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Implementation of Technological Media in Teaching English

Fitriadi Lubis

UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

e-mail: fitriadilubis@yahoo.co.id

Abstract This paper aims at briefly introducing some concepts pertinent to technological media in teaching English, one of philosophies in education. Technological media encourage students to work in group, express their knoledge, revise their work, and solve the problem. There are many technological media of teaching that can be chosen by the teachers from the world of technology, such as; internet, computer, electronic dictionary, CD or DVD, and TV. The most important thing is to select the most suitable media for teaching English, and develop appropriate media for that. This is very important for the teachers because using a variety of teaching media can achieve the highest degree of the students' learning motivation and teaching result. This paper tries to discuss about the kinds of technological media, necessity of technology in English teaching, advantages and disadvantages of technology, and usage of technological media in teaching English.

Key words: Teaching English, Technological media.

INTRODUCTION

In Indonesia English is a compulsory subject which stududied by the the students from junior high school until univesity level. The use of English language has increased rapidly. The role and status of English is that it is the language of social context, political, sociocultural, business, industries, media, and education. Since there are more and more English learners many efforts have been done to find the effectiveness of the teaching process. One of them is implementing of technology in teaching. Because Singhal (1977) says technology and English language teaching are related to each other.

Some years ago, the use of technology in English teaching was of concern only to

small number of educators or teachers. But, Nowadays, have been shown an explosion of increasing in using techology for English teaching and learning. The tradition of English teaching has been drastically changed with the remarkable entry of teachnology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements (Shyamlee, 2012). So that, the role of modern technology in English teaching and learning has now become an important issue for English teachers.

Despite the fact that we are living in the age of technology, many teachers still remain uncomfortable with the idea of integrating it into classroom. Whereas modern or new technologies provide teachers with many interesting tools that can be used to improve the teaching and learning process.

The technologies allow teachers to provide the students with material of different sorts, as well to interact with them in real time. Technologies also allow teachers to follow the evolution of the learning process and to know the performance of each students in specific tasks. They allow implementing objects of many kinds such as videos, MP3, text documents, scanned image, links to other web sites or animations which can be used to show dynamically many physical situations and concepts that are often difficult to apprehend by the students.

Based on the explanation above, through this article the writer tries to discuss about the use of technology in teaching. This article is entitled "Using Modern Technology in Teaching and Learning of English".

A. English Language Skills and Components

Language has been analyzed as being composed of skills -listening, speaking, reading, writing and component-pronunciation, vocabulary, and structure (Harris, 169). The four skills in English Language; one is the receptive and another is the productive skills. The productive skills are speaking and writing, because students doing these need to produce language. They are also known as active skills.

The receptive skills are listening and reading, because students do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. TheLanguage skills and components can be illustrated in the figure below;

