

An Analysis Of The Use Of Technology In English Language Teaching And Learning In Junior High Schools In Merauke

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Abstract

In language teaching and learning, we have a lot to select from the world of technology: Radio, TV, CD-ROM, Computers, CALL, the Internet, Electronic Dictionaries, Email, Blogs and Audio Cassettes, PowerPoint, Videos, DVDs or VCDs. The last two decades have witnessed a revolution due to the onset of technology, and it has changed the undercurrents of various industries. It has also influenced industries and how people interact and work. This rapid growth and expansion of information technology have presented a better pattern for discovering a new teaching model. Technology plays a very vital role in English teaching. Using multimedia to generate a context to teach English has its exclusive advantages. This paper investigated the need for multimedia technology in language teaching and discussed the problems tackled using these technologies. It also intends to make English teachers conscious of the strategies to use it authentically.

Keywords: English Language Teaching; Multimedia; Technology; Junior High School.

INTRODUCTION

With the spread and expansion of English from one place to another part of the world, English is used as a second language in Indonesian country and, for some people, the first language. It enjoys high prestige in the country. Currently, the role and status of English in Indonesia are higher than ever, as verified by its position as a critical subject and a medium of instruction in Junior and Senior high school curriculum. As the number of English learners is increasing, different teaching methods have been applied to test the efficiency of the teaching

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process. The use of authentic materials in films, radio, and TV has been there for a long time. These technologies have indeed proved successful in replacing traditional teaching. The new era gives new trials and responsibilities to the modern teacher. The practice of English teaching has been significantly transformed with the remarkable entry of technology. Technology provides many choices to make teaching exciting and more creative in terms of enhancements (Temaja, 2017a). Technology is one of the most substantial drivers of both social and linguistic change. Graddol (2000) states that “technology lies at the heart of globalization, touching education work and culture. The use of the English language has enlarged rapidly since 1960. Currently, the part and status of English are the languages of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and crucial subject in curriculum and language of conveying education.” It is also crucial for university entrance and well-paid processing jobs in the profitable sector. Since there are more and more English learners in Indonesia, diverse teaching methods have been applied to test the effectiveness of the teaching process. One method contains multimedia in English Language Teaching (ELT) to create English contexts. It helps students to get involved and learn based on their interests. It has been tested effectively and is widely accepted for teaching English in the modern world.

Technology is utilized to modern uplift styles; it satisfies the students’ visual and auditory senses. With the spread and development of English worldwide, English has been learned and used by more and more speakers. According to Graddol (2000), it is the language at the leading edge of scientific and technological development, new thinking in economies and management, and new works of literature and entertainment genre.

The use of English has become more popular than before, so competent teachers must teach some students English. Some teachers in Merauke indeed use cutting-edge technology, but most teachers still teach traditionally. These traditional manners are excellent and beneficial for the students in learning English. In fact, until now, they are proving to be helpful too. However, there are many more opportunities for students to gain confidence, practice and extend themselves, especially for ESL students who learn the language for more than just fun. They must study multimedia technology to keep up with ELT and gain self-confidence.

The 21st century is the age of globalization, and it is vital to grasp various foreign languages, and the English language comes first. ELT has been with us for many years, and its significance continues to grow, entirely and partially, through the internet (Leba & Habeahan, 2020). Graddol (2000) suggests that in 2000 there were about a billion English learners, but a



decade later, the numbers doubled. The forecast points to a surge in English learning, which peaked in 2010. The same study indicates that more than 80% of information stored on the internet is in English. For the first time, there are more non-native than native customers of the language and diversity of context in terms of learners, age, nationality, learning background, and others have turned out to be significant characteristics of ELT today.

Along with the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, and animation effects, come into full play in English class teaching and set a favourable platform for transformation and exploration on English teaching model in the new era. Multimedia technology plays a positive role in supporting activities and initiatives of students and teaching effects in English classes (Shi, 2017). Technological innovations have gone hand-in-hand with the development of English and are shifting how we communicate. It is rational to assert that the growth of the internet has assisted the growth of the English language. It has arisen when computers are no longer the entire fields of the dedicated few but relatively accessible to many. With this, there has been a significant proliferation of literature regarding technology teaching the English language. Generally, these writings unequivocally accept technology as the most crucial part of teaching (Temaja, 2017b). In logic, learning to emphasize the expected role of technology in pedagogy to obliterating the human element of the teacher with the technology part has been very dominant.

