

VARIETY OF ENGLISH LEARNING MEDIA TECHNOLOGY: VOICES FROM NOVICE LEARNERS

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Abstract: The existence of technological media in the learning process has its own roles and challenges in this era of disruption. The purpose of this study is the extent to which the use of technological media supports learning English in junior high schools and the equivalent. The research method used is the survey method. The research was conducted in 36 public and private junior high schools and *Madrasah Tsanawiah* in Kuningan Regency by collecting data through a Google form questionnaire. The results obtained turned out that of the 59 teachers who filled out the Google form, as many as 86.4% of English teachers used laptops, handphones with infocus, frequently used applications, Whatsapp 28.8%, Power Point 22%, Youtube 32.2%, and E-learning 16.9%. However, 88.1% stated that teachers had not maximized the use of technological media in learning English. On the other hand, from 200 students 7th grade (19%), 8th grade (40%) and 9th grade (41%), there are 54.5% did not use technology media, 37% used laptop, infocus, and Handphone, and 8.5% used laboratorium. This study concluded the use of media technology is not maximized because of the lack of facilities and infrastructure provided by the school.

Keywords: *era of disruption; technology media.*

INTRODUCTION

There is a noticeable increase in the ease and speed of access to technology. The technology that facilitates all human concerns is rapidly developing, which is evidence of this (Efriana, 2021; Nurdiansyah & Hudriyah, 2021; Malkawi *et al.*, 2023; Wang & Wang, 2023). With the quick advancement of technology, e-learning, e-curricula, learning management systems, and electronic educational platforms (EEP) (Albashtawi & Al Bataineh, 2020) are just a few of the ways that technology and its application to teaching are becoming more prevalent in education (Hashim, 2018). With the incorporation of technology, this makes the field of education more vibrant and exciting. Teachers in particular are more inventive in how they carry out the educational process. According to Muhtia *et al.* (2018), modern technology enhances the roles that instructors play in fostering student learning and reallocating teaching responsibilities. By easing

access to resources, they were able to improve accessibility, efficiency, and learning quality, which significantly aided in their mission (Bazimaziki, 2020; Ja'ashan, 2020).

The education sector is just one of the many areas of human activity that have undergone major change during this period, which is known as the "era of disruption." Educational institutions started to reevaluate their current educational methods and plans in an effort to include modern technologies into the educational system (Al Awabdeh & Albahstawi, 2023). According to instructors' and students' levels of preparation, this disruptive era presents unique difficulties for achieving the highest levels of learning outcomes, particularly in terms of infrastructure, facilities, and human resources (Azhar & Iqbal, 2018; Rasheed *et al.*, 2020).

In order to raise students' proficiency in the English language today, teachers must reevaluate their teaching strategies and keep up with

technological advancements due to the appearance of software that teaches reading, writing, and grammar (Rivera, 2017). Hazaymeh (2021), who asserts that technology must be used in English instruction, supports this as well. Therefore, grammar and sentence construction should no longer be emphasized when studying English in the age of disruption. To make the educational process more engaging and effective at reaching the desired goals, educational technology enables the use of images, sounds, videos, and multimedia (Lugrin *et al.*, 2019).

As 21st-century priorities like innovation and technology must be energetically pursued (Mullen, 2019; Raman *et al.*, 2019), one of the needs for teachers in the 21st century is being prepared to incorporate instructional technology into teaching practices successfully (Akcil *et al.*, 2021). Additionally, Harjanto and Sumarni (2019) emphasized that it has been demonstrated that technology improves students' active involvement and learning results.

So, in order to help students grow their abilities, values, knowledge, and skills, teachers are essential components of classroom learning and must be prepared to offer communicative English learning (Rababah *et al.*, 2019). The teacher's use of the infrastructure and facilities supplied by the school will determine how well this technology can help English instruction. In order to enhance the teaching and learning processes, teachers must integrate ICT (Champa *et al.*, 2019).

Despite significant investments in technology in schools, there may be a gap in teacher development and training for pedagogical implementation and technology integration (Avci *et al.*, 2020). Teachers need to be knowledgeable about the newest instructional technologies, such as EEP, and have the necessary abilities to use the platforms and integrate them into the classroom (Obeidat *et al.*, 2022). Students will learn how to analyze and synthesize information through the use of technology in the classroom, which will help them to develop higher-order thinking abilities, logical reasoning, and creative thinking (Clarín & Baluyos, 2022; Sinha, 2022).

