



## Technology Assisted in Teaching English at State Vocational High School 2 Selong

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### **Abstract**

This study aimed at investigating the kinds of technology frequently used by the English teachers at SMKN 2 Selong and exploring the significances of technology for classroom interaction. The observation and questionnaire were used to collect the data which were then analyzed by reducing, transcribing the essential points as well as accumulating the data using formula proposed in this study. The findings of this study showed that the kinds of technology frequently used by the English teachers were computer, LCD, application, google classroom, google form, YouTube videos, power point, and internet access (Wi-Fi). The kinds of activities used in implementing this technology apparently helped the teachers in improving students' seriousness in learning, and in recognizing the students' progress in learning and the students' strengths and weaknesses in certain aspect of language. In addition, the technology used by the teachers could create interactive learning process.

**Keywords:** *Technology; Classroom Interaction; Interactive Learning Process*

### **I. Introduction**

The development of knowledge is strongly influenced by the age of information technology and it is also believed that technology plays an important role in the development of today's human society. Then, it is essential to use modern technology to support teaching and learning for the students to learn English as a foreign language. They need to practice listening, reading, speaking and writing to develop their experience and skills (Ybarra & Green, 2003).

It requires a variety of tools that make learning languages easy and effective. The term of new technology includes communication technologies for language education where personal computers play a central role (Davies & Hewer, 2012). In addition to computers, there are other technical tools that can be used in language learning. Each technical tool has certain advantages and can be applied to any of the four parts of the language skills: speaking, listening, reading, and writing. However, to successfully use these techniques, students need to be familiar with computer and Internet use and able to operate these tools. The impact of technology on language teaching and learning is increasing in addition to the role of the teacher. In other words, teacher roles and technology roles can lead to high learning outcomes (Sharma, 2009).

In most countries, technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use to facilitate their students in learning. When talking about technology in teaching and learning, the word 'integration' is used. As technology is a part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and embedding technology into teaching to support and facilitate the students' learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through teaching and learning process (Eady & Lockyer, 2013).

A study conducted by Bordbar (2010) investigated teachers' attitudes towards computers and information technology, and the different ways in which their hands-on computer-assisted experience and knowledge in the field of computer-aided language learning could be applied to their language lessons. The findings of his study showed that almost all teachers were willing to use computers in their classes. The findings also highlighted the importance of teachers' general perception of technology, technology experience, skills, and abilities, and the cultural, and the formation of attitudes towards computer technology.

Another study conducted by Shyamlee (2012) analyzed the use of multimedia technology in language education. His study found that such technologies could enhance the students' motivation and awareness by engaging them in the practical process of language learning through communication. It recommended the use of multimedia technology in the classroom. This is especially because the positive impact on the learning process is consistent with the continuing effect of the role of education. The results of the study support the proven futility of traditional English teaching methods and confirm that learners are more enthusiastic and interactive when using modern techniques to record English. According to statistical data, a higher percentage of people learn English compared to traditional teaching methods using modern media such as smart boards, computers and monitors. In addition, the study shows that using modern techniques in English classes can significantly improve teacher interactions and the general response of students in the classroom. In fact, students are likely to learn from the technology used and it is clear that English teachers prefer modern technology over traditional teaching methods.

In accordance to the above issues, this study aimed at investigating the kinds of technology practiced by the English teachers and exploring the significances of technologies for classroom interaction at SMKN 2 Selong. It focuses on investigating the English teachers and on the technologies they used in teaching English to the students at SMKN 2 Selong in academic year 2022 – 2023.

## ***II. Literature Review***

### **A. Definition of Technology and Technology Integration**

Technology has been defined by different researchers. Isman (2012) refers technology to the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. The usage of technology includes not only machines (computer hardware) and instruments, but also involves structured relations with other humans, machines, and the environment (Isman, 2012).

According to Hennessy, et.al (2005) and Pourhosein (2017), technology integration is defined in terms of how teachers use technology to perform familiar activities more effectively and how this usage can re-shape these activities. Dockstader (2008) defined technology integration as the use of technology to improve the educational environment.

It supports the classroom teaching through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper.

### **B. The Use of Technology in English Language Class**

Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costley, 2014; Murphy, et.al, 2003). Learners' cooperation can be increased through technology. Cooperation is one of the important tools for learning. Learners cooperatively work together to create tasks and learn from each other through reading their peers' work (Keser, Huseyin, & Ozdamli: 2011).

