

**THE INFLUENCE OF TECHNOLOGY AS A SUPPORTER OF  
EDUCATION, ESPECIALLY IN ENGLISH LESSONS**

**Olina Putri Batubara<sup>1\*</sup>, Cindy Tania Mutiara Silitonga<sup>2</sup>, Sabarni Rodearni Sipayung<sup>3</sup>**

<sup>1,2,3</sup>University of HKBP Nommensen Pematangsiantar

E-mail: <sup>1)</sup> [putriard23@gmail.com](mailto:putriard23@gmail.com), <sup>2)</sup> [cikor2000@gmail.com](mailto:cikor2000@gmail.com),

<sup>3)</sup> [sabarnirodearnisipayung@gmail.com](mailto:sabarnirodearnisipayung@gmail.com)

**Abstract**

*This research aims to find the advances in technology today. Technology has a big influence in the world of education. Today's sophisticated technology has become something important to influence the teaching and learning process. One of them is in English subject. This is because the use of English is no longer just for greeting, but also for other needs to support an activity. English is an international language, which everyone is required to understand. In the world of education, students' lack of interest in these subjects makes English lessons increasingly difficult to master. Therefore, assistance using advanced technology is needed to attract the attention of students in the teaching and learning process*

Keywords: *Technology, English Language Learning, Senior High School*

## **1. INTRODUCTION**

English is an international language that is used almost all over the world. In learning English language, there are four skills that need to be honed, namely reading, listening, writing and speaking. In this case, the receptive skill, which consists of listening and reading, are the first skills that taught for the learners.

Technology provides many options such as making teaching interesting and more productive. Technology is one of the most influential drivers of social and language change. As the use of English has grown in popularity, the demand for qualified teachers to teach English is undoubtedly necessary. Indeed, there are teachers who use 'advanced' technology, although most still teach in the traditional way. Because technology enables us to communicate with individuals all over the globe without regard for time or distance limits, and because this contact occurs via technology (Ramadhan et al., 2021). Students could only communicate orally or in writing before the advent of the digital age. Students in technology-assisted contexts (such as computers) may, on the other hand, swiftly mix these two modes and even add images or audio (Palikat & Gruba, 2021).

There are opportunities for students to gain the confidence to practice and develop themselves, especially for those learning English as a foreign language who learn a language for more than just having fun. If they want to be able to follow the learning process and be more confident, they must dive into the world of multimedia technology. Several experts have expressed their opinion that technology can be used to help improve students' language skills.

As stated by Eaton (2010) research shows that in 2000 there were about one billion English learners, but a decade ago the number has doubled. These data indicate

developments in English learning, which reached its peak in 2010. The same research also shows that more than 80% of the information stored on the internet uses English.

The rapid progress of science and technology development, the presence of multimedia technology and applications for teaching, featuring audio, visual, and animated effects that bring their own color to the teaching of English and provide a favorable platform for reform and exploration of today's English teaching models (Baytak et al., 2011). It is evident that multimedia technology has played a positive role in promoting students' activities and initiatives in the process of learning English in the classroom. Dockstader (1999) suggests that technological innovation has gone well with the growth of English and changed the way students communicate. It means that technology is related to the development of English (Adeoye, 2015).

Expert opinions :

1. According to AECT (1972) Educational technology is a field or discipline in facilitating human learning through the identification, development, organization of the systematic use of all learning resources and through the management of all of these processes. Where the use of technology must be in accordance with the container, not excessive, not lacking. Discipline in using technology for learning makes its use more useful for the smooth learning process (in Reiser, 2007).
2. According to ACT (1977) Educational Technology is a complex integrated process that includes people, procedures, ideas, means and organizations to analyze problems and design, implement, assess and manage problem solving in all aspects of human learning. There are rules for the use of technology in the English learning process that must be carried out efficiently and effectively so that it is carried out properly and is more useful (in Reiser, 2007).
3. According to ACT (2004) Educational technology is the study and ethical practice in an effort to facilitate learning and improve performance by creating, using/utilizing, and managing appropriate technological processes and resources. Obviously, the main goal still remains to facilitate learning (to be effective, efficient and engaging) and improve performance (in Reiser, 2007).

Technological sources such as internet use or WiFi can be made to search for learning materials on the internet with the prohibition that they can only be used to access sites such as Google so that they are not misused to play social media.