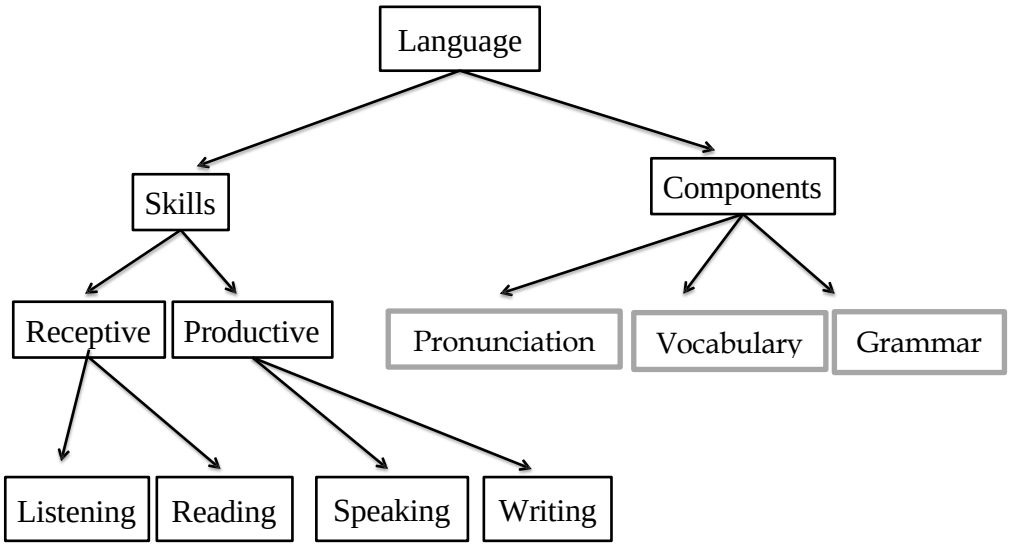


Figure 1. Classification of English language Skills and Components

1. Listening can be defined as the act of understanding an oral message. It covers understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning (Saricoban, 1999). Listening is the most widely used language skills. Some communication researchers estimate that approximately half of the time we spend communicating is listening. In other words, listening is our primary communication activity. Listening also plays an important role in second language teaching and learning. Listening provides input-new language in context- so that the learners can figure out how the language works. The purpose of listening is to train students to grasp the main points of general information presented in the audio.
2. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Burns & Joyce, 1997). Speaking is used for many different purposes, and each purpose involves different skills. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan, 1989: 27).
3. Reading is understanding a written text by means of extracting the required information from it as efficiently as possible (Grellet, 1996). Reading is very important to widen the mind and gain and understanding of the foreign culture.

Reading is not a source of information and a pleasurable activity, but also as a means of consolidating and extending students' knowledge of the language. The purpose of reading is to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.

4. Writing is a form of communication that allow students to put their feelings, ideas, and experiences on paper. Writing skills are an important part of communication. Good writing skills allow students to communicate their message with clarity and ease to a far larger audience. Correct spelling, grammar, and punctuation are key in written communications. In writing, the reader will form an opinion of the writer, based on both the content and presentation, and errors are likely to lead them to form a negative impression. There are numerous types writing, and a writing usually fall under one of the following purposes for writing namely; to inform, persuade, explain or entertain (Parkinson, 2002).
5. Pronunciation. *Pronunciation* is the act or manner of speaking a word. AMEP. Research Center (2002); Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

   Pronunciation is definitely the biggest thing that people notice when students are speaking. And the consequences of bad pronunciation are tragic. Even if students use correct grammar, people may simply not understand what the students want to say.
6. Vocabulary. Vocabulary is a total number of words which (with rules for combining them) make up a language (Hornby, 1990). In other words vocabulary can be also defined as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do.

   A good vocabulary gives a student confidence and assurance in both written and verbal communication, an increased affinity for reading, and better

performance at school.

Some students have a low interest in learning vocabulary words. This makes them have less confidence in learning English well. This will even make them gradually give up studying English. How to make students no longer feel it is boring to learn vocabulary words is really worth discussing from the classroom teacher's point of view.

7. Grammar. Grammar can be defined as the rules that say how words change to show different meaning, and how they are combined into sentences (Swan, 1988). Grammatical competence was a part of communicative competence Therefore, to obtain an effective communication skill, people should pay attention to grammar due to these following reasons. Different from the idea above Given, Noguchi's (1991) analysis that grammar choices affect writing style, sentence combining is an effective method for helping students develop fluency and variety in their own writing style. Based on the ideas above, it can be be concluded that grammar plays an important role in speaking, writing, listening and reading

B. What is Technology?

Nowadays, when most people hear the word technology, they think of products like computer, CD players, and the space shuttle. This is true, and this is one type of technology, which we will refer to as instructional technology when it is used for instructional purpose. (Smaldino at all, 20-21)

The word technology has always had a variety of connotations, ranging from mere hardware to away of solving problem. Technology can be defined to advancement in methods and tools that used to solve problems or achieve a goal. Technology, in context of the classroom, can encompass all kinds of tools from low-technology such as; chalkboard, paper and rule, to the use of presentation software, or high-technology computer and internet. Technology provides numerous tools that teachers can use in and out of the classroom to enhance students learning.

C. Why Teach English with Technology?

Technological media play an important role in gaining the aim of teaching. Technological media encorage students to work in group, express their knowledge in multi ways, construct their knowledge, revise their own work, and solve the problems.

Teachers can use technological media in teaching English to enable students to meet people of different cultures, explore the world, use authentic sources, and problem-solve through inquiry-based activities. Technology should never be used in teaching for teachers' own sake. It should be used in service to specific learning goals. That said. Every teachers can use technological media to enhance their teching in uniquely effective ways. In short, the main reasons of using technological media in teaching English to teachers seems to be necessary.

