

**THE USE OF TECHNOLOGY FOR
TEACHING AND LEARNING ENGLISH
ON THE TENTH GRADE STUDENTS OF
VOCATIONAL SCHOOLS AT EAST
PURWOKERTO IN THE ACADEMIC YEAR
2016/2017**

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Abstract

The objective of the study is to find out the influences and obstacles of using technology for teaching and learning English on the tenth grade students of vocational schools at the East Purwokerto Banyumas in the academic year 2016/2017. The method used is a descriptive qualitative study in which the data are taken from interviews, observation and documentation. The techniques of data

analysis are familiarizing and organizing, coding and reducing, and interpreting and representing. The finding of this study is the use of technology for teaching and learning English that gives several influences and obstacles. The influences of technology are for teaching and learning English that help teachers and students to finish their tasks, save time and energy, create the better atmosphere, and increase the students' academic ability. On the other side, there are obstacles that are faced by teachers and students for teaching and learning English, namely the problems to operate the technology, understanding the English materials, system disruption, lack of application, and resulting finding. This study shows problem solving to overcome the problems, such as; training and workshop to operate the technology, teachers' guiding, and inviting the motivators and experts to students and technology can give the significant influences in teaching and learning English.

Keywords: influence, obstacles, technology, teaching and learning English

A. Introduction

English is the first international language and half of the world's population uses it as their first language. Many countries have realized the importance of English and use it as their second or foreign language.

Singapore, Pakistan and Malaysia are the example that use English as the second language and Indonesia is the example that uses English as the foreign language. These countries are preparing the educators to teach English. The mid of twenty first century is marked with the beginning of education transformation. It brings education into a modern era. The conventional way of teaching and learning has

already changed into the modern teaching and learning. Teacher centered has changed into students centered. Teaching aid is already used as the modern tool, which is called as the growing of technology. Nowadays, schools in the world apply technology as their transformation from traditional to modern education. UNESCO (2002: 9) states, “ICT adds value to the process of learning and in the organization and management in learning institution.”

Asian countries are aware of the technology importance in education. Based on Microsoft Asia Education Tech Survey 2016, 95% educators emphasize the importance of technology in transforming and improving education system today. In this digital era, students or learners expect the use of technology for teaching and learning activity. It requires teachers to transform from just an educator to be innovator or motivator.

According to Pun’s research (2013: 31-33), technology provides some benefits in teaching English. He shows that technology can motivate students to learn English, develop students’ communication competence, widen student’s knowledge, improve teaching efficiency, improve interaction among students and between teachers and students, create conducive teaching in the classroom, and also provide opportunities for English teaching outside the classroom. We can conclude that technology has a great influence in education especially in English teaching and learning.

Despite the benefits of technology, the use of technology in education faces many barriers. Based on the research of Riasati, et al (2012: 26-27), these barriers are lack of access, effective training and time, teacher and students’ attitude. It needs well preparation to use technology in language education.

Recently, Indonesia has already applied technology in education. Unfortunately, the use of technology is still inappropriate in some cases. Some regions in remote districts have the problem to access the technology. The research is taken place in East Purwokerto, Banyumas Regency. It is the part of Central Java. It is the center of education in Purwokerto. Many great schools are built in this area. These schools are using technology in their teaching and learning process.

The writers focus the research to the vocational schools in East Purwokerto, where the technology is used to maximize the process of teaching and learning in technical school. Thus, it should complete the students' need. The fact is that not all vocational schools use technology in their educational process. Teachers are rarely use technology in practice, which is inappropriate to their aim to prepare student in the future who can compete in global industry.

The above explanation leads the writers to conduct a research about the importance of technology in education under the title "The Use of Technology for Teaching and Learning English on the Tenth Grade Students of Vocational Schools at East Purwokerto in the Academic Year 2016/2017."

B. Literature Review

This study shows teaching and learning English, definition of technology, the kinds of technology in education, the relationship between teacher, learners, and technology in teaching and learning process, the advantages and disadvantages of technology in language classroom, and teacher preparation for technology.

