

USING TECHNOLOGY TO IMPROVE TEACHING AND STUDYING LITERACY

Tiray Febria Zananda, S.Pd., M.Pd¹, M. Fahmi Fadli²
Palembang University¹
febriatiray@gmail.com

ARTICLE INFO

Article History

Submission: May 17, 2024

Review: May 20, 2024

Revised: May 20, 2024

Accepted: May 26, 2024

Published: June 02, 2024

Keywords

Technology,
Teaching,
Studying Literacy

Article History

Submission: Mei 27, 2024

Review: Mei 20, 2024

Revised: Mei 20, 2024

Accepted: Mei 26, 2024

Published: June 02, 2024.

Keywords

Teknologi,
Mengajar,
Mempelajari Literasi

ABSTRACT

A new model of technology used to improve teaching and studying literacy to arrange the class is just one way to improve the teaching and learning process. Technology, computer and internet connection will become one of the torches that can do this. It creates a fairly positive learning environment for students to learn English in an informal, stimulating, meaningful and enjoyable way with the help of audio and visual images. It combines the methods of the use of modern technology within the internet and computer programs and applied them to language instruction. With continued efforts and further improvements, technology computer and internet connection is expected to mature into a program that benefits many language learners around the world.

ABSTRAK

Model teknologi baru yang digunakan untuk meningkatkan literasi belajar mengajar untuk mengatur kelas hanyalah salah satu cara untuk meningkatkan proses belajar mengajar. Teknologi, komputer, dan koneksi internet akan menjadi salah satu obor yang mampu melakukan hal tersebut. Ini menciptakan lingkungan belajar yang cukup positif bagi siswa untuk belajar bahasa Inggris dengan cara yang informal, merangsang, bermakna dan menyenangkan dengan bantuan gambar audio dan visual. Ini menggabungkan metode penggunaan teknologi modern dalam internet dan program komputer dan menerapkannya pada pengajaran bahasa. Dengan upaya berkelanjutan dan peningkatan lebih lanjut, teknologi komputer dan koneksi internet diharapkan berkembang menjadi program yang bermanfaat bagi banyak pembelajar bahasa di seluruh dunia.

INTRODUCTION

Over time, teaching methodologies, educational programs and materials go through changes due to innovative educational theories and improvements in technology. Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate, work, trade, entertain and learn for non-native users of English, frequently from Asian countries. It is fair to assert that the growth of the Internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domain, but rather widely available to many for example : web-based learning, the use of CD-ROMs and interactive computer programs are considered as the new forms of education of the future. Lately, in all over the world, distance education and e-learning programs have been commonly used in teaching English as well as in other areas of education. As distance education becomes more popular, teachers must consider students' perceptions of e-language learning (Peters, 2001) cited in Cahyani, H., & Cahyono, B. (2012). Technology does not operate independently to create a learning environment. In addition to cognitive learning, another important indicator of distance learning success is affective learning, which represents the attitudes students develop about the course. In addition to factors such as computer access, time constraints, individual computer skills and hardware issues (Peters, 2001) cited in Cahyani, H., & Cahyono, B. (2012).

Technology are a potentially powerful tool for extending educational opportunities, both formal and non-formal. Technology is some ways to increase student in learning. Technology can enhance the quality of education in several ways: by increasing learner motivation and engagement by facilitating the acquisition of basic skills, and by enhancing teacher training. Technology are also transformational tools which. When used appropriately, can promote the shift to a learner-centered environment. Technology such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Interactive radio likewise makes use of sound effects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and become involved in the lessons being delivered. More so than any other type of Technology, networked computers with Internet connectivity can increase learner motivation as it combines the media richness and interactivity of other Technology with the opportunity to connect with real people and to participate in real world events.

In this era. Technology is a part of human world. It means now is era of globalization and the use of English also has increased in popularity. Shyamlee and M.Phill : 2012). With the rapid

development of science and technology, the emerging and developing of multimedia technology and its application to learning, featuring audio, visual, animation effects come into full play in English class teaching and sets for exploration on English teaching model in the new era. It is proved that multimedia technology influences education of learners in the activities of learning and initiatives of student and teaching effect in English class. It is fair to assert that the growth of the internet has facilitated the growth of the English language.