The disruptive era, with all of its benefits and quick changes, forces us as educators to work very hard to stay up with these changes, both within and outside. Therefore, it goes without saying that teachers need to be able to capture students' interest and attention in the classroom (Champa *et al.*, 2019). Since the fast-paced, disruptive era requires a high degree of comprehension in practice, the way learning is implemented in the classroom must

differ and evolve. Planning challenges, such as negotiating task understandings and goals, can have a major negative impact on students' regulation and task performance, as indicated by Hadwin *et al.* (2018).

The distance between this disruptive time and the objectives of education itself will widen if it receives standard care, engages in traditional learning activities, and has inadequate or improper learning objectives. Both teachers and students may experience stress as a result of this (Kowsher *et al.*, 2021; Leontyeva *et al.*, 2021; Nenakhova, 2021). At all levels, teaching and learning methods must continue to adapt dynamically.

In March 2020, the World Health Organization (WHO) declared the outbreak to be a global pandemic (BBC, 2020). The phrase "learning loss" came into use in this field, particularly during and after pandemics, as students and teachers believed they had lost their teaching and learning activities. According to several research (Rahardjo & Pertiwi, 2020; Clarín & Baluyos, 2022) the Covid-19 pandemic has a significant effect on the educational sector as well. ICT-based learning must be applied during pandemics in order for the educational process to continue (Efriana, 2021), and as a result, mobile technology has become a crucial instrument in the teaching and learning process (Suban & Ilham, 2022).

It is difficult for educators to change this situation. Along with the growth of intriguing mobile applications, which encourage students to choose playing games on these devices to formal study, which many perceive as burdensome. In this instance, the instructional media plays a significant role in promoting the learning process (Danim, 2019).

Teachers must employ a variety of teaching techniques that incorporate cutting-edge and contemporary methods of effectively delivering the lessons in order to be competent in English (Rababah *et al.*, 2021). In order for learning to proceed in accordance with the demands made, teachers and students must be able to work together. English teachers, in particular, need to have quantifiable ways to ensure that learning occurs effectively through utilizing and developing media in accordance with students' qualities and requirements.

Numerous studies on the use of technology media in the learning process have been conducted. For instance, Matra & Fitriana's (2018) research sought to determine if EFL student teachers felt themselves to be knowledgeable about incorporating ICT. The findings indicated that

most student teachers had little trouble incorporating ICT into their lessons. Wulansari *et al.*'s research from 2021 aimed to describe the opportunities and difficulties associated with mobile learning. The outcome shown that given the benefits of mobile learning, its deployment and advancement can remain pertinent in the years to come. The other study by Umoh *et al.* (2020) concentrated on using media technologies to teach and learn. The findings indicated that many teachers and students lack fundamental and professional training in the application of media technologies to teaching and learning.

For this reason, all researchers took the research title Use of Technology Media in the Disruptive Era in Supporting the English Learning Process of Students in Junior High Schools.

METHOD

In this study, survey methodology and quantitative analysis were employed. According to Sugiyono (2018), the quantitative approach can be seen as a positivist-based research technique that uses population and sample data collection in order to explain, describe, and test pre-existing hypotheses. Google Form was used to collect the data for this study. The survey was used in this study to determine the extent to which the students' English-learning activities were facilitated by technological media. According to Sugiyono (2018), the survey method is a quantitative research method used to collect data about beliefs, opinions, characteristics, behavior, and relationship variables that occurred in the past or present in order to test various hypotheses about the sociological and psychological variables of the sample drawn from specific populations.

According to Creswell (2018), survey research methodologies allow researchers to first interview a big number of people before following up with a small number of respondents to learn more about their opinions on the subject. Using a comparatively small sample size, survey research is done to gather data or information about a wide population. In this study, 36 junior high schools or equivalent (SMP-MTs) were chosen at random from Kuningan Regency's 113 SMP and 65 MT population as the samples.

RESULT AND DISCUSSION

The finding showed that the participants consist of 59 teachers from 36 schools and 200 students from 8 schools, were responding positive attitude toward the use of technology media. Teachers and students in general used the technology media. The result of

the survey that respondents (Teachers) answered the questions are presented below:

1. How many hours do you teach English a week?

59 Answers

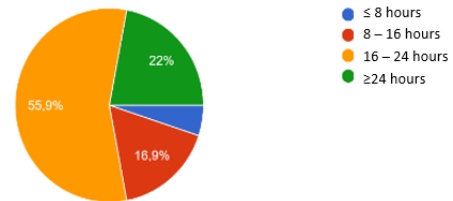


Figure 1. Result of 1st question

The graphic shows that 55.9% teachers teach English 18-24 hours, 22% teach more than 24 hours, 16.9% teach 8 to 16 hours, and 5.2% less than 8 hours a week.