1. Teaching and Learning English

Teaching and learning English is language teaching and learning; it involves several skills such as listening, speaking, reading and writing. Those skills have an important role in teaching and learning English. Those skills are the goal of teaching and learning language. It means that those skills help students to reach teacher's standard achievement and help them to develop their communicative ability (Sadiku, 2015: 29).

2. Definition of Technology

Hughes (2004: 1) states, "Technology is messy and complex. It is difficult to define and to understand, it is full of contradictions, laden with human folly, saved by occasional benign deeds, and rich with unintended consequences."

3. The Kinds of Technology in Education

According to Sutopo (2012: 2-15) in his book, he explains several kinds of technology in education. For instance, E-learning, blended learning, distance learning, and Computer Based Learning.

4. The Relationships in Teaching Learning Process

Teaching and learning process involves students and teachers in the classroom. The use of technology as the aids to convey the material can give the positive impression to the learners. They can enjoy the class and reach the goal in a fun way. According to Duhaney (2000: 69), "The increasing application of technology to support teaching and learning English provides a basis by which some teachers reconsider the strategies they use in instructional activities." The strategies can reach the learning objective and students' role which need it.

5. The Advantages and Disadvantages of Technology in Language Classroom

Abukhattala (2016: 263) shows the benefits of technology in language classroom, such as engagement, a paradigm shift in teaching and learning, an assessment shift, collaboration learning enhancement. Furthermore, Riasati, et al (2012: 25-26) add two benefits of technology in classroom, which are improving students' academic ability and lowering learning anxiety level.

On the contrary, technology has several disadvantages. Based on Shyamlee (2012: 153-154), there are several bad effects of technology in education such as major means replaced by the assisting one, loss of speaking communication, the restriction of students' thinking potential, and abstract thinking replaced by imaginable thinking.

6. Teacher Preparation for Technology

The increasing of technology in education field requires teacher to prepare themselves in technology used in the classroom. Preparation can help teacher to face technology growth in education. According to Martin's research (2015: 19), TPACK (Technology Pedagogy and Content Knowledge Model) is one of teacher preparations for technology. TPACK is a basis to understand the use of technology and it emphasizes to the teacher's understanding of how the technology can be used as pedagogy.

C. Method of Investigation

It involves some subparts: research design, the source of data, technique of data collection, and technique of data analysis.

1. Research Design

In this research, the writers focus to describe the influence(s) and the obstacle(s) of technology used for teaching and learning English at vocational school at East Purwokerto. The writers believe that qualitative research can lead the writers to answer the research questions about the influence(s) and the obstacle(s) of technology for teaching and learning English. Qualitative research is suitable to investigate the writers' problems.

2. The Source of Data

Source of data is where the data comes from. The writers take the data from the headmasters, teachers, and students of vocational schools at East Purwokerto.

3. Technique of Data Collection

In this study, the writers use interview, observation and documentation to collect the data.

4. Technique of Data Analysis

In this study, the writers conduct the descriptive qualitative method. There are three stages of data analysis (Ary, et al, 2010: 481-490) such as familiarizing and organizing, coding and reducing, interpreting and representing.

D. Findings and Discussion

This study discusses the influences and the obstacles of using technology for teaching and learning English.

1. The Influence of Technology for Teaching and Learning English

Technology role in teaching process helps teachers for teaching English. Based on this analysis, the writers find several influences of

technology used toward teaching English, as the teachers, technology is used as the aid of teaching.

a. Teaching and Learning English

This study shows that teachers commonly use technology to help them explain the course. They tell that technology gives the big influence toward their teaching. In fact, explaining the material is not easy; teachers have to present the material in short time. In this case, technology helps teachers to explain the material efficiently. Teachers also can pack the interesting material using some tools. The traditional learning has changed into modern learning, the students are not just a listener but they are presenters who are active to speak in the classroom, because they have more chance to do that and teachers are not the educator anymore. Still, they do not need bring a dictionary to school; they can use their smartphone to be a dictionary. In addition, technology based-learning can lead them to study on their own.

b. Classroom Atmosphere and Students' Academic Ability

This study shows that a lot of schools believe that the use of technology for teaching English creates the nice atmosphere at the classroom. In addition, the use of technology creates the flexible classroom; the students feel confident joining the course. Those supported atmosphere can lead students to reach a better academic ability.

