

## TECHNOLOGY IN TEACHING ENGLISH AT SD NEGERI PACITAN

**Nur Azizah, Linda Fitri Nopia, Chusna Apriyanti**

STKIP PGRI Pacitan

[ziz763000@gmail.com](mailto:ziz763000@gmail.com), [lindafitrinopia122@gmail.com](mailto:lindafitrinopia122@gmail.com), [chusna.apriyanti@gmail.com](mailto:chusna.apriyanti@gmail.com)

### Abstract

This research aims to know the teachers' perspectives toward the importance of technology, school support for implementing technology in teaching-learning, factors affecting the implementation of technology in learning, and obstacles to the application of technology. This is descriptive quantitative research. The data were taken from 8 English teachers in SD Negeri Pacitan. The data were gathered from June 9, 2023, until June 12, 2023. The researcher collected the data by sharing an online questionnaire with 8 SD Negeri Pacitan English teachers. The result shows that most English teachers in SD Negeri Pacitan use technology in teaching English. Based on 8 English teachers' answers, students were more interested and enthusiastic about technology-based learning than book-based learning. So that the progress of English learning will be significant, the strategies like developing students' English skills with technology regularly and using English application according to students' ability is needed to avoid students' problem related to technology may happen.

**Keywords:** *Elementary School, Learning English, Technology*

### Introduction

The 21st century is the golden age of science and technology. Science and technology have rapidly developed. It brought a series of positive impacts on human lives, one of that is in the line of Education. According to Anwar et al. (2021), writing is technology in education interpreted as learning materials and learning tools. Technology in education can accelerate teaching and learning progress because it creates a more active, creative, and innovative situation. It is excellent to implement for learning English.

English has become the Lingua Franca globally. If people in all corners of the world want to communicate with people from different nations and languages, they will use English. The practice of teaching English in the current generation is relatively high, and this can be seen from the enthusiasm of parents who equip their children with English. Teaching English is taught early at preschool and elementary school levels. Teaching children at an early age is carried out during the golden period of children when new things rapidly stimulate children. The generation before puberty is necessary for language development (Kaniadewi, 2008). In addition, the child's pragmatic development process is increasing, and English is an international language that must be mastered. Parents have high hopes for teaching English to teachers at school.

As a foreign language, many students are scared to learn English. Still, it does not because technology allows students to access online dictionaries, video tutors, intelligent applications, English audiobooks, etc., making it easier for students to learn English. It means that technology is helpful for students. If technology did not exist, students would still struggle to learn English. That is why technology implementation in education must be applied to improve student learning. The application of technology in the teaching-learning process will be helpful for learners (Clements & Sarama, 2003). The students need to be more creative than listening to the teachers' material (Apriyanti, 2021)

In addition, Mothibi (2015) undertook a meta-analysis study of the relationship between E-learning and students' academic achievement. School actors, stakeholders, and teachers are hoped not to overburden students with heavy materials and tasks (Apriyanti, 2020). The potential for using technology to improve better education is very predictable. Implementing technology in teaching English will be a challenge for teachers. If a teacher succeeds in bringing

and applying technology to his class, then that teacher is a teacher who is one step ahead. To fulfill the above, government, teachers, and schools must work together or support each other.

The facts show that several public and private elementary schools in Pacitan have tried to use technology in the learning process. However, geographical factors, some still in remote areas, still make access to technology and the internet an obstacle. The obstacles to implementing online learning include network or signal factors, limited internet quota, online learning platforms not being mastered, and mastery of the material not optimal (Zuriah & Rahmandani, 2021). This is due to the learning environment factors and the characteristics of students. Another obstacle is the large number of teachers who cannot use technology and the lack of school internet facilities. So this shows the difference in student learning outcomes.

Based on the explanations above, the researcher concludes that in this era of globalization, teachers cannot deny must integrate technology into their classrooms. Nowadays, teachers can not teach like in old age. Of course, everything will start moving from traditional or straightforward ways to modern or more advanced methods than before. Some studies on information and communication technology integration have been done regarding various aspects such as adoption, a challenge in integrating it into the teaching-learning process, and the kind of technology tools used for teaching.

## **Method**

This is descriptive quantitative research. The data were taken from 8 English teachers in SD Negeri Pacitan, located in the Pacitan subdistrict, Pacitan Regency. The data was conducted from June 9, 2023, until June 12, 2023. The instrument was an online questionnaire that consisted of 5 close-ended questions and six open-ended questions. After collecting the data, the data was analyzed using the following process, calculation, and classification data to know teachers' perspectives on the importance of technology in teaching English, school support for implementing technology in teaching learning English, factors affecting the implementation of technology in education learning English and obstacles the implementation of technology in teaching learning English.

## **Findings and Discussions**

### **Teachers' Perspectives Toward the Importance of Technology in Teaching English**

Technology is essential to human lives because every work and task needs technology. Technology integration in line with education must be supported because it will be beneficial. According to questionnaire data, most SDN Pacitan teachers think technology in teaching English is essential. Teachers need technology to guide the teaching and learning process in the classroom.