## **2. RESEARCH METHOD**

Researchers observed the tools and materials used in SMA Negeri 6 Pematangsiantar. The school has quite a lot of tools and materials that can improve the English teaching process in the classroom, including WIFI in each class, loudspeakers for listening learning, there are also computers and laptops inside. Then, the teaching materials are through modules made by the teacher themselves, animated videos for example for narrative text or recount text lessons, using music, as well as direct and detailed explanations from the teacher to students in an effective and fun way.

### **3. RESULT AND DISCUSSION**

#### **3.1. Technological tools that support the effort to improve the English teaching process**

The researcher observed directly from the field regarding technology problems in SMA Negeri 6 Pematangsiantar. The school has made wifi in almost every class but the wifi cannot be used by the students, so what is the purpose of the wifi? Furthermore, in terms of infocus, in SMA Negeri 6 Pematangsiantar there are also infocus learning tools available but they are limited in number, so that if in 1 day there are several teachers who need infocus to teach, it is not enough, even though development in SMA Negeri 6 Pematangsiantar continues to be carried out so in my opinion it is not effective. if the construction of classrooms is a problem because it is really needed, right?

But instead of renovating something that isn't bad enough to renovate, it's better if the funds are allocated to increase focus in the classroom. If, for example, there is social fund assistance but the aid must be distributed, then focus on one problem.

But it depends on how the school processes the money. Because it can be seen examples of other schools, namely in SMA Negeri 4 Pematangsiantar. In SMA Negeri 4 Pematangsiantar, each class even has a fan/AC. And it was facilitated by the principal. In addition, their infocus is also adequate to be used in the teaching and learning process. It's not really a comparison, but it's the way in which these funds are processed that hinders them. Furthermore, SMA Negeri 6 Pematangsiantar is also equipped with a library, but the books are lacking in terms of textbooks. The lack of a supply of books so that many students do not get books make it difficult to do assignments. It would be better if there was more attention from the principal in paying attention to the school facilities, not only the environment that needs to be beautiful and beautified, but the inside is also necessary, how to convey the teaching and learning process properly and correctly.

#### **3.2. Collecting data obtained from the results of the practice of teaching English while at SMA Negeri 6 Pematangsiantar**

To find out what percentage of students at SMA Negeri 6 Pematangsiantar understand English lessons or are interested, the researchers conducted a test to test the students. By making a written test, and non-written. Students are given 20 multiple choice questions compiled from the material that has been studied, students are expected to answer the questions correctly without looking at the book. Each question is given 5 points, so if students are able to answer the 20 questions correctly, they will get 100 points. From there the researcher can see how many students in 1 class are able to take the test with a score above the KKM.

Furthermore, researchers also provide tests such as; Students were asked to listen to the audio played by the researcher and then answer the questions. This is useful for training the hearing of the students, whether they understand what is being said in the audio or not.

The data obtained by researchers at SMA Negeri 6 Pematangsiantar is in class X IPA 3 out of 36 students. Only 25% are really interested in English lessons, the rest are less interested in English lessons. One of the reasons is because the teacher in the field of study in conveying his learning is too pushy and does not understand the situation or ability of

the students so that students from the beginning have not paid attention. Therefore, educators are expected to be more social with their students. While in X IPS 1 only 10% of 35 students like English lessons. Create a fun learning atmosphere.

The teacher can be a fun person who can make difficult material easy to learn. Words that are difficult to understand can be taught through songs, difficult conversations or dialogues can be taught such as through role-playing dramas, or difficult vocabulary can be found through games, puzzles or pictures. Can use tools or media in conveying teaching materials in an interesting way so that the function of the media as a tool to facilitate, or clarify an object can facilitate the process of learning English.

**Table 1.** Students who are interested and not interested in English (IPA).

<b>IPA CLASS (KELAS IPA)</b>	<b>INTERESTED</b>	<b>NOT INTERESTED</b>
<b>X IPA 1</b>	40%	60%
<b>X IPA 2</b>	40%	60%
<b>X IPA 3</b>	35%	65%
<b>X IPA 4</b>	25%	75%
<b>X IPA 5</b>	25%	75%

**Table 2.** Students who are interested and not interested in English (IPS).

<b>IPS CLASS (KELAS IPS)</b>	<b>INTERESTED</b>	<b>NOT INTERESTED</b>
<b>X IPS 1</b>	25%	75%
<b>X IPS 2</b>	20%	80%
<b>X IPS 3</b>	20%	80%
<b>X IPS 4</b>	20%	80%
<b>X IPS 5</b>	20%	80%

Above is a presentation table about students who are interested in English and not interested in English. Above there are two divisions of class X, namely class science and social studies. Class X IPA consists of five classes, each class consists of 36 students, class X IPS consists of five classes and each class consists of 36 students. Each class already has a percentage of interest and no interest in learning English.