Furthermore, as a result, if we pay attention to technological developments, they will go on and possibly, we will never be able to catch up, irrespective of our discipline or branch. For this reason, it is essential for language teachers to be conscious of the latest and best tools and to have complete knowledge of what is available in any given situation. Teachers can use multimedia technology to provide more colourful, stimulating teaching.

There are many techniques applicable in various degrees to the language learning situation. Some are useful for testing and distance education, and some are for teaching business English, spoken English, reading, listening or interpreting. The teaching principle should appreciate new technologies in the areas and functions where they provide something decisively new and helpful and never let machines take over the role of the teacher or limit functions where more traditional ways are superior. There are various reasons why all language learners and teachers must know how to use the new technology. Here we also need to emphasize that new



technologies develop and disseminate so quickly that we must maintain their attraction and influence in any form.

METHOD

This study used a qualitative approach. The type of data collected in this study were data sourced from the literature and interviews with junior high school teachers in Merauke. The research instrument used by the author was face-to-face interviews with junior high school teachers. The data obtained were then analyzed qualitatively, and conclusions were drawn.

RESULTS AND DISCUSSION

Analysis of necessity of using application of multimedia technology to English teaching

To develop students' interest in study

Nowadays, the stereotyped traditional teaching methods and environment are unpopular, while multimedia technology highlighting audio and visual animation effects naturally and humanely gives us more access to information. Besides, with such characteristics as much information and crossing time and space, multimedia technology offers a sense of reality and functions very well, significantly cultivating students' interest and motivation in the study and their contribution to in-class activities.

To boost students' communication capacity

Traditional teaching has fraught students' capacity to comprehend specific language and also understand the structure, meaning and function of the language. It makes the students passive recipients of knowledge, so it is hard to achieve the target of communication. With teachers' instructions leading students' thought patterns and motivating students' emotions, multimedia technology seeks integration of teaching and learning and offers the students more significant incentives. The PowerPoint courseware activates students' thinking; the visual and vivid courseware helps them to transform English learning into capacity cultivation (Yue, 2017). Furthermore, such in-class activities as group discussions, subject discussions, and debates can offer more occasions for communication between students and teachers. Therefore, multimedia technology teaching has uniquely inspired students' positive thinking and communication skills in social practice (Al-Ajmi & Aljazzaf, 2020).



To expand students' knowledge to gain understanding of western culture

The multimedia courseware can offer the students much more information, more plentiful than textbooks, and help them display rich cultural background, rich content and true-to-life language materials, which are much natural and nearer to life. Not only could learners improve their listening ability, but they also learned the western culture. Grasping information through several channels can equip; the students with facts and bring about information-sharing among students, and make them actively participate in class discussion and communication (Rachman & Pradita, 2019).

To increase teaching outcome

Multimedia teachings enrich teaching content, make the best of class time, break the "teacher-centered" teaching pattern, and improve class efficiency. Due to large classes, it is difficult for the students to have speaking communicate. The utilization of multimedia sound lab materializes individualized and collaborative teaching. The traditional teaching model mainly emphasizes teachers' instruction, and the information provided is limited due to conventional classes. On the contrary, multimedia technology goes beyond time and space, creates a more vivid, visual, authentic environment for English learning, stimulates students' initiatives, economizes class time, and temporarily increases class information.

To improve communication between teacher and students

Multimedia teaching stresses the role of students and enhances the significance of "interaction" between teachers and students (Syarif et al., 2023). The most crucial feature of multimedia teaching is to train and increase students' ability to listen and speak and to develop their communicative competence. During this process, the teacher's role as a facilitator is most prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and potency students to accept it passively.

To creates a context for language teaching

Multimedia teaching creates a context for language teaching. This method makes the class lively and exciting, as well as optimizes the organization of the class. Multimedia has

features such as visibility and liveliness. During the progression of multimedia in teaching English, sounds and pictures can be established together, which enhances the initiative of both teachers and students. When using multimedia software, teachers can use graphics and images to enrich the content of classes and imagine different contexts in producing teaching courseware. Students in the class can use multimedia to understand the English lesson transparently. Through the interactive process, it is apparent that multimedia in ELT effectively nurture students' interest in learning English and enhances teachers' interest in English teaching. As Zhanghongling (2006) points out, through multimedia and network technology, we can offer students not only rich sources of authentic learning materials but also an attractive and pleasant interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English.