2. What technological media is used in learning English?

59 Answers

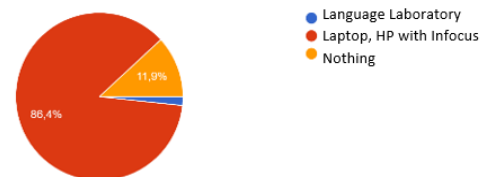


Figure 2. Result of 2nd question

The graphic showed that 86.4% teachers used laptop, Handphone with infocus, 11.9% they did not apply the media technology, and 1.7% used language laboratory.

3. If you use the language laboratory, how many times a week do you use it?

59 Answers

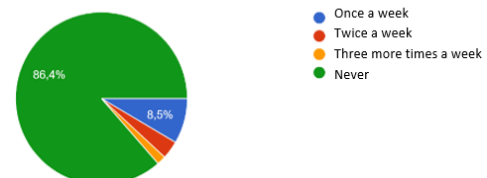


Figure 3. Result of 3rd question

These answer showed that teachers never used laboratory in teaching learning process (86.4%). It is appropriate with previous questions (no. 2).

4. What application do you often use in learning English?

59 Answers

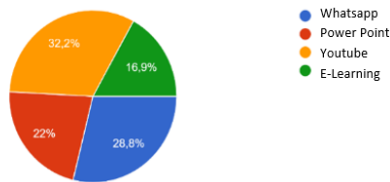


Figure 4. Result of 4th question

In this question teachers used YouTube application (32.2%), Whatsapp (28.8%), Powerpoint (22%) and e-learning (16.9%). It indicates that YouTube is an effective application for learning process.

5. Do you still use other media besides technology media in learning English?

59 Answers

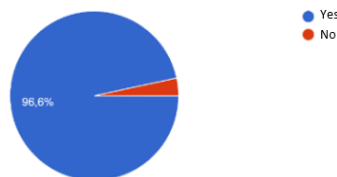


Figure 5. Result of 5th question

6. What media is often you used in learning English to replace technology media?

59 Answers

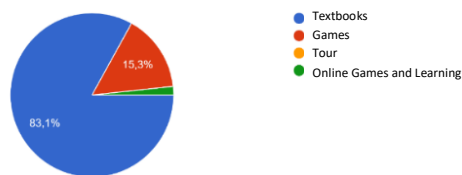


Figure 6. Result of 6th question

The use of textbooks is still the prima donna for most teachers in the era of disruption. It can be seen from the percentage that reaches 96.6%.

7. Is the use of mobile phones allowed in your school to support English learning?

59 Answers

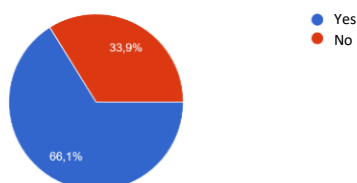


Figure 7. Result of 7th question

As many as 66.1% of teachers allowed students to use mobile phones to support the English learning process and 33.9% did not.

8. Do you like using the Edmodo application in learning English in class?

59 Answers

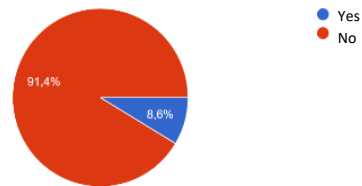


Figure 8. Result of 8th question

Teachers creativity need to be increased in using learning process assistant applications such as Edmodo. Many applications can be uploaded for fun learning English.

9. In your opinion, is the use of technological media in the process of learning English maximized?

59 Answers

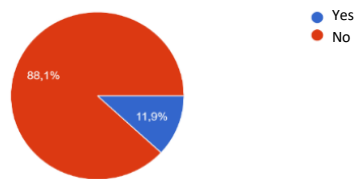


Figure 9. Result of 9th question

As many as 88.1% of respondents answered 'no' to question no. 9's. This indicates that there is a need for continuous training in improving the ability to use technological media in the process of learning English.