Bennett, et.al (2000) asserted that the use of computer technology leads to the improvement of teachers' teaching and learners' learning in the class. The use of computer technology helps teachers meet their learners' educational needs. Further, Brown, et. al (2000) stated that the application of computer technology enables teachers and learners to make local and global societies that connect them with the people and expand opportunities for their learning. However, the positive effect of computer technology does not come automatically but it depends on how teachers use it in their language classrooms.

According to Susikaran (2013), basic changes have come in classes beside the teaching methods because chalk and talk teaching method is not sufficient to effectively teach English. In addition, Raihan and Lock (2012) stated that with a well-planned classroom setting, learners learn how to learn efficiently. Technology enhanced teaching environment is more effective than lecture based class. Teachers should find methods of applying technology as a useful learning instrument for their learners although they have not learnt technology and are not able to use it like a computer expert.

The application of technology has considerably changed English teaching methods. It provides so many alternatives as making teaching interesting and more productive in terms of advancement (Patel, 2013). In traditional classrooms, teachers stand in front of learners and give lecture explanation, and instruction through using blackboard or whiteboard. These methods must be changed concerning the development of technology. The use of multimedia texts in classroom assists learners becoming familiar with vocabulary and language structures. The application of multimedia also makes use of print texts, film, and internet to enhance learners' linguistic knowledge. The use of print, film, and internet gives learners the chance to collect information and offers them different materials for the analysis and interpretation of both language and contexts (Arifah, 2014).

Dawson, et.al (2008) and Pourhosein (2014) maintained that using technology can create a learning atmosphere centered around the learner rather than the teacher that in turn creates positive changes. They emphasized that by using computer technology, language class becomes an active place full of meaningful tasks where the learners are responsible for their learning. Further, Drayton, et.al (2010) argued that using computer technology indicates a true learning experience that enhances learners' responsibilities. Technology encourages learners to learn individually and to acquire responsible behaviors. The independent use of technologies gives learners self-direction.

Further, Arifah (2014) states that the use of internet can increase learners' motivation. The use of film in teaching helps learners be aware of the topic with enthusiasm and develop their knowledge. Learners can learn meaningfully when technology is used in the process of learning through using computer and internet. When learners learn with technology, it assists them in developing their higher order thinking skills. It can be concluded that the true combination of multimedia and teaching methodology is very important to attract learners' attention towards English language learning.

### III. Method

This study is qualitative in design. It is so because the collected data were in the form of non-numerical data that need qualitative ways for the purpose of analysis and interpreting in which the data findings were analyzed descriptively.

#### 3.1 Data Source

The subject of this study was the English teachers of *SMKN 2 Selong* and the object of the study was the practice of technology in the teaching conducted by the teachers. There were ten English teachers at *SMKN 2 Selong* who become the respondents or the source of the data.

#### 3.2 Method of Data Collection and Instrument

In collecting the data, this study used observation and questionnaire and applied the procedures as follows:

##### 1. Observation

The first instrument which was used in collecting the data was observation. In conducting this observation section, the researchers made a guideline which consists of questions to be asked in order to get answers or data needed.

##### 2. Questionnaire

The second instrument used in collecting the data was questionnaire. It attempted to provide results in quantitative data and it was analyzed by using statistical method. There are 10 questions which were answered using google form.

#### 3.3 Data Analysis

The data were analyzed as follows:

##### 3.3.1 Data analysis of Observation

The data gotten from the observation were transcribed and reduced to get essential points related to the issue. The data then were classified into problems of the research. Lastly, the drawing conclusion was taken where the data were verified and reported.

##### 3.3.2 Data Analysis of Questionnaire

The findings from the questionnaire were accumulated and tabulated to see the percentage of the participants' responses to the questions. There were some steps for the purpose of analysis as follows:

1. Allocating a point or score of each response
2. Calculating the total score of each participant
3. Counting the percentage of total answer of each item by using a formula proposed by Arikunto (2010).

$$P = \frac{\sum Y}{100} \times 100$$

Note:

P : Score percentage

$\sum$  : Total score

Y : Highest score

100 : Constant number

#### IV. Findings and Discussion

This study was conducted based on what the English teachers practiced in teaching by using technology. There were two steps taken during the study in collecting the data, i.e. conducting observation, and spreading the questionnaires using Google form to the ten English teachers of *SMKN 2 Selong*. The information or data gathered from observation and interview are presented in two tables which are explained into two sections in which the first section contains table and statement which represent kinds of technology used by teachers and the second section deals with the benefits of technology.