The 8 English teachers in SD Negeri Pacitan said that when teachers can develop and deliver English material well, meanwhile students can master the material well, too is an indicator of the teacher's success in implementing technology for students in the teaching English process. It is because technology can create a more exciting system so the students are never bored to study.

### **School Support for Implementing Technology in Teaching Learning**

Information and Communication Technology (ICT) is an excellent concept for language learning, especially for English learning. It will bring high progress, or the other word, get better performance. Schools must provide facilities to support the implementation of technology in teaching English. Questionnaire data shows that SD Negeri Pacitan provides adequate facilities such as internet access, smart TV, LCD, Computers, etc. Hence, the teachers and students can search on the internet related to the lesson. Not just for teachers but SD Negeri Pacitan also provides computers for students. Computers or laptop is the ones of technology that are helpful. For example, when they want open English tutorial videos, a computer is better than a mobile phone. It has a wide screen and other superiority.

The questionnaire data shows that most of the teachers 66.7% used Youtube in the process of learning English. It is because there is a lot of exciting and educative content that can inspire teachers to create various learning materials. 22.2% of teachers use the Duolingo application because Duolingo is an application specifically for learning foreign languages, including English, which is already available for all smartphone users such as Android, iOS, Windows Phones, and PCs/Laptops. This application is intended for all people, including elementary school children. Duolingo is a combination of audio and visual methods. In addition, 11.1% of teachers use TikTok for study. TikTok application was chosen because it is currently a trend, and besides being an entertainment medium, TikTok also can be an enjoyable English language learning tool. Still, in this case, teachers and parents must pay attention or give guidance so the students do not access forbidden content.

### **Factors Affecting the Implementation of Technology in Learning English.**

Implementing technology in the learning process is undoubtedly influenced by several factors. Technology in learning is to display material in audio, visual, and audio-visual form so that students are interested in participating in fun and not dull learning. In the research we conducted at SD Negeri Pacitan through a questionnaire, the teacher answered that in the learning process, there were several types of technology used by teachers. These technologies were LCD, Smart Tv, Laptops, Smartphones, Sound systems, and Computers—the use of this technology in the learning process, of course, for several reasons. Teachers use this technology because it can provide convenience in the learning process in class. Teachers can also develop material creativity according to the skills needed by students. Apart from providing comfort, with technology, teachers can make various learning media without making printed-out learning media, which is considered more efficient. Using this technology helps the process of learning English because the technology is easily accessible and easy to use by teachers as teaching media. Learning media is anything that can be used to convey messages (learning materials) to stimulate students' attention, interest, thoughts, and feelings in learning activities to achieve learning goals (Malik, 1994).

### **Obstacles to the Implementation of Technology in Learning.**

In the use of technology, of course, there are several obstacles, as this happens to teachers in the technology-based learning process in the classroom. The obstacle faced in this case is the classroom learning process, which is not conducive. In general, the age of elementary school children is a time when children are playing, and children are a little challenging to manage, making the class not conducive to the learning process. This is based on (50%) of teachers who answered the questionnaire. And as many as (37.5%) of teachers experience internet network disruption or a less signal. Pacitan is not a big city, so frequent internet network interruptions occur. The less internet network can be caused by bad weather or interference on the internet network. So that in conditions like this, the teacher must have other alternatives so that learning continues. However, (12.5%) of teachers stated that there were no obstacles in this technology-based English learning process so that it can be ensured that the learning process in class can run smoothly.

### **Conclusion**

The results of this study show that technology-based English learning has significant advantages compared to book-based. SD Negeri Pacitan is an elementary school that uses technology to teach English. The school and stakeholders support technology in teaching English to students in SD Negeri Pacitan. It is proven by schools providing adequate facilities, and teachers use it to guide learning. Students are more interested in the lesson but still need close attention when the students' focus is diverted from the lesson. Even though there are some obstacles to the implementation of technology in teaching English but they can be overcome with other alternatives.

## References

- Anwar, A. S., Merdisentosa, B., & Williams, A. (2021). The Role Of Technology In Education. *IAIC Transactions on Sustainable Digital Innovation (ITSDI)*, 3(1).
- Apriyanti, C. (2020). *The parents role in guiding distance learning and the obstacle during covid-19 outbreak*. VII(2), 68–83.
- Apriyanti, C. (2021). *The Role of Parents in Learning During The Covid-19 Outbreak*. 4(1).
- Clements, D. H., & Sarama, J. (2003). Strip Mining For Gold; Research And Policy In Educational Technology-A Response To Fool's Gold. *Educational Technology Review*, 11(1).
- Kaniadewi, N. (2008). *AN ANALYSIS OF TEACHERS' BELIEF*. 51–62.
- Mothibi, G. (2015). *A Meta-Analysis of the Relationship between E-Learning and Students' Academic Achievement in Higher Education*. 6(9), 6–10.
- Zuriah, N., & Rahmandani, F. (2021). *Analysis of Online Learning Implementation and Student Learning Activities in the Covid-19 Pandemic Era and Its Problems*. 524(Icce 2020), 167–176.