10. Is there a need for skills upgrading training in the use of technological media?

59 Answers

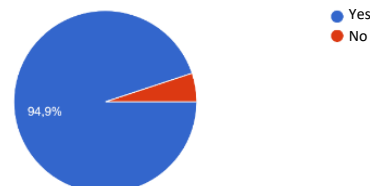


Figure 10. Result of 10th question

Answering to question no. 10 indicates that teachers need to get technology media training for the English learning process (94.9%).

On the other hand here is the result of students google form's answered.

1. What media technology do you use in English language learning?

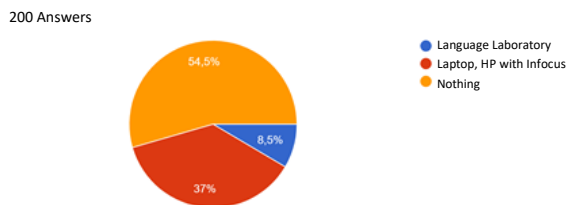


Figure 1. Result of 1st question

The media technology used in learning English, 54.5% of students answered there is not media technology in their schools. 37% of students answered laptop, mobile phones with infocus (projector). 8.5% of students used language Laboratory. It means most of schools in this era of disruption are doing without using the media technology in process of learning.

2. If you used language laboratory, how many time do you use it in a week?

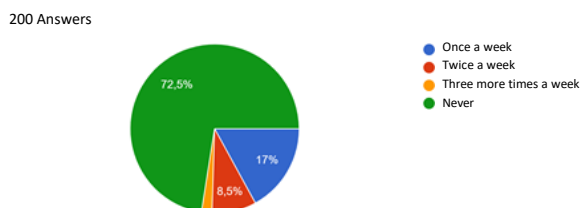


Figure 2. Result of 2nd question

In this question, as many as 72.5% students answered 'never' used language laboratory. 17% of students answered one time a week, and 8.5% of students answered two times a week. It can be concluded that the schools did not used the language laboratory a lot or they do not have laboratory.

3. What technological media are used in learning English in class?

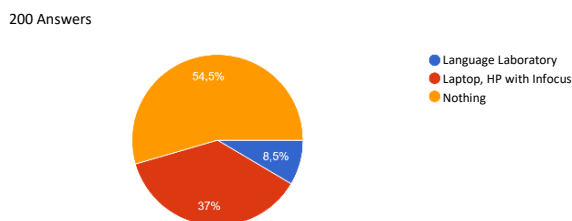


Figure 3. Result of 1st question

There are differences in answers between students and teachers. Here students answered 'none' as much as 54.5%, answered laptops, mobile phones with in focus as much as 37%, and 8.5% answered language laboratories.

4. What application do you often use in learning English?

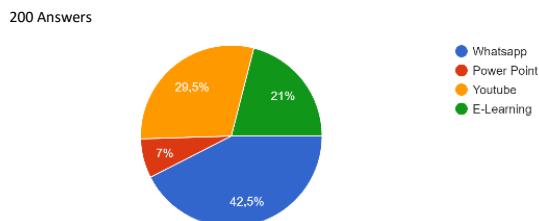


Figure 4. Result of 4th question

As many as 42.5% answered WhatsApp. Unlike the teacher's answer. They use YouTube more in their learning.

5. Do you still use other media besides technology media in learning English?

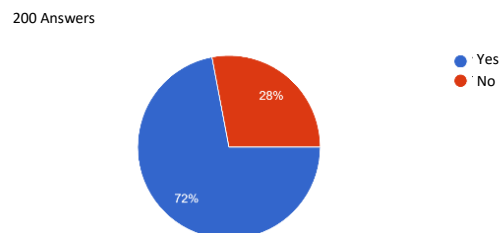


Figure 5. Result of 5th question

72% answered 'yes' and 28% said 'no'. It means that the other media still used in teaching learning process.

6. If you answered 'yes', what media is often used to replace technological media in the English learning process?

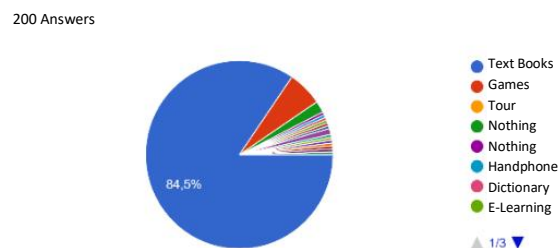


Figure 6. Result of 6th question

The highest answered (84.5%) in this question is textbooks. It means that textbook still the most important sources in learning English.