Those influences absolutely are caused by a factor like the technology tools. The tools are divided into two types: software and hardware. The data analysis shows several

tools that are commonly used at several vocational schools at East Purwokerto. The hardware used to explain the material is like LCD projector, laptop, and TV LCD. Then, the hardware used to browse the material is such smartphone, and computer. Moreover, the other hardware used as the additional tools to support teaching and learning is like Wi-Fi, headset, speaker, and tape. In the other hand, there is software that is used to support teaching and learning English. It is commonly like application, video, or game.

2. The Obstacle of Using Technology for Teaching and Learning English

On the contrary, the use of technology has several barriers that must be anticipated. This study finds several barriers coming from several sources.

a. The Obstacle Coming from Human

The study finds barriers coming from human as the users of technology have limitation to use technology. This problem happens to the old teacher who has the problem to operate the technology. The next problem is catching the material; it happens on several students; they cannot understand the material because teachers do not present the material in detail and they teach fast using technology.

b. The Obstacle Coming from Tools

The other barriers commonly come from tools; most of schools are complaining the tools problem such as system disruption, tool limitation, unavailable facility, and lack of application.

c. The Obstacle Coming from Others

The other barriers are coming from other sources. It commonly happens on

students who use browser application; the problem is finding result. They are difficult to find the true result of their browsing. It is because there are a lot of materials showed in the internet.

The obstacles above can be solved through several ways. This study shows solving problems used in vocational schools at East Purwokerto.

a. The Problem Solving of Human Problem

The barriers above show the human problem faced by students and teachers. This study finds that to solve the problem of teacher who cannot use or operate technology is through *MGMP (Musyawarah Guru Mata Pelajaran)*, teacher training, and *UKG (Unit Kegiatan Guru)*. In addition, the problem solving to overcome students' problem to use technology for learning can through inviting students' motivator to build students' confidence, holding event, teacher guiding and ask teacher to re-explaining thematerial.

b. The Problem Solving of Tool and Other Problems

The writers find that most of school, teacher and students overcome those problems through asking the expert to overcome the system error or tools trouble, using Wi-Fi as the alternative way to overcome the network problem. The last way is preparing tools; school commonly prepares some facilities that can be used by teacher or students such as laptop, LCD, and computer laboratory.

E. Conclusion

Based on the findings and interpretation on the previous chapter, this study focuses to discuss the

influences and the obstacles of using technology for teaching and learning English. In this part the writers describe them in brief explanation. As we know, technology is the tool that helps teacher and student in teaching and learning process. This study shows that technology gives influences toward teaching and learning English. For instance, technology makes teaching and learning interesting and efficient. Furthermore, the learning process shifts from traditional to the modern learning which makes students more than the listener; they are the presenters.

Moreover, technology influences the classroom atmosphere and students' academic ability. The use of technology leads to the conducive teaching environment. The supporting atmosphere makes the students improve their academic ability. The influence of technology is also supported by several tools, such hardware and software.

On the other hand, there are barriers of technology used for teaching and learning English. The barriers are like the obstacles that coming from human such as the difficulties to use technology and to understand the material. Then, the obstacle comes from tool such as system disruption, tool limitation, unavailable facility and lack of application. The last barrier is the obstacles coming from the finding result from browser application.

The barriers can be prevented and overcome through training to overcome the teachers' problem that cannot operate technology, inviting students' motivator to build the students' confidence, teacher guiding to overcome the students' problem on catching the material, and preparing tools for teacher and students to overcome the system disruption.

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