

5. CONCLUSION

This study focused on the SAMR levels and learning technologies used by an English teacher in teaching speaking, reading, listening and writing as well as the similarities and differences related to the SAMR levels and the learning technologies employed by the teacher in teaching speaking, reading, listening and writing. The theory applied in this study was the SAMR (Substitution, Augmentation, Modification, Redefinition) model developed by Puentedura (2013).

The approach taken in this study was qualitative. The data was collected from document analysis of a 12th -grade English teacher's RPPs. There were seven RPPs submitted by the English teacher, Mr. "D". The writer focused on the language skills, classroom activities, media, and learning objectives as stated in each RPP. The writer also prepared a set of questions to ask to the teacher regarding some interesting statements, activities and learning technologies that he wrote in the RPPs. The question-and-answer session was carried out in a semi-structured format for 30 minutes on September 24, 2019 and was transcribed using clean transcription method. All data was then being analyzed by the writer using content analysis technique to determine the SAMR levels and the technological learning technologies used by the teacher.

From the analysis on the teacher's RPPs and answers during the question-and-answer session, the writer found that the teacher operated mostly on the substitution level of the SAMR model. The learning technologies used were *Microsoft PowerPoint, Microsoft Word, Youtube website and Edmodo*. These learning technologies were integrated into some pedagogical activities in speaking, reading, listening, and writing classes and were used mainly to substitute the traditional media such as whiteboard, notebook, audio from the textbook and printed materials. In his writing class, the teacher was able to integrate learning technologies into augmentation level particularly when he used

Edmodo to develop multiple choice exercises and score his students' submitted works.

The writer also found similarities and differences of the application of SAMR levels and the learning technologies used by the teacher in conducting classroom activities. The first similarity is that the teacher used two learning technologies namely Microsoft Office and the Websites, i.e. YouTube and Edmodo website, in some of his teaching practices. He never used other learning technologies. The second similarity is that the teacher's use of learning technologies fell mostly into the substitution level of the SAMR model. The teacher used the learning technologies simply to substitute traditional media such as the whiteboard and paper.

The first difference that the present writer noticed from analyzing the data is that the teacher employed different learning technologies depending on the type of classroom activity that he would carry on. Another difference that the writer noticed was on the level of the SAMR model integrated in the teacher's teaching practices. The substitution level of the SAMR framework was attained when the teacher used learning technologies in his speaking, reading, listening, and writing classes and the augmentation level was reached in his writing class.

Mr. "D" was observed on using limited number of learning technologies because he might not have enough technological knowledge due to the lack of trainings or references to consult to. The teacher also applied the learning technologies at the substitution and augmentation levels; he did not climb further into the modification and redefinition levels. This might be because he thought that his students would have problems if he applied the learning technologies in the Modification and Redefinition levels.

In spite of the limitations, the writer hopes that the finding of this current study would certainly add to the readers' understanding of how to implement the SAMR framework and to utilize learning technologies in teaching speaking, reading, listening and writing. Moreover, the writer hopes that the present study would inspire other researchers to conduct similar studies about the SAMR model and the use of technologies for educational purposes.