7. Is the use of mobile phones allowed in the learning process in class?

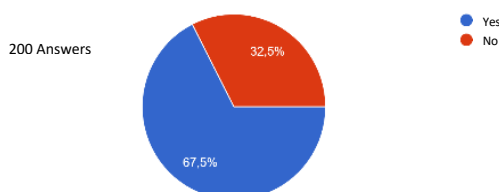


Figure 7. Result of 7th question

67,5% students answered this question 'Yes', and it is close with the teachers answered.

8. Are you given the time to googling in doing assignments at school?

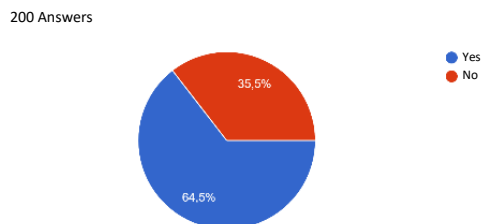


Figure 8. Result of 8th question

It means that 64.5% students allowed to have mobile phone in the class. This is an unexpected answer because so far and most schools forbid students from carrying mobile phones into the class.

9. Does your teachers like to give assignments via WA?

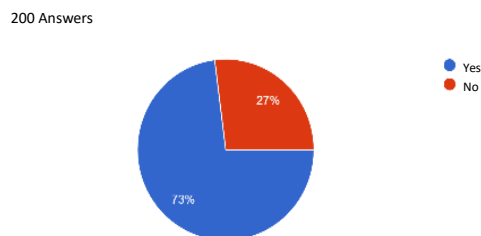


Figure 9. Result of 9th question

10. In your opinion, is the use of technological media in the process of learning English maximized?

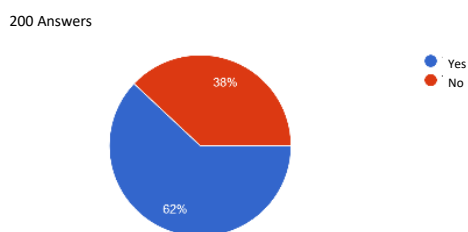


Figure 10. Result of 10th question

11. Is it necessary to give you additional tutoring or training in learning English?

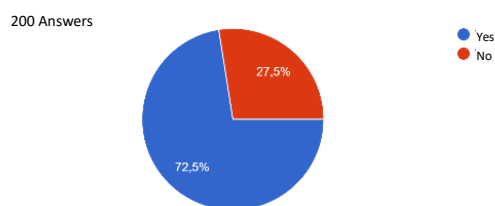


Figure 11. Result of 11st question

12. When learning English, do you like online?

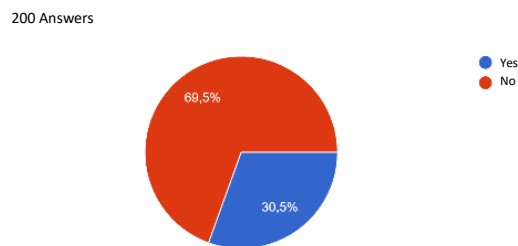


Figure 12. Result of 12nd question

13. When learning English, do you like offline?

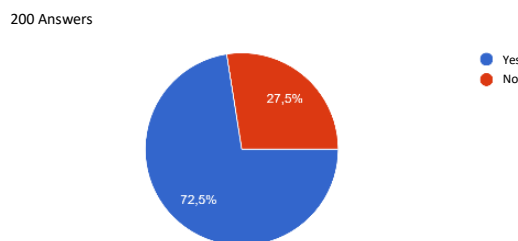


Figure 13. Result of 13th question

CONCLUSION

The results of this research through the Google form answers, it can be concluded that learning English in junior high schools (SMP), both private and public schools as well as in public and private Madrasah Tsanawiah (MTs), has so far had the support of technological media. However, there are situations where learning is not maximized because behind it all the factors and conditions of the school which have not been able to provide learning support in the form of language laboratories, tools such as in focus which are still lacking, also because of the teacher factor when asked 'is the use of technological media in the process of learning English maximized?' teachers answered 'NO' (88.1%) and teachers answered 'YES' (94.9%) when asked 'Is there a need for skills upgrading training in the use of technological media?'

Based on the results of this simple research, it is hoped that there will be support from the government to provide facilities and tools that support learning, especially learning English. Teachers as key factors in the learning process need to be given continuous training with the latest methods and approaches so that students feel comfortable and motivated in their learning.

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