

A USE OF NEW TECHNOLOGY BY ENGLISH TEACHER IN VOCATIONAL HIGH EDUCATION LEVEL

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Abstract: This study aims to use new technology in English learning at Vocational High Education Level. The development of new technology has had a very significant impact on education, especially in increasing effectiveness and motivation in the learning process. The technology used is laptops, mobile phones, voice recorders and projectors. Qualitative descriptive research methods with observation, interviews and documentation were used to collect data. The results of the study indicate that the use of new technology greatly increases students' learning motivation, especially through internet visualization connected via smartphones. However, there are several obstacles, such as unstable internet connections, which are still difficulties that need to be fixed. This study also provides responses to improve the use of new technology more effectively in the English learning process, by paying attention to the use of better new technology in the learning process.

A. Introduction

New technologies play a vital role in English language education, offering many benefits and opportunities for students in the learning process. New technologies can help create interactive and engaging learning environments, which can greatly enhance understanding and retention of material. For example, gamification in education has been shown to be effective in teaching students how to use technology and apply it in the right direction (Elmira et al., 2022). Digital libraries and online resources provide students and educators with easy access to a wealth of information, allowing them to access the latest content and conduct research more efficiently (Bharti, 2019). New technologies enable personalized learning experiences, which cater to the needs and preferences of each individual student. This can improve learning outcomes and overall academic performance.

The use of new technology for teaching English language process is widely known as including the application of methods, tools, materials, equipment, techniques, approaches and strategies that are directly connected to the English language teaching process and lead to the expected goals. On the other hand, Jayadi (2017) argues that an important element for the learning process is the technique used by instructors in their classes for the use of technology in the language learning process. Therefore, although new technology is now generally accepted as an educational medium and an important part of various teaching and learning environments, English language teaching is especially true because it provides many potential opportunities to improve the delivery of methods that are often compared to English. Related to language teaching. New technology provides unlimited resources for language learners. Teachers should encourage learners to find appropriate activities through the use of new technology in order to succeed in language learning.

Despite the many benefits that new technologies provide, there are still unresolved issues in the application of technology in the English language process, such as the digital divide, the need for teacher training, and concerns about over-reliance on technology. However, overall the impact of technology on education is undeniably positive, and the importance of technology in modern education cannot be overstated. The use of new technology in English language learning has become a growing area of research, with numerous studies examining. Analysis of the use of new technology can be found in a variety of studies that focus on various aspects of the integration of technology in English learning in the classroom.

Although the use of new technology in learning offers various benefits in the learning process, there are still a number of implementation difficulties faced. Not all students have adequate access to new technology devices, especially for students who live in areas with limited infrastructure. This creates its own challenges in the implementation of vocational school technology. Therefore, it is important to conduct an in-depth analysis of how new technology is used in the English learning process in this class.

Based on this background, this study aims to analyse the use of new technologies in English language learning. By focusing on how new technologies are used and their impact on student learning outcomes, it is hoped that the results of this study can provide valuable input for the development of more effective and efficient technology-based learning. This study will not only identify best practices in the use of technology, but will also provide recommendations that can help schools and educators overcome existing obstacles, so that technology can be optimally utilized in improving the quality of English language learning.

Technology-based learning media includes various forms, ranging from hardware such as projectors, laptops, and smartphones, to software such as learning applications, simulations, and e-learning platforms. , new technology-based learning media has the ability to increase students' motivation to learn English, because this tool provides richer visualization and interactivity compared to old methods. Interesting visualizations can help students understand difficult concepts, which are often obstacles in language learning. In addition, technology-based learning media also facilitates more individualized learning. For example, game-based applications such as games allow students to learn while playing an effective way to increase their engagement and motivation in learning. Students who are slower in understanding the material can repeat it at home in a way that is not boring, while students who are faster can challenge themselves with a higher level of difficulty, so that all students can learn according to their respective abilities.

B. Methodology

This study applies a qualitative descriptive method with an indirect observation approach, interviews and documentation (Ary, 2017). This method was chosen to obtain a clear understanding of the use of new technology in English language learning. The focus of this study is on how teachers and students utilize new technology in the learning process, as well as the obstacles faced in the use of technology for teaching and learning activities. Data obtained from observations and interviews were analyzed qualitatively following the Holiday (2002) approach as cited in Al-Shabibi (2004). This approach suggests organizing data using a thematic approach, where data is taken holistically and rearranged under themes according to the questions and the issues brought by the researcher to the research.

C. Findings and Discussion

The results of this study are based on data collected through observation, interviews and field documentation during the English learning process. The main findings of this study include several important aspects which will be explained below:

Learning Through Youtube: On several occasions, teachers show learning videos from YouTube that show conversations in English. These videos show real and authentic situations, so that students can hear the correct pronunciation and intonation of native English speakers. This approach not only enriches students' learning experience but also helps them understand the context of using English in everyday situations. Students feel that the learning process is more interesting and not boring. English learning conditions become fun by using videos via YouTube. There are minor obstacles, namely an unstable internet connection that causes the video to run less clearly.

Using smartphone: In each learning session, teachers and students use smartphones to present materials in the form of PowerPoint presentations. The materials presented include

various important elements, such as grammar, from YouTube, as well as practice questions displayed on the smartphone screen sent via WhatsApp groups. By using smartphones, students can see visual materials more clearly, which is very helpful in improving their understanding of visual concepts such as narrative text, grammar, and original conversation videos in English. However, in using smartphones, not all students have smartphones because the price is a little expensive.

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