Learner socio-cultural backgrounds, previous knowledge and learning experiences also contribute to their perceptions of the learning process. Internet program is designed to enliven the classroom environment and make EFL learning interesting, authentic and interactive for students. Rousseau (1933) cited in Futurelab (2003) argues that the most effective and socially appropriate education arose from a student's interaction with the natural environment. According to Hennessy, S., Harrison, D., & Wamakote, L. (2010), technology enhanced learning environment has the potential of simulating the natural environment, providing meaningful connections with the real world, and social interaction of the learners with the Internet. Language classroom is the perfect place to rekindle the tradition of communicative skill enhanced by digital technology.

METHOD

A computer in the back of a classroom could, for example, deliver drills to students on basic sentence punctuation, or it could support a group project such as a class newsletter. Preservice teachers should be aware of numerous forms of teaching and learning' including 'teacher-centered' or direct instruction, as well as the many forms of student-centered instruction. And they should understand how technology can support these forms of instruction. Improving education depends, not on teaching teachers to apply. Moreover, technology should be integrated across the entire curriculum, and participants in all areas of teacher education should help to develop and implement an integrated plan that provides students with the models, mentors, content, practice, and experiences needed. If teacher education students are to graduate with strong skills, positive attitudes, including the idea of lifelong learning, and a thoughtful approach to using technology in their classrooms, it will be necessary for them to experience technology at all levels of their preparation. As with any profession, there is a level of literacy beyond general computer literacy. In education this more specific or professional literacy involves learning to use technology to

foster the educational growth of students. To develop that professional expertise students will have to see instructors model appropriate uses; have opportunities to learn how to use technology to support learning; see technology used appropriately in schools; and have many opportunities to develop and teach technology-supported lessons themselves under circumstances that support professional growth.

A new model of technology used to improve teaching and studying literacy to arrange the class is just one way to improve the teaching and learning process. Teachers can come up with different models in their teaching processes based on the prior observation, research and investigation, related to cultural awareness and scientific designs through technology. The teachers should provide some evidences and implications for the arrangement of classes and more efforts need to be made in order to get a full understanding of relations network technology establishment in the interactive class especially in English Language Teaching (ELT). Technology, computer and internet connection will become one of the torches that can do this. It creates a fairly positive learning environment for students to learn English in an informal, stimulating, meaningful and enjoyable way with the help of audio and visual images. It combines the methods of the use of modern technology within the internet and computer programs and applied them to language instruction. With continued efforts and further improvements, technology computer and internet connection is expected to mature into a program that benefits many language learners around the world. As the more knowledgeable language teachers are the more successfully they can implement the internet service in their language classroom (Singhal, 1997).

DISCUSSION

Technology Changes Quickly

The pace of technological change has accelerated to the point that almost any personal technology currently being explored is likely to be not only commercially available within ten years but also available cheaply enough for mass publicly-funded use by students. The rule of thumb over the nineties that the power of a PC doubles every 18 months without any increase in real cost. Computers have become increasingly available and inexpensive. The lowered price points have affected the growth in computer use. It also have resulted in internet connectivity being a reality in schools. Moreover, the increased availability in both computers and internet connectivity has resulted in a concomitant increase in literacy-related uses, because software has incorporated the computer's capability for graphics, moving video, audio and hyperlinks.



The increase in availability and use of hardware has moved hand in hand with increased use and availability of literacy-related software. For example: Sales of audio books for listening are booming and electronic books can reproduce accurately the print and fonts as found in paper books. But perceptions of the importance of technology to children's future are equally important to changing definitions and conceptions of literacy and to the integration of technology into language arts. If the schools do not fulfill the needs of new technology, they will be viewed as out of date, irrelevant, or not preparing children for demands of an increasingly technologically oriented workforce.

The Application of New Technology

The explosion of technology and internet use in society has placed enormous pressure on schools and teachers to include and integrated technology into the lessons. New and experienced teachers will regularly come in contact with new technology they have no experience with. They will thus need to learn how to approach and master new technologies, as well as existing technologies already in the classroom. Teacher education programs should not simply prepare students to use the technology currently in schools, they should anticipate future developments and help students cultivate strategies for learning and using new technology as it becomes available.