Starting from class X science, from the results of observational data 40% is the highest result in the English language specialization, only that much is the result of the data interested in English and the most interested is only the science class, namely science classes 1 and 2. In social studies, the highest data is only 25% who are interested in English, namely IPS class 1, the rest are not very interested.

From this we can see that every class and students have interest in their respective lessons, from them they don't like English, for example it is too difficult to speak or the teacher says it is not interesting.

From a basic point of view, students are no longer interested in learning, what about in the future? From here we can see why they don't like it, of course there are many obstacles like the example above. The main thing from this learning is the teacher, the teacher is one of the sources for us to know the subject, the teacher is also sometimes unable to convey because of the lack of teaching materials or tools for teaching, one of which is technology in schools, lack of facilities for teaching, not only that also sometimes there are students

who are interested in their subjects and these students want to work but can't because of what? Because the facilities from the school are supportive.

### **3.3. Presentation of data with problem solving on technology as a means of learning English**

The solution to the above problems is to provide students with wifi access with good and correct use. Provide understanding to students so that the use of wifi is only as access for the learning development process for students, then there is equity and the use of technology such as infocus, loudspeakers so that the learning process is more interesting and efficient. Books are also a good tool as an addition to understanding which is why adding books in the learning process must be empowered immediately because books are an additional reference for students to do learning at home.

In the learning process the teacher has a vital role in adding insight or understanding of students, so the teacher must be able to protect each student in supporting the abilities of these students such as conducting integrated training so that the teacher can find out how far the development of the student's abilities is, and the teacher should review At the end of the lesson, for example, make sure you have understood or not the explanation from the teacher regarding the material being taught.

From the teacher, the improvement is that there must be an approach with students in learning English to invite our students to be brave in, for example, asking questions about things they don't understand, being patient in teaching and having professional ethics to become a teacher so that they have an attitude, for example if the students don't understand us. as a teacher don't get emotional. In addition, when giving tests to students, there may be some students whose abilities are lacking so the teacher should give a second chance for students to improve the test in the hope that he can correct the shortcomings in the test.

## **4. CONCLUSION**

Judging from the data above, it can be seen that it is true that one of the ultimate goals of teaching English technology is to increase students' motivation and interest in learning, technology is one of the practical tools for teaching and learning for us. If it is concluded from above, it can be seen that technology is very important for students, especially for learning, if all school facilities support automatically teachers and students will definitely be motivated and interest in learning will increase. As long as the activity is based on the openness of the learning process, the optimization process of English language teaching is optimized through multimedia technology. However, during that time students are also guided to be motivated and communicate with each other. Therefore, it will certainly promise that the quality of teaching and student skills will continue to improve. This process can optimize students' English skills. Some technology problems can be used effectively in the classroom with the knowledge that the teacher knows.

## **REFERENCES**

Adeoye, B. (2015). Pedagogical Integration of Technology into Science, Technical and Vocational Education. *Teacher Education Systems in Africa in the Digital Era*, 179.

- Baytak, A., Tarman, B., & Ayas, C. (2011). Experiencing technology integration in education: Children's perceptions. *International Electronic Journal of Elementary Education*, 3(2).
- Dockstader, J. (1999). Teachers of the 21st century know the what, why, and how of technology integration. *T H E Journal*, 26(6).
- Eaton, S. E. (2010). *Global Trends in Language Learning in the 21st Century*. ERIC.
- Palikat, C. N., & Gruba, P. (2021). *Sustainability of Blended Language Learning Programs*.
- Ramadhan, S., Indriyani, V., & Nabila, J. (2021). Dialogic-Interactive Media Design for Language Learning To Improve Speaking Activities and Skills. *Journal of Physics: Conference Series*, 1779(1), 012029.
- Reiser, R. A. (2007). What field did you say you were in. *Trends and Issues in Instructional Design and Technology*, 2-9.