To provide flexibility to course content

In addition, multimedia teaching is also flexible. The teachers can create the context in the classroom and after class. Multimedia language teaching can also create a multimedia language atmosphere to show language teaching. English teaching must focus on teachers' guidance and be student-centered (see, for example, Holec (1981)), which is one of the principles of language teaching. Students are assured of having some problems in classroom teaching, which teachers can address under their guidance. In such circumstances, students can use the new technology to their advantage, such as manipulating the network to contact teachers and receiving answers by email.

Analysis of problems arising from the application of multimedia technology to English teaching

Despite the advantages of the application of multimedia technology to English class teaching to improve teaching effect and Junior High school students' overall capacities, there are many problems existing in practical instruction, such as:

Major means replaced by the assisting one

The application of multimedia technology is an assisting tool to achieve the goals of teaching. In contrast, if dependent on multimedia devices during instruction, the teachers may be subject to multimedia and cannot play the leading role in teaching. In practice, many teachers are active in multimedia technology applications but must be proficient enough to handle them



confidently. They are standing by the computer in class, and students only focus on the screen (Ramsin & Mayall, 2019). Therefore, there is no eye contact between teachers and students. The trend of modern information and technology teaching appears to the extremity regardless of the essence of traditional schooling.

Moreover, the notion of creative education is to be fully comprehended. Those modern educational techniques serve as an assisting instrument rather than a target; they should refrain from dominating class. They are substitutes for effective teaching and learning.

Loss of speaking communication

English language and English analysis by the teachers are effective in conveying knowledge to the students, from English pronunciation to comprehension, improving students' English thought patterns and oral expression, Whereas the introduction of multimedia technology featuring audio, visual, and textual effects fully meet audio and visual requirements of the students and enhance their interest. However, it also results in a lack of communication between teachers and students, replacing teachers' voices with computer sound and teachers' analysis with visual images. Students have few chances to speak or communicate with teachers. With the favorable atmosphere, the mutual communication between teachers and students fading away, and sound and image of multimedia affecting students' initiative to think and speak, English class turns to courseware shows, and students are made viewers rather than learners of class activities.

The limitation of students' thinking potential

Language teaching is different from teaching science subjects, for language teaching can be conducted without demonstration by various steps. Instead, the tense and orderly atmosphere is formed through questions and answers between teachers and students. Teachers raise impromptu and real-time questions and guide the students to think, encouraging their capacity to determine and solve problems. However, due to over-demonstration and pre-arranged orders, the courseware needs a more real-time effect and cannot give feedback. It needs to take notice of emphasis and importance in teaching; it also requires careful instruction in students thinking, stimulating their paths of thinking and establishing their capacity to contemplate and solve problems. In this way, cultivating students' thinking capacity should be



the primary objective in teaching and using multimedia technology. It should not take the students' time to think, investigate and explore questions.

To develop students' interest in study

The practice of cognition goes through the noncognitive stage and rational stage. It also puts on to the studying process. We hope that teaching makes students adopt the viewpoint cognition from perceptual recognition to balanced apprehension and significantly leap from perceptual thinking to rational thinking. Therefore, it is the fundamental objective of teaching. In order to enhance the students' conceptual thinking, multimedia technology makes content more accessible, and with its unique advantages, it can clarify the importance of teaching. While the image and imagination in students' minds were shown on the screen, their abstract thinking would be constrained, and logical thinking would waste away. The decreased students' reading competence has become a significant concern because textual words are replaced by sound and image and handwriting by keyboard input.

All in all, multimedia, as an assisting instrument, cannot replace the dominant role of teachers, and it is part of a complete teaching process. Besides, it is not a mechanic imitation of teaching. Instead, it integrates the visual and textual demonstration with teachers' experience to contribute to the programmed, automatic and continuous teaching project to improve students' listening, speaking, reading and writing.