##### 4.1.1 Technology Practices

The case of implementing technology itself which will be presented later consists of five types of frequency including *Never*, *Rarely*, *Sometimes*, *Often* and *Always*. In this case, the frequency of *Never* and *Rarely* are categorized as negative statements while *Sometimes*, *Often*, and *Always* are categorized as positive statements. If the percentage of positive statements is higher than the percentage of negative statements, it is then considered as the activity that frequently used. Meanwhile, if the percentage of positive statements is lower than the percentage of negative statements, it is then considered as the activity not frequently used. Further, if the percentage of positive statements is equal to the percentage of negative statements, it is considered as *Sometimes*.

##### The Criteria of Teachers' Responses

|                     |   |
|---------------------|---|
| Frequently Used     | : % positive statements > % negative statements |
| Not Frequently Used | : % positive statements < % negative statements |
| Sometimes           | : % positive statements = % negative statements |

The following data (table 4.1) depicts the findings from the questionnaire related to the technology practiced by the English teachers. The data were obtained from ten English teachers of *SMKN 2 Selong*.

Table 4.1 The Percentage of Technology Practiced by the English Teachers

| No | Technology             | Percentage |            |               |           |            |
|----|------------------------|------------|------------|---------------|-----------|------------|
|    |                        | Never (%)  | Rarely (%) | Sometimes (%) | Often (%) | Always (%) |
| 1  | Computer               | 0.00       | 0.00       | 50.00         | 50.00     | 0.00       |
| 2  | LCD                    | 0.00       | 0.00       | 50.00         | 50.00     | 0.00       |
| 3  | Application            | 0.00       | 64.00      | 27.00         | 9.00      | 0.00       |
| 4  | Google Classroom       | 0.00       | 64.00      | 27.00         | 9.00      | 0.00       |
| 5  | Google Form            | 0.00       | 14.00      | 27.00         | 55.00     | 5.00       |
| 6  | YouTube Videos         | 0.00       | 5.00       | 9.00          | 14.00     | 73.00      |
| 7  | Power Point            | 0.00       | 14.00      | 27.00         | 55.00     | 5.00       |
| 8  | Internet Access (Wifi) | 0.00       | 5.00       | 9.00          | 14.00     | 73.00      |

Table 4.1 indicates that the percentage of responses from ten English teachers to the questionnaire given which can be described as follows:

1. Technology 1 – Computer, of 10 English teachers, there are 0.00% say Never, 0.00% say Rarely, 50.00% say Sometimes, 50.00% say Often, and 0.00% say Always.
2. Technology 2 – LCD, of 10 English teachers, there are 0.00% say Never, 0.00% say Rarely, 50.00% say Sometimes, 50.00% say Often, and 0.00% say Always.
3. Technology 3 – Application, of 10 English teachers, there are 0.00% say Never, 64.00% say Rarely, 27.00% say Sometimes, 9.00% say Often, and 0.00% say Always.
4. Technology 4 – Google Classroom, of 10 English teachers, there are 0.00% say Never, 64.00% say Rarely, 27.00% say Sometimes, 9.00% say Often, and 0.00% say Always.
5. Technology 5 – Google Form, of 10 English teachers, there are 0.00% say Never, 14.00% say Rarely, 27.00% say Sometimes, 55.00% say Often, and 5.00% say Always.
6. Technology 6 – YouTube Videos, of 10 English teachers, there are 0.00% say Never, 5.00% say Rarely, 9.00% say Sometimes, 14.00% say Often, and 73.00% say Always.
7. Technology 7 – Power Point, of 10 English teachers, there are 0.00% say Never, 14.00% say Rarely, 27.00% say Sometimes, 55.00% say Often, and 5.00% say Always.
8. Technology 8 – Internet Access (Wifi), of 10 English teachers, there are 0.00% say Never, 5.00% say Rarely, 9.00% say Sometimes, 14.00% say Often, and 73.00% say Always.

From the eight technology activities above, the percentage of positive statements is higher than the percentage of negative statements which means that all of the technology activities were frequently used by the English teachers.

#### 4.1.2 Benefits of Technology

Regarding to the benefits of technology itself, it was found from the questionnaire that technology affects teachers, students, and even classroom interaction and these findings can be presented in table 4.2. regarding to the benefits of Technology.