According to Daccord (2016) the reasons for using technological media in teaching English can be described as follows;

1. Resources; teachers and learners can use varities of technology as a sources for teaching and learning in order to make the instructional materials more concret and clear.
2. Personalization; teachers and learners may choose variesties of multimedia technology which provided at their school and home that better match their learning needs.
3. Collaboration; teachers and students can create collaborative learning by using various types of multimedia technologies
4. Motivation; using various types of multimedia technologies in teaching and learning process may improve enthusism and motivation of students in learning English.
5. Relationships; technology can help teachers foster mutual relationships among educators accross the country and create partnerships with school librariant and media specialist.
6. Information; the 21st century schools require more sophisticated skills for finding, selecting, and anayzing infirmation. Teachers and students need more experience in information literacy.

Based on the above explanation, it can be concluded that teaching English process needs technology. And teachers can adopt technology to develop and adjust instructional materials to be better individual students needs.

In addition, technology is neutral, technology in teaching can yield good and effective results, if the technology used agreed with the material chosen. The qualified teachers, of course, have their own strategies in adopting the technology

to the purpose of teaching and students' need. West and Bleiberg (2013) identified four strategies for successful teacher adoption of technology; they are;

1. Schools must use technology that empowers teachers. School system need to aggressively tract what works for their teachers and put all other unworkable technologies aside. Teachers rightly reject technologies that divert their attention from instruction. The best technologies enable teachers to do more with fewer resources.
2. Teachers should not fear open-source technologies. Many mistakenly believe that education technologies are expensive and complicated to use. Open-source technologies are stable, secure, and compatible with platforms, and it often costs less than proprietary products.
3. Teachers should embrace the core state standard. Common standards make teaching simpler. The teachers have to write lessons that comply with national standards. Furthermore universal adoption of common standards will support future technological innovation that aid the teachers.
4. Use online education portopolios to evaluate students. Teachers have known about benefits of paper based portopolio for students. The portopolio allow students to express creativity for difficult to asses subject. Teachers can choose from a variety of online portopolio providers tailored to the needs of their classroom.

The next era, certainly, all schools will have access to technology available to provide high quality, high capacity, ultrafast internet access for teaching and learning. Connected classrooms offer today's students and teacher easier, affortdable, and faster acces to information, teaching and learning resources, peers, experts and widerr community. It stands to reason that technology is very much part of language learning throughout the world at all different levels.

D. Factors that Prevent and Encourage Teachers from Using Technology in Teaching English

As mentioned above that using technology in teaching English gives not only good result on teaching, but also can improve the students' motivation and enthusiasm. That is the reason why the government always tries to find, thinks and creats new technologies for teaching.

Teachers, as agents of change for the future generation, are not all ready to implement modern technology in carry out the materials in fron of their classes. Some of them have enthusiasm to use technology, because they realize and know the technology is as a tool to help and facilitate them in gaining the aim of teaching English. On the other hand, for those who do not have creativity in teaching English, will feel that the teachnology is a burden to them.

Rosen and Weil, (1995), Hadley and Sheingold, (1993) say factors why teachers do not use technology in their teaching activities can be gathered from a number of investigations. The factors are summarized as follows; (a) Lakc of teaching experience with information and communications technology (ICT), (b) Lack of on-site support for teachers using technology, (c) Lack of helping supervising children when using computers, (d) Lack of ICT specialist teachers to teach students computers skills, (e) Lack of computer availability, (f) Lack of time required to succesfully integrate technology into the curriculum, (g) Lack of finance support.

On the other hand, some teachers encourage to use technology in their teaching. The rason they use technology in teching can be summarized in the following; (a) teacher's motivation and commitment to their students' learning and to their own development as teachers, (b) the support they experienced in their school, (c) access to sufficient quantitities of technology. Shyamlee (2012) identify some reason why teachers encourage to apply multimedia technology to English teaching. They are;

(a) to cultivate students' interest in study, (b) to promote students, communication capacity, (c) to widen students' knowledge to gain an insightful understanding to western culture, (d) to improve teaching effect, (e) to improve teaching effect, to improve interaction between teacher and students, (f) creates a context for language teaching and, (g) to provide flexibility to course content.

