a tool for teaching and

		learning. Journal of Telecommunication. Electronic and Computer Engineering, 8(10), 5-8.
		4. Shaharanee, I. N. M., Jamil, J. M., & Rodzi, S. S. M. (2016a). The application of Google Classroom as a tool for teaching and learning. Journal of Telecommunication. Electronic and Computer Engineering, 8(10), 5-8.
		5. Unika.ac.id. Using 'Google Classroom' App for Teaching Language. Access on30 June 2021, https://tinyurl.com/6d2yjxd3
3	Instagram	1. Anisa, The Use of Instagram for English Language Learning in English Language Education Departement http://repository.umy.ac.id/bitstream/handle/123456789/30657/Manuskrip.pdf?sequence=10&isAllowed=y
		2. Handayani, F. (2016). Instagram as a teaching tool? really? Proceedings of the Fourth International Seminar onEnglish Language and Teaching, 320-327.
		3. Hape, N. M. (2018). The effect of instagram to students' speaking at the paredise English course of Kampung Inggris in 2018. Artikel Skripsi Universitas Nusantara PGRI Kediri, 1-7.
		4. Mansor, N., & Rahim, N. A. (2017). Instagram in ESL classroom. Man In India, XX(97), 107-114.
		5. Sirait, J. B., & Marlina, L. (2018). Using instagram as a tool for online peer-review activity in writing descriptive text for senior high school. Journal of English Language Teaching, XII(1), 291-302.
		6. Listiani, G. (2016). The effectiveness of instagram writing compared to teacher centered writing to teach recount text to students with high and ow motivation.Journal of English Language Teaching, 1-8.
		7. Shazali, S. S., Shamsudin, Z. H., & Yunus, M. M. (2019). Instagram: a platform to develop student's writing ability. International Journal of Academic Research

		in Business & Social Sciences, IX(1), 88-98.
		8. Vianty, M., & Rasilia, P. (2014). The use of instagram to promote reading interest and build student characters. English Education Study Program Sriwijaya University, 247-253.
4	Telegram	1. Mizan Yushril Rahmatullah Faqih Putra.The Teaching of English By Using Telegram Application: A Case Study At SMKN (Vocational High School) 4 Malang. 2021: Vol. 4 (2):92-108
		2. Iksan, Z. H. & Saufian, S. M. (2017). Mobile Learning: Innovation in Teaching and Learning Using Telegram. Universiti Kebangsaan Malaysia, Malaysia.
		3. Faramarzi, S., Tabrizi, H. H., & Chalak, A. (2019) Telegram: An Instant Messaging Application to Assist Distance Language Learning. IslamicAzad University, Isfahan, Iran.
		4. Yinka & Queendarline. (2018). Telegram as A Social Media Tool for Teaching and Learning in Tertiary Institutions. Department of Curriculum Studies/Educational Technology, Faculty of Education, University of Port Harcourt, Nigeria
		5. Rahma, Bandjarjani, & Andanty. (2018). The Influence of Using Telegram on The Writing Achievement of XI Grade Studentsat SMKN 8 Surabaya. English Language Education Department, Faculty of Teacher Training and Education, University of PGRI Adi Buana Surabaya.
5	Edmodo	1. Al-Kathiri, F. (2015). Beyond the classroom walls: Edmodo in Saudi Secondary School EFL instruction, attitudes and challenges. English Language Teaching, 8(1), 189–204. https://doi.org/10.5539/elt.v8n1p189
		2. Hamidi S.R., Salleh K., Shuhidan S.M., Lokman A.M. (2020) The Adoption of Learning Management System: A Case Study of Schoology and Edmodo. In: Shoji H. et al. (eds). Proceedings of the 8th International Conference on Kansei Engineering and Emotion Research. KEER