Providing ICT into the classroom can have a considerable impact on the practice of teachers, in particular when ICT is conceptualized as a tool that supports a real change in the pedagogical approach. Not only do the teachers need to change their roles and class organization, they also need to invest energy in themselves and their students in preparing, introducing and managing new learning arrangements. Some need to acquire basic ICT skills. Teachers also need to determine which applications have added value for learning in their subject area. While doing this they need to be aware that this is not a one-time activity, as the information environment is continuously changing. Perhaps most important and challenging for teachers is determining which basic subject, social and

management skills students need to function in such environments. The change can impact on assessment tasks, with new learning environments moving away from summative methods of assessment to formative approaches and open-ended products (such as reports and research papers created by groups of students). These different aspects are time consuming, and result in an increased teacher workload. Some things can be done to reduce the workload. Teachers can be encouraged to share resources with others, locate good practices on the web (where available) and adapt these to their local circumstances. Planning lessons involving computers can take considerable time and demands complex scheduling and resourcing. Therefore, teachers using computers in the classroom should not act in isolation from each other

ICT can enhance the quality of education in several ways through increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment. If designed and implemented properly, ICT-supported education can promote the acquisition of the knowledge and skills that will empower students for lifelong learning. When used appropriately, ICTs—especially computers and Internet technologies—enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in a better way. These new ways of teaching and learning are underpinned by constructivist theories of learning and constitute a shift from a teacher-centered pedagogy—in its worst form characterized by memorization and rote learning—to one that is learner-centered. The explosion of technology and internet use in society has placed enormous pressure on schools and teachers to include and integrate technology into the lessons. New and experienced teachers will regularly come in contact with new technology they have no experience with. They will thus need to learn how to approach and master new technologies, as well as existing technologies already in the classroom. Teacher education programs should not simply prepare students to use the technology currently in schools, they should anticipate future developments and help students cultivate strategies for learning and using new technology as it becomes available.

Smith and Ragan (1999), the medium is the physical means by which the instructional message is communicated, such as television, print materials, teacher, or computer. In other words, Instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well as newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing. Those media can help teachers to make the students

interested in learning English. Educational media or aids refers to all forms of information carriers that can be used to record, store, preserve and transmit or retrieve information to promote and encourage effective teaching and learning activities(Babalola, 2013:108)

Teaching and Learning Strategies Are In the Foreground

Papert (1995) cited in Willis, J. (2001) points out used a parable to illustrate the point that it is not enough to add technology to existing practices; students must use technology to reform practice. In the foreground should be innovative teaching and learning strategies. Technology cannot be inserted into education in the abstract. The way it is used supports a particular approach to teaching and learning.

A computer in the back of a classroom could, for example, deliver drills to students on basic sentence punctuation, or it could support a group project such as a class newsletter. Preservice teachers should be aware of numerous forms of teaching and learning including 'teacher-centered' or direct instruction, as well as the many forms of student-centered instruction. And they should understand how technology can support these forms of instruction. Improving education depends, not on teaching teachers to apply.

Moreover, technology should be integrated across the entire curriculum, and participants in all areas of teacher education should help to develop and implement an integrated plan that provides students with the models, mentors, content, practice, and experiences needed. If teacher education students are to graduate with strong skills, positive attitudes, including the idea of lifelong learning, and a thoughtful approach to using technology in their classrooms, it will be necessary for them to experience technology at all levels of their preparation. As with any profession, there is a level of literacy beyond general computer literacy. In education this more specific or professional literacy involves learning to use technology to foster the educational growth of students. To develop that professional expertise students will have to see instructors model appropriate uses; have opportunities to learn how to use technology to support learning; see technology used appropriately in schools; and have many opportunities to develop and teach technology-supported lessons themselves under circumstances that support professional growth.



Learning Is Contextual

Teaching and learning is a process that needs communication in delivering the material. This communication needs some tools to bridge the information from the source to the receiver. Many teachers use textbook as their tool to deliver the material to the students. Not only that, teachers also use whiteboard or themselves as the model in delivering the information. Teaching and learning process is complex and it needs some serious actions to make it success. The use of media itself help teachers in delivering the media, like textbook, whiteboard, or even teachers themselves act as the media in transferring the information. But unfortunately, it doesn't really success to attract the students' attention in learning English. English is used as a second language in a country like India, Malaysia and for some country English is the 1st language. ICT in English learners is increasing different teaching methods have been implemented to test the effectiveness of the teaching process. The new era assihns new challenges and duties on the modern teacher. Technology provides so many potions as making teaching interesting and also making teaching more productive in terms of improvements. Students can use technology to find out information and to gain new knowledge in several ways. They may find information on the Interner or by using an technology-based encyclopedia such as Microsoft Encarta. They may find information by extracting it from a document orepared by the teacher and made available to them via technology, such as document created using Microsoft Word or a Microsoft PowerPoint slideshow. They may find out information by communicating with people elsewhere using email, such as students in a different school or even in a different country. Technology also called E-library because through Internet we can find 800 milliards information of education, science and else.