E. Kinds and Implementation of Technological Media In Teaching English

In language teaching and learning, teachers have a lot to choose multimedia from the world of technology to teach skills or component of English language, such as computers, TV, Radio, Audio Cassetes,, Videos, VCD/VCD, Power Point, Internet, Email and Electronic Dictionary. The teachers can select which is the suitable for their

materials and students' needs.

a. TV and Radio Programs. TV and Radio broadcasting programs are one way for improving listening skills. There are many TV and Radio channels use English in their broadcasting programs, such as VOA, BBC are useful channel for practicing listening to the English news. Beside listening this also can be used for teaching pronunciation, and vocabulary.
b. Mobile technologies. Portable devices such as smart and feature phones and MP3 players have particular resonance for English teaching in situations where practitioners move between different locations and where learning occurs in isolated contexts.

    These technologies have the potential to deliver high quality multimedia stored on internal drives or removable memory cards or that can be accessed over wireless and telecommunication networks. Many portable devices feature long-lasting batteries, particularly important where power supplies are only available during certain times of the day. Moreover, some can be powered using solar cells or charged via wind-up mechanisms. This devices can be used for practicing listening, pronunciation, vocabulary, and grammar.
c. Presentation software (Power Point). Power Point is a visual media which focus on images and graphics. Power point enable teacher to embed high-resolution photographs, diagrams, videos and sound files to augment text and verbal lecture content. It is helpfull to provide visual aids to complement teaching English, stimulate discussion. Power Point can be used for teaching listening, reading, writing, pronunciation, grammar, and vocabulary.
d. CD-Room (Compact disc-read only memory) is an adaptation of the CD that is designed to store computer data in the form of text and graphics, as well as hi-fi stereo sound. CR-ROOM has the capacity to handle not only quality sound but also large quantities of text and visual. CD-Room is a storage system that utilizes a compact, rugged, and lightweight disc only 12 centimeters (4,72) inches) in diameters. You can alter the sequence of visuals and create a slide show effect with your photographs (Smaldino et all. 2003). CD- Room can be use for teaching listening, speaking, reading, writing, vocabulary, grammar and pronunciation.

e. Photo CD

The photo CD (photographic compact disc) utilizes digital technology as described to store photographic images. Teacher can have photograph, from a regular camera, developed and placed on a compact disc. He can show the photographs on the photo CD using a special photo CD player and display them using computer or laptop. He also can alter the sequence of visuals and create a slide show effect with his photographs. Photo CD can be used for teaching speaking and writing, vocabulary and grammar

f. Similar to the CD-ROOM, DVD-ROOM (Digital Versatile Disc-Read-Only Memory) is also a digital storage format, but with greater capacity for storage. DVD-ROOM is an ideal medium for text, visuals, animation, motion video, and audio formats that have large storage requirements. DVD-ROOM can be used for teaching listening, speaking, reading, writing, grammar, vocabulary, and pronunciation

g. Digital Camare. A digital camera records and stores photographic images in digital form. Many current models are also able to capture sound or video, in addition to still images. Once the pictures are taken with a digital camera, it can be connected directly to a computer or laptop to place the images into the hard drive. The images can be use in many different ways, for instant; the teacher can connect the computer or laptop to show the images or visuals on the monitor, then, connect the computer to a data proyector for group discussion. According to Smaldino at all. (2003:255) the advantages of digital camera is that it enables teachers to store pictures as digital images so he do not have to have them developed or use any additional devices to capture them from traditional cameras. Digital cameras have zoom and macro options, which makes it possible for *close-up* photograph. Camera digital can be used
for teaching writing, speaking, and grammar.

h. Tablet. Tablet is a wireless, portable personal computer with a touchscreen interface. The tablet form factor is typically smaller than a notebook computer, but larger than a smartphone. Tablet can be linked to computers, projectors and the cloud so that students and teachers can communicate through text, drawing and diagram. This tablet technology can be used for teaching listening, reading and writing skills, also pronunciation, grammar, or vocabulary.

i. Internet. Internet is a means of connecting a computer to any other computer anywhere in the world via dedicated routers and servers. When two computers are

connected over the internet, they can send and receive all kinds of information such as text, graphics, voice, video, and computer program. In short, internet is the global system of interconnected computer networks. Teachers and students can get various authentic materials of English either at school or from home by connecting to the internet. The internet technology can be used for teaching listening, speaking, reading and writing or all language skills, included pronunciation, grammar and vocabulary.

j. Computer. Computer is a device that accepts information (in the form of digitalized data) and manipulates it for some result based on a program or sequence of instruction on how the data is to be processed. Tylor (1980) says computer assisted language learning programs can be wonderful stimuli for second language learning. Currently, computer technology can provide a lot of fun games and communication activities, reduce the learning stress and anxieties, and provide repeated lessons as often as necessary. Current computer technology mainly deals with listening, reading and writing skills. According to Lewis (1997) grammar can also be demonstrated using computer.