		2020. Advances in Intelligent Systems and Computing, vol 1256. Springer, Singapore. https://doi.org/10.1007/978-981-15-7801-4_11
		3. Alqahtani, A. S. (2019). THE USE OF EDMODO: ITS IMPACT ON LEARNING AND STUDENTS'ATTITUDES TOWARD IT. Journal of Information Technology Education, 18.
		4. Arifiyanto, S., & Ali, F. (2019). Mediating Student Teachers through Edmodo in an Extensive Listening Class. Journal of English Teaching and Learning Issues, 2(2), 143-158.
		5. Janpho, J., Chaeturat, C., Multa, D., Harnburut, K., & Kwangsawad,T. (2014). Enhancing English writing skill by using online social network Edmodo. Journal of Education, Mahasarakham University, 707-712.
		6. Ma'azi, H., & Janfeshan, K. (2018). The effect of Edmodo social learning network on Iranian EFL learners writing skill. Cogent Education, 5(1), 1536312.
		7. Yagci, T. (2015). Blended Learning via Mobile Social Media & Implementation of" EDMODO" in Reading Classes. Advances in Language and Literary Studies, 6(4), 41-47.
6	Facebook	1. Bicen, H., & Uzunboylu, H. (2013). The Use of Social Networking Sites in Education.: A Case Study of Facebook, Journal of Universal Computer Science, 19(5), 658–671.
		2. Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The Benefits Of Facebook "Friends:" Social Capital And College Students' Use Of Online Social Network Sites. Journal of Computer-Mediated Communication, 12(4), 1143–1168.
		3. Melor Md. Yunus, Hadi Salehi, Choo Hui Sun, Jessica Yong Phei Yen & Lisa Kwan Su Li (2012). UsingFacebook Groups in Teaching ESL Writing, Recent Researches in Chemistry, Biology, Environment and Culture, 75–80.

B. Discussion

The researchers summarized and explained each of our findings in this part to offer a broad overview of what is currently known regarding the efficacy of using ICT platforms in teaching English and to highlight areas where the literature is lacking.

1. What ICT Platforms Are Used By Teachers In Teaching English?

Based on the research finding, the type of ICT platforms in fifteen article is whatssapp, instagram, facebook, edmodo, telegram and google classroom.

From fifteen article, the article used whatsapp as a platform to teaching English is more dominated than others platforms. Eight article of fifteen article used whatsapp as a platform to teaching English. After that instagram as a platforms to teaching English there are seven of number article of twenty article. And than, facebook as a platforms to teaching English from twenty article is just two article used a facebook as a platforms. Last, edmodo, telegram, google classroom as a platforms to teaching English.

So, from the explaination above , the **highest** of analyzed studies were carry out using whatsapp as a platforms in teaching English with percentages 40 %, and the **middle** of analyzed studies were carry out using instagram as a platforms in teaching English with percentages 35% and using facebook as a platforms in teaching English with percentages 10%. the **low** of analyzed studies were carry out using edmodo 5%, telegram 5% , and also google classrom as a platforms in teaching English with percentages 5 %.

2. What Skills Are Taught By English Teachers Using ICT Platforms In Learning English?

Based on the research finding, the researchers was found ICT platforms use by teachers in learning English based on published article

2011 to 2020 the result as follow of several skills taught including, 1)writing 75%, 2)reading 10%, 3) listening 10%, and 4) speaking 5%.

The skills in the analyzed publications indicated articles with a frequency of or %. As follow from twenty articles the **highest** skills in teaching English using ICT platforms is writing with the percentages 75 %. the **middle** skills in teaching English using ICT platforms is reading with the percentages 10 % , and also listening with the percentages 10 % and the **lowest** skills in teaching English using ICT platforms is speaking with percentage 5%.

3. How English Teachers Use And Apply These ICT Platforms In Teaching English.

Based on the research finding, the researchers was found how the researchers used ICT platforms in teaching English. From twenty article, the researcher used ICT platforms with a picture to teaching English. By using pictures, the researchers conducted experiments by providing pictures as a media and supported by ICT platforms for teaching English. From twenty article, ten of number article used a picture to teaching English to increase the interest and talents of their students.

After that, how to use ICT in teaching English is used a video as a media to teaching English. From twenty article found, there were eight of number article used video as a media to teaching English. The steps taken in using video to teaching English is same as using a pictures in teaching English. Where the researcher gave a video related to the learning material and asked students to do assignments that were in accordance with the material.

Last, how to use ICT in teaching English is used audio as a media to teaching English. From twenty article was found, two of number article used audio to teaching English as a media. Where the researchers gave some audio related to the learning material and asked students to do assignments that were in accordance with the material.

