

USE OF TECHNOLOGY AS A LANGUAGE LEARNING AND TEACHING MEDIA

Agung Prayoga¹, Alvi Raihan Utami²
English Education

agungprayoga1@gmail.com

Abstract

Implementing technology is one form of Innovation of Language teaching and learning. The implementation of technology into the realm of education is also a concrete example of the rapid development of the era and the sophistication of technology that is currently available. Of course in Language Teaching and Learning must be updated, so that the method is not outdated. Implementing technology in the realm of education not only makes teaching activities easier, but also makes activities and methods simpler. Therefore, implementing technology is also very important, and teachers must also understand how to implement it, in order to make it easier for them and make maximum use of technology. By implementing technology as a language teaching and learning tool, it will be a supporter that provides advantages and benefits for the realm of education and for the teachers of language teaching and learning itself.

Key words: Implementing, technology, language, innovation, teaching

INTRODUCTION

Do you realize if the times are changing to be more modern? In this sophisticated era, technological progress is very rapid, technology is so fast that it is like a basic need for humans, it has even become a basic need that must always be there whenever and wherever, so the basic need for technology is that it is like a part of the human soul. The need for technology makes humans like a dependency, because it cannot be denied that technology really helps humans, and facilitates all human activities (Mandasari & Agusty, n.d.; Oktaviani, 2012; Sinaga & Pustika, 2021). Humans are competing to develop the most advanced technology in this modernization era, in other words, all of this is the result of human creative ideas and as a form of progress (Ahdan et al., 2019; Lubis et al., 2019). With increasingly sophisticated technology, humans must of course be required to adapt and understand technology as a form of modern sophistication, because it is useless if humans cannot take advantage of this very sophisticated technology (Anuar et al., 2020; Febriza & Adrian, 2021; Sari, n.d.).

The application of technology as a part of the realm of education is one example of the use of technology in all its sophistication (Sari & Wahyudin, 2019; Achmad Yudi Wahyudin & Sari, 2018). Making and integrating technology with education is also a very good breakthrough to further develop education for the better (Fakhrurozi et al., 2021; Maskar & Dewi, 2021). By applying according to its use, technology can be a capable supporter in

allocating the realm of education and all its components (Agustin & Ayu, 2021; Ambarwati & Mandasari, 2020; Simamora & Oktaviani, 2020).

In other words, this paper is dedicated to discussing the implementation of technology as a language teaching and learning tool. By including sources from previous studies, so that this paper can be trusted for its authenticity. Based on the description above, the researcher will begin to discuss two reasons that the researcher considers it very necessary for technology to be applied as a tool in the realm of education such as language teaching and learning. The two reasons will be discussed in another part of this paper. And those two reasons include :

- Reasons for applying technology in Language Teaching and Learning.

The 21st century was typically seen as a technological period. In our lives nowadays, technology plays an essential part. It is viewed as a foundation for economic prosperity. In the current context, an economy that has little technology can never flourish (Mulyasari & Putri, 2020; Oktaviani, n.d.; Rusliyawati et al., 2020). This is because technology facilitates our job and takes less time. Education notably in language teaching and learning is the influence of technology in every sector.

- Technology has a flexibility.

In general, it is undeniable that the technology we currently use is very helpful and flexible in its use. That flexibility can look like the current situation. For example, using the Zoom or Google Meet application, the teacher does not have to come into the classroom and does not have to meet face-to-face with students (Puspaningtyas & Ulfa, 2020, 2021; Suprayogi & Pranoto, 2020). Only by using these two applications, the teacher can explain the material and teaching materials, so that language teaching and learning activities can be held.

- Technology and its convenience.

For the second point, it is actually still related to the first point, "Technology has flexibility" but in this second point, the researcher will explain a little further the reasons why the application of technology is important for language teaching and learning. It is undeniable that the ease of technology makes users feel comfortable and their activities are easier, as well as technology in the application of this case, as an example of the convenience of teaching and learning languages that can be obtained thanks to technology is that if you have urgent business, a teacher does not need to convey material in class (Mandasari & Aminatun, 2020; Rahmania & Mandasari, 2021; Sari & Oktaviani, 2021). It

is enough for the teacher to share material through the What's App group or Telegram group, then a language teacher does not need to leave the house, it is enough to prepare an online learning lesson plan and do teaching and learning at home, or even in a cafe (Handayani & Aminatun, 2020; Sari, n.d.; Sari & Putri, 2019).