Table 4.2 The Percentage Benefits of Technology Practiced by the English Teachers

| No | Statements  | Percentage            |              |             |           |                    |
|----|---|-----------------------|--------------|-------------|-----------|--------------------|
|    |   | Strongly Disagree (%) | Disagree (%) | Neutral (%) | Agree (%) | Strongly Agree (%) |
| 9  | Promote achievement gains                             | 0.00                  | 0.00         | 25.00       | 50.00     | 25.00              |
| 10 | Improve the quality of students' outcomes             | 0.00                  | 0.00         | 20.00       | 50.00     | 30.00              |
| 11 | Build students' learning to learn skill               | 0.00                  | 0.00         | 30.00       | 45.00     | 25.00              |
| 12 | Provides immediate feedback and direction to students | 0.00                  | 0.00         | 0.00        | 50.00     | 50.00              |
| 13 | Measures students' understanding                      | 0.00                  | 0.00         | 27.00       | 55.00     | 19.00              |
| 14 | Recognize students' strengths and weaknesses          | 0.00                  | 0.00         | 27.00       | 55.00     | 19.00              |
| 15 | Interact actively during the lesson                   | 0.00                  | 5.00         | 27.00       | 55.00     | 14.00              |
| 16 | Manage the class well                                 | 0.00                  | 5.00         | 9.00        | 14.00     | 73.00              |

Referring to the findings presented in table 4.2 above, the data can be classified into three parts; 1) statements from number nine to eleven belong to the benefits of technology for the students, 2) statements from number twelve to fourteen belong to the benefits of technology for the teachers, and 3) statements from number fifteen to sixteen belong to the benefits of technology for classroom interaction. In this case, there are also five frequencies used in answering the questionnaire including *Strongly Disagree*, *Disagree*, *Neutral*, *Agree*, and *Strongly Agree*. Further, the findings presented in table 4.2 above can be explained as follows:

9. For point 9, of the 10 teachers, 0.00% say Strongly Disagree, 0.00% say Disagree, 25.00% say Neutral, 50.00% say Agree, and 25.00% say Strongly Agree.
10. For point 10, of the 10 teachers, 0.00% say Strongly Disagree, 0.00% say Disagree, 20.00% say Neutral, 50.00% say Agree, and 30.00% say Strongly Agree.
11. For point 11, of the 10 teachers, 0.00% say Strongly Disagree, 0.00% say Disagree, 30.00% say Neutral, 45.00% say Agree, and 25.00% say Strongly Agree.
12. For point 12, of the 10 teachers, 0.00% say Strongly Disagree, 0.00% say Disagree, 0.00% say Neutral, 50.00% say Agree, and 50.00% say Strongly Agree.
13. For point 13, of the 10 teachers, 0.00% say Strongly Disagree, 0.00% say Disagree, 27.00% say Neutral, 55.00% say Agree, and 19.00% say Strongly Agree.
14. For point 14, of the 10 teachers, 0.00% say Strongly Disagree, 0.00% say Disagree, 27.00% say Neutral, 55.00% say Agree, and 19.00% say Strongly Agree.
15. For point 15, of the 10 teachers, 0.00% say Strongly Disagree, 5.00% say Disagree, 27.00% say Neutral, 55.00% say Agree, and 14.00% say Strongly Agree.
16. For point 16, of the 10 teachers, 0.00% say Strongly Disagree, 5.00% say Disagree, 9.00% say Neutral, 14.00% say Agree, and 73.00% say Strongly Agree.

In accordance to the findings presented in table 4.1 and 4.2 above, the researchers can conclude that technology takes significant roles in teaching and learning process and/or activities which could create an interactive classroom atmosphere which were suggested or required by curriculum implemented in a school context. This is in line with the studies conducted by Bordbar (2010) and Shyamlee (2012) in which their studies confirmed teachers' willingness in using computer and its good effect on the students' motivation and awareness in learning. Hence, the use of technology can create interactive learning process.

## **Conclusion**

The technologies were implemented by the English teachers at *SMKN 2 Selong* and those technologies are computer, lcd, application, google classroom, google form, YouTube videos, power point, and internet access (Wi-Fi). The use of technology benefited not only the teachers but also the students. The technologies helped teachers in providing immediate feedback and direction to the students, measuring students' understanding, recognizing students' strengths and weaknesses, and providing interactive learning, and better classroom management. The technologies also helped students in promoting their achievement gains, improving the quality of students' outcomes, and building students' learning to learn skills. Hence, teacher' creativeness in implementing and/or using technologies is really needed in order to achieve better learning results.

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