The dominant framework for teacher education today is constructivism, and one of the core concerns of constructivism applied to education is context. Constructivism, and related theories of learning and meaning making, argue forcefully that isolated learning, learning out of context, is generally not as useful or as valuable as learning in context. If we accept that assumption, then technology should be introduced and explored in context. Students should learn many uses of

technology because they are integrated into their course work and field experiences. They are 'authentic' experiences instead of laboratory exercises. They should see their professors and mentor teachers modeling innovative uses of technology or they should be expected to use it in their own learning, and they should have opportunities to explore creative uses of technology in their own teaching. Jang, S-J. (2008) states preservice teachers should be exposed to regular and pervasive modeling of technology by preservice teacher educators, content specialists, and mentor teachers.

CONCLUSION

Technology keeps growing fast and it has become one of the needs that people should use in their daily life. Technology also brings its influences to the activities in the classroom during teaching and learning process. Based on those changes, teachers are asked to fulfill the demands in the real context related to the use of technology. Those demands related to their intellectual and skill in teaching process. Teachers need to be more creative and innovative in designing the situation where the students will enjoy in learning. We argue that teachers can come up with different models in their teaching processes based on the prior observation, research and investigation, related to cultural awareness and scientific designs through technology. The teachers should provide some evidences and implications for the arrangement of classes and more efforts need to be made in order to get a full understanding of relations network technology establishment in the interactive class especially in English Language Teaching (ELT). Technology, computer and internet connection will become one of the torches that can do this. It creates a fairly positive learning environment for students to learn English in an informal, stimulating, meaningful and enjoyable way with the help of audio and visual images. It combines the methods of the use of modern technology within the internet and computer programs and applied them to language instruction. With continued efforts and further improvements, technology computer and internet connection is expected to mature into a program that benefits many language learners around the world. Anyone with access to a computer and an internet connection internet can start a blog or post something up on a website, so just because something's on the web doesn't mean it's reliable.

However, those study has several limitations based on the research due to many factors such as the linier feature of face-to-face interaction, learners' personality, learning and response pace, teachers find it challenging to maximize interaction in traditional ELT classrooms. Further research of whether ELT learners' communicative competence can be fully developed with the help of

computer tools still needs to be done, however for ELT learners who desperately need more authentic exposure and the opportunities to use the knowledge learned in the classroom, the use of computer mediated communication tools both inside and outside of the classrooms certainly can benefit the learning and develop learners' communicative competence to a certain extent.

DECLARATIONS

I hereby declare that the disclosed information is correct and that no other situation of real, potential or apparent conflict of interest is known to us. I undertake to inform you of any change in these circumstances, including if an issue arises during the course of the meeting or work it (2024).

REFERENCES

- Babalola, B. K. (2013). The place of educational media in the effective utilization of the new curriculum module in Nigeria. *Journal of Research in Education and Society* , 4 (1), 108-114.
- Cahyani, H., & Cahyono, B. (2012). Teachers' attitudes and technology use in Indonesian EFL Classroom. *TEFLIN Journal*, 23(2), 130-148.
- Futurelab. (2003). *Literature Review in Primary Science and ICT*. Belfast: Graduate School of Education, Queens University.
- Hennessy, S., Harrison, D., & Wamakote, L. (2010) . Teacher factors influencing classroom use of ICT in Sub-Saharan Africa. *Itupale Online Journal of African Studies*, 2, 39- 54.
- Jang, S-J. (2008). The Effects of Integrating Technology, Observation and Writing into a Teacher Education Method Course. *Computers & Education*, 50(3): 853-865.
- Smith, P. L., & Ragan, T. J. (1999). *Instructional Design*. New York: John Wiley & Sons Inc
- Willis, J. (2001). Foundational assumptions for information technology and teacher education *Contemporary Issues in Technology and Teacher Education*,1(3).Available: <http://www.citejournal.org/vol1/iss3/editorials/article1.htm>