To make this paper more convincing, the researcher will take a real sample of the application of technology in the case of language teaching. For example, if we use the zoom or google meet application, the teacher only needs to display a PPT Powerpoint which contains a discussion of the subject matter of teaching materials, or if language teaching and learning are carried out face-to-face or in class, the teacher can use more modern technology, namely using Projector LCD (Liquid Crystal Display), or other types of DLP (Digital Light Processing). Those are two types of projectors that researchers often see not only in the teaching and learning process, even in large seminars. This indicates that the use of technology has a major influence on the development of the educational realm, of course, this influence can be felt by teachers, the most important thing is that teachers must know and be technology literate.

LITERATURE REVIEW

Sasalia & Sari (2020) state that Learning, is relatively permanent change in behavioral tendency and is the result of reinforced practice. Meanwhile teaching can be interpreted as an activity to show or give direction to someone how to do something correctly and structured. By knowing these two definitions, it can be concluded that "Teaching language and learning" is a language learning activity with specific targets and objectives. The rapid development of technology in the realm of special education in the case of language teaching and learning, technology that participates as a capable supporting tool is one form of impact that teachers can feel. One of the positive impacts of technology is seen from "Enhanced Teaching and Learning". It must be understood to make learning entertaining and interesting for kids with visual explanation of topic. They may engage more in classroom, and even lecturers may be more engaged and fascinating in their courses (Aminatun & Oktaviani, 2019; Erya & Pustika, 2021; Achmad Yudi Wahyudin, 2018). Apart from the positive impact of using technology as a language teaching and learning tool. It is undeniable that negative impacts are also involved. The impact feels very significant, especially like the current era. The impact itself affects students in learning, the impact is all instantaneous (Hidayati et al., 2020; Mulyah et al., 2020; A Y Wahyudin,

2017). Maybe if someone used to go to the library to look for information about learning, now it is only through a smartphone that someone can directly access it and no longer need to look for it in the library, then is reading interest, reading interest is very much a problem that must be developed by teachers so that students feel interested in reading (Ayu, 2020; Lestari & Wahyudin, 2020; Mandasari, 2017). This case of reading interest is very relevant related to language learning and teaching, if students want to be proficient in English writing skills, of course students need to read a lot, but sadly nowadays students only need to copy and paste through the Google search engine.

It is still related to the negative impact of implementing technology as a language teaching and learning tool (Abbad et al., 2009; Satria & Haryadi, 2018). That is writing skill is slowly declining the excessive use of online conversation and shortcuts has resulted in a dramatic reduction in the writing abilities of the young generation of today (Kuswoyo & Susardi, 2016). Today, youngsters rely more and more on digital communication, which they forget to improve their abilities in writing. They do not know what various words are spelling, how to correctly utilize grammar, or how to write in cursive.

METHOD

This paper uses a qualitative method which will explain in detail the findings and results of research on "Implementing Technology as a Teaching and Learning Tools". The results obtained will be calculated and researched on their opinions on how technology should be applied in the special education system for language teaching. As the researcher has discussed, qualitative is the main method. As for the data collection method itself, the researcher decided to use the questionnaire method. Questionnaires were distributed to 10 classmates through Whats APP private chat. According to the researcher's opinion, the questionnaire method as a data collection method is very suitable when juxtaposed with the main method. The type of questionnaire method is flexible and can be combined with qualitative or quantitative methods (Nani & Ali, 2020). As for this paper, the researcher combines it with qualitative because the results of the research themselves will be in the form of explanations.

RESULTS AND DISCUSSION

In the findings and discussion section, the researcher will explain the data findings which will later become the results of this paper, the researcher can present summary data with a

review in the form of text, tables, and images. In the discussion section the researcher will also describe each result of the question. In this discussion section, researchers can also interpret existing data with observed patterns. From each relationship between the important experimental variables and the correlation between variables can be seen clearly.

Table 1.1

No	Questions	Yes	Maybe	No
1	Do you agree Teaching and Learning language should be implemented by Technology	88,9%	11,1%	
2	Is the implementing technology is valuable for Teaching and Learning language?	100%		
3	Can technological advances make the realm of education, especially language teaching and learning be more modern?	100%		
4	Will the application of technology as a language teaching and learning tool really help in its implementation?	88,9%	11,1%	
5	Do teachers and students really need to be proficient in using technology as a teaching tool?	88,9%	11,1%	

1.Do you agree Teaching and Learning language should be implemented byTechnology?