So, from the explaination above , the **highest** of analyzed studies were carry out using the picture with percentages 50 %, and the **middle** of analyzed studies were carry out using the audio with percentages 40%. the **low** of analyzed studies were carry out using audio with percentages 5 %.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the general findings the researcher found the ICT platforms used by teachers in teaching English, that researcher found in 15 journals about ICT platforms used by teachers in teaching English are 6 ICT platforms in teaching English namely: whatsaap, instagram, google classroom, facebook ,edmodo, andtelegram. The skills taught through the ICT platforms, namely : writing, reading, listening, and speaking. Platforms in fifteen journal article the researchers read, most of them use whatsapp, instagram, facebook, edmodo, telegram, and google classroom application as a media in learning English. Finally, how English teachers use and apply these ICT platforms in teaching English in fifteen journal;

First, Learning via Facebook does not only help to improve students' team working skills, but also helps them to achieve better results in learning. By using Facebook, students can get to know each other better and take education to its highest level and made it more interesting, therefore creating richer learning environments.

Second,Telegram application utilization as teaching media can be an efficient tool which help the teacher in the effort of enhancing students' ability of writing and reading skills. Writing skill may be improved by using Telegraph feature, while reading skill may be improved by using both Telegraph and Bot API features such as what has been mentioned previously in the findings.

Third, The classroom can be Google Classroom is a component of Google Apps for Education (GAFE), a suite of productivity apps designed to assist instructors and students in learning and online collaboration. Google Classroom can be accessed via Google Chrome on any computer or from any mobile device, regardless of platform. On Google Drive, all files uploaded by teachers and students are saved in a Classroom folder. The

classroom can be accessed at any time and from any location.The advantages of using Google Classroom in implementing education in Senior High School level Indonesia are to enhance teachers' and students' ability to use technology wisely, particularly for learning processes, to save time, to be environmentally conscious, to overcome the distance of residence, to increase collaboration among students, to provide timeless communication, and to serve as secure document storage.

Fourth, The implementation of Edmodo in teaching writing also shows that Edmodo facilitates the students' engagement cognitively through Note menu. The Note menu which is used during the writing process apparently facilitates the students with interactivity and meaningful writing tasks. To be more detail, Edmodo through Note menu facilitates the students' cognitive engagement by: 1) allowing the students to work independently within groups; 2) allowing the students to be concerning on quality of their work; 3) enabling the students to take parts in learning situations; and 4) directing the students to see Edmodo as a part of learning. Cognitive processes of order thinking specifically 'create', which contributes to critical thinking, are also facilitated by Note menu during the third flow. However, it is also identified that the students have lack responsibilities for their learning since they rely on each other on submitting tasks and rarely join the online classes.

Fifth, Instagram to develop students' English skills. Those were developing students' listening skill, developing students' speaking skill, developing students' reading skill, and developing students' writing skill. Furthermore, the researcher also found five activities inusing Instagram which could develop students' English skills as the second finding of this research. Those second findings were joining online quizzes, watching the English video, reading English captions, writing English captions, making English video orInstastory, and commenting on the English posts on Instagram.

Sixth, WhatsApp-based learning platform can achieve better learning outcomes even though they learn from home. This implies that teachers have competitiveness and competence in the application of digital technology in their community, especially in developing English learning designs by online materials while learning from home. It is recommended for teachers to show to their students' step-by-step procedure in conducting online learning platform by using whatsApp to ensure their students have been familiar with such online learning platform. Finally, further studies involving more research subjects or different areas of studies are recommended in order to explore much more findings which not only about the effectiveness of online learning via WhatsApp but also about the teacher-and-student activities related to their problems faced specifically using the application. This thing is more useful to unveil what students' handicap in online learning through WhatsApp platform.

Based on the findings and the discussion about fifteen journal article of ICT platforms use by the teachers in teaching English,Even while universities and workplaces see efficiencies in the use of ICT platforms by teachers in teaching English at a time when students' learning motivation in learning English.

B. Suggestion

Referring to the result of this study, the researcher would like to propose some suggestions to:

1. Related English Teacher

    To keep applying his/her creativity in choosing and creating his/her own strategy in teaching English used ICT platforms which appropriate to students' characteristics and students' background. However, the teachers should also state those strategies in his/her teaching planning.

2. English Teachers

    To imitate the strategies that applied ICT platforms by the English teachers in teaching English by choosing the most appropriate one and

modify it as their students' needed and background. It is also possible for them to find their own strategy in teaching English whether it suggested by expert or from their experience

3. The Next Researcher

To do research about strategies applied by this English teacher but in different   aspects, such as : teacher's strategy in use ICT platforms, teacher's strategy in motivate students use ICT platforms, etc.

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