Recommendations and strategies for the existing problems

In practical teaching, it is inappropriate to replace the textual material with the screen so that the teacher's position is ignored to ensure multimedia's function in teaching. It should be noted that:

The beauty of courseware is not the sole tracking down

It is proved through practice that adequate application of multimedia technology to teaching can make breakthroughs in-class teaching. That is to say, and during multimedia assisting teaching, teachers still play the leading role that the computer could never replace their position. For instance, introducing each lesson and speaking communication are excellent ways to improve students' listening and speaking, which the computer cannot accomplish. Therefore, teachers' interpretations shall not be unnoticed. Meanwhile, as applied linguistic science, English



should be used daily during the teaching-learning process to cultivate the student's communicative competence. Multimedia is a tool for assisting teaching and serves the teachers despite its extraordinary effect. Therefore, teaching determines whether to implement multimedia technology. Otherwise, the teachers were acting as a projectionist, clicking the screen.

The computer screen cannot counterfeit the blackboard

In the era of technology, most teachers take the computer screen as the blackboard. They have input exercises, questions, answers and teaching plans into the computer and display them piece by piece, without writing down anything on the blackboard or even the title of a lesson. It is known that teachers are made-up to simulate conditions based on teaching and guide the students to interconnect with English lessons. Besides, traditional writing on the blackboard is concise, and teachers can make changes and adjustments if necessary. Furthermore, experienced teachers know well that perfect courseware is an ideal project in mind and that, in practice, they need to enrich the content on the blackboard by developing new questions the students raise.

PowerPoint cannot take the place of student's thinking and practices

Currently, most multimedia courseware features images and animation of teaching resources to cause audio and visual effects, which lively show the content of textual materials and helps the student deeply understand the texts. A problem remains that displaying readers' content in the PowerPoint courseware cannot take the place of students' thinking or English communication in simulated circumstances. When working on and utilizing the courseware, we need to inspire the students to use their minds and speak more and more, actively joining the class practice. We should not abuse the courseware merely hoping to add a modernized feature to class teaching.

Traditional teaching tools and devices should not be neglected

The role of multimedia support in teaching cannot be replaced by many other instruments (Zhu, 2012), which means that multimedia can only replace one instrument. Some teachers depend entirely on multimedia teaching. While multimedia has unique advantages in teaching, the characteristics and functions of other teaching tools are still incomparable. For example, the recorder still plays a role in broadcasting listening material. Therefore, teachers should choose



appropriate media and tools based on the teaching requirements, integrate multimedia instruments with traditional ones, and fully perform their qualities rather than merely chase modern methods.

Multimedia technology should not be overworked

Some teachers in Merauke may possess the improper concept that they would apply multimedia technology in their teaching. The more utilization of multimedia technology, the better the class atmosphere may grow, the more actively the students get involved in class contribution, and the more efficiently the material access to the students. The students show some interest in learning but feel like looking on. In practice, the more unconscious attention the students pay. The more interference of teaching information during spread, the less the students take from the language materials. It is impossible to effectively train the students' language expression during class time. It is clear that despite the advantages of multimedia technology, it assists in teaching. Practical teaching is part of a complete teaching procedure. In practice, if multimedia technology were adequately implemented in English teaching, the students could fully use English speaking and listening materials and develop their overall capacities, which is the objective of introducing multimedia technology to modern teaching. Thus, this leads to methodical training on students' listening, speaking, reading and writing, makes teachers' instructions come into extraordinary play, helps the student gain basic knowledge as well as language training at classes, improves their expression ability in English and lays a fundamental basis for their English communication.

Explain the results of the research in the form of problem-solving analyzed using relevant theories. The results of the study also revealed the findings of the research. Discussion is accompanied by logical arguments by linking the results of research with theory, the results of other studies.

CONCLUSION

One of the crucial goals of multimedia language teaching is to encourage students' motivation and learning interest, which can be a practical way to get them involved in language learning. Context creation of ELT should be founded on the openness and Accessibility of the teaching materials and information. While enhancing multimedia English teaching, students do not have to depend on their mother tongue but will be motivated and guided to communicate



with each other. Regarding the expansion of technology, we believe multimedia in English teaching will be further developed. The progression of English learning will be more student-centered but less time-consuming. Therefore, its potential is that the teaching quality will be enhanced, and students applied English skills can be effectively sophisticated, meaning that students' communicative competence will be further developed.

In conclusion, we believe this process can ultimately expand students' ideation and practical language skills, which is accommodating and valuable to confirm and fulfil an actual result of teaching and learning. Except for a few problem areas, multimedia technology can be used effectively in classrooms of ELT with appropriate computer knowledge on the part of teachers, overcoming the financial problems in setting up the infrastructure and not allowing the teachers to become technophobes.

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