Based on question number one, it can be noted that as many as 88.9 percent answered "YES" this indicates that there is a percentage who agrees that in the case of Language Teaching and Learning implementing technology it is necessary, 88.9% of people are aware that technology can be a good support tool in the case of language teaching and learning. education too. Then as many as 11.1% answered "MAYBE", there is a possibility that technology does not have to be implemented simply by learning and teaching the old way.

2.Is the implementing technology is valuable for Teaching and Learning language?

From the results of question number 2 all participants answered "YES" in other words all answers had a presentation value of 100%. It can be said that all participants agreed that the application of technology as a teaching and learning tool is very valuable, it can be concluded that especially number two, all participants are aware of the importance of

estimating it, with the impact that technology can give, the language learning process becomes easier, both for students and teachers. Both will feel an important role in how technology works. And it is possible that all participants are aware of this, especially at times like this where all teaching and learning activities are carried out from home and there is no need to hold face-to-face meetings or come directly to the classroom.

3. Can technological advances make the realm of education, especially language teaching and learning be more modern?

According to the results shown in the table for question number three, as well as question number two, all participants answered with the same answer, namely "YES". This can be categorized as an answer that supports the benefits of technological progress, with answers that reach 100%, the education field will be more modern. Researchers state that technology is increasingly developing to make all aspects of it flexible. A real example of supporting this 100% answer is like the ease of using the zoom application, we can do distance learning. Of course, if technology does not participate in the language learning process, as a teacher or student, it will be impossible to carry out teaching and learning activities.

4. Will the application of technology as a language teaching and learning tool really help in its implementation?

For question number four presented in the table above, we can see that there are similar cases as in number one with an average number of 88.9% for the answer "YES" and an average of 11.1% for answering "MAYBE" and 0% answered "NO". The researcher assumes that participants who answered "YES" agreed that technology implementation would be very helpful when technology was incorporated into language learning, with all the benefits that can be obtained from it. Then there are those who answered "MAYBE" with an average of 11.1%, the researcher assumed that the participants chose to be neutral by not choosing any decision. And finally, none of the participants answered "NO" or 0% as calculated. In other words, participants prefer not to be neutral and also do not agree with this question.

5. Do teachers and students really need to be proficient in using technology as a teaching tools?

And then is the last question that the researcher has designed for this paper, which is question number five. According to the researcher, this last question is the most interesting statement for the researcher to discuss in this discussion section. Because according to the researcher personally, this question is the most relevant statement at this time. This question discusses a little about both teachers and students having to master technology, moreover it is about implementing technology as a means of teaching and learning. Based on the results listed are not much different from numbers one, and four. Participants answered "YES" with an average score of 88.9%. The researcher assumed that the participants who answered this were aware and agreed that both teachers and students should be technology literate. Then 11.1% for the average answer "MAYBE" the participants who answered this choice certainly preferred to be neutral, and the last answer was "NO" with an average of 0%, they chose not to vote and were not neutral. Personal researcher, if you become a participant to answer this question, the researcher will answer "YES" because the researcher is very aware that implementing technology as a language teaching and learning tool will greatly benefit from its ease and flexibility. Both teachers and students really need to master technology as their learning needs.

CONCLUSION

According to the data that has been found by researchers, it can be concluded that This paper uses the qualitative method as the main method used by researchers in compiling this paper. The qualitative method was deliberately chosen by the researcher because according to the researcher's view, this qualitative method is the most relevant. In the preparation of this paper, the researcher used data collection techniques through Questionnaires which were distributed to nine classmates. Based on the findings of the researchers listed in the question table above, most of the participants chose to agree with the results of 100% - 88.9% and 11.1% answered "MAYBE" and none of the participants answered "NO". In other words, the researcher dared to make the conclusion that the participants who joined in the making of this paper said "YES" or agreed if technology was implemented as a language teaching and learning tool. By looking at the results of the study with the greatest value is the answer 88.9% - 100%. Thus the making of this paper, this paper is structured to be dedicated as a paper that discusses the implementation of technology as a language teaching and learning tool.

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