k. Skype; skype is an application for communicating with other people over the internet using video or voice cells (Cambridge Advanced Learner's Dictionary and Thesaurus). Skype is a computer program that can be used to make free voice calls over the internet to anyone else who is also using skype. Skype is good for teaching speaking. pronunciation, listening, vocabulary and gammar

l. Podcast. Podcast is a program (such as a music or news program) that is like a radio or television show but that is downloaded over the internet (Meriam –Webster's Learner's Dictionary). Students can listen to podcasts to improve their listening comprehension. They can also create podcast to practice their English speaking abilities. There are multiple podcast tailored specifically for English language learners. Teacher can also have students create podcast to give them apportunity to practice their speaking skills (Zakhareuski, 2013).

m. E-mails. E-mail (electronic mail) is the exchange of computer-stored messages by telecommunication. E-mail can be distributed to lists of people as well as to individuals. e-mail or email is information stored on a computer that is exchanged between two users over telecommunications. More plainly, e-mail is a message that

may contain text, files, images, or other attachments sent through a network to a specified individual or group of individuals. E-mail is suitable for teaching writing, reading, grammar, and vocabulary.

n. Electronics is defined as devices run by electric power. An electronic dictionary is a portable electronic device that serves as the digital form of any kind of dictionary. Available in a number of forms, electronic dictionaries range in function from general single-language dictionaries to very specific, terminology-based dictionaries for medical, legal, and other professional languages. Electronic dictionary can be used for learning vocabulary.

Related to the use of technology in teaching, the result of research done by Al-Jabal Al-Gharby Unuversity in Libya. The research results show (a) 60% the students use technology in their daily life, (b) 98% of the students believe that the computer can improve their English vocabulary, (c) 96% of the students believe that using computer in the classroom increases students' interaction with learning, (d) 75% of the students assure that their teachers sometimes encourage them to use technology for learning English language, (e) 96% of the students believe that using computer will help them to develop their writing skills, (f) 33% of the students assure that their university has a good source of technology for learning English language.

(g) 83% of the students believe that the use of computer will improve their listening skills, (h) 66% of the students prefer using technology to learn English language, (i) 98% of the students believe that using technology will help them to learn English language faster than other ways, and 90% of the students believe that using technology can help them improve their speaking skills (Nomass, 2013).

F. Advantages And Disadvantages Of Use Technological Media In Teaching English

Using modern multimedia technology in English teaching has to improve the effectiveness and improve students' motivation in learning. According to Pun (2013) the advantages of using modern technology in teaching English are; (a) motivates students to learn English, (b) develops students' communicative competence, (c) widens students' knowledge about the culture of English, (d) improves teaching efficiency, (e) enhances interaction among students and between teachers and students, (f) create a

conductive teaching environment in classrooms, (g) provides opportunities for English teaching outside the classrooms. Warchauer and Healey (1998) also identified seven advantages of integration technology to language instruction are many, and include;
(a) multimodal practice with feedback, (b) individualization in large class, (c) pair and small group work on projects, either collaboratively or competitively, (d) the fun factor,
(e) variety in recources available and learning style used, (f) exploratory learning with large amounts of language data, and (g) real-life skill-building in computer use.

On the other hand, despite of advantages of modern technology to English teaching has to improve teaching effect, there are still many problems in usage. Min (2013) says that the disadvantages of use modern technology teaching English in the context of non-natives speaking countries for examples; (1) emphasis on the supplementary of effective teaching, (2) lack of communication between teachers and students, (3) lack of real-time teaching, (4) expensive way of conducting language classes.

Based on the quotation above, it can be concluded that there many advantages and disadvantages of using modern technology in teaching English. So, the most important thing is the teachers can maximize the effectiveness of using technology, and can minimize the disadvantages of using technology in teaching English.

CONCLUSION

Multimedia technology cannot be separated from English teaching and learning, because technologies –assisted instruction have been shown in a range of studies to facilitate teaching and learning in variety of ways. Multimedia technologies can be used to aid both teacher and students in teaching English language, such as listening, speaking, reading, writing, pronunciation, vocabulary and grammar as well. So English language teachers should encourage students to use technology in developing the language skills and components. The last, the schools should modernize their technical instruction multimedia equipments for supporting the teaching and learning process.

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