

## IMPROVING LITERACY THROUGH TECHNOLOGY FOR YOUNG LEARNERS

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### ABSTRACT

Technology used to literacy to arrange the class is just one way to improve the teaching and learning process. Technology also brings its influences to the activities in the classroom during teaching and learning process. Teaching and learning process is complex and it needs some serious actions to make it success. Teaching and learning is a process that needs communication in delivering the material. Teachers can come up with different models in their teaching processes based on the prior observation related to cultural awareness and scientific designs through technology.

### ABSTRAK

Teknologi yang digunakan hingga literasi untuk menata kelas hanyalah salah satu cara untuk meningkatkan proses belajar mengajar. Teknologi juga membawa pengaruhnya terhadap aktivitas di kelas selama proses belajar mengajar. Proses belajar mengajar merupakan hal yang kompleks dan memerlukan tindakan yang serius agar dapat berhasil. Belajar mengajar merupakan suatu proses yang memerlukan komunikasi dalam penyampaian materinya. Guru dapat menghasilkan model yang berbeda dalam proses pengajaran mereka berdasarkan pengamatan sebelumnya terkait dengan kesadaran budaya dan desain ilmiah melalui teknologi.

## INTRODUCTION

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. The process of communication that facilitates learning can be challenged by many problems and it demands the teachers to have creative efforts to achieve various goals (Ministry of National Education, 2009:4). 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

According to Smith and Ragan (1999:288), media also contain some characteristics of some common media that can be analyzed by the teachers and help them to select the appropriate media in teaching English. It will help the teachers to know well the media that they can choose in delivering the material.

### 1. Computer

- Rapid & accurate information manipulation: Can hold a great deal of information in its memory, manipulate this information rapidly, and never make a mistake in this manipulation of data.
- Access vast information: Can access a seemingly limitless amount and range of information over networks.
- Dynamic graphics: Can deliver dynamic graphics, and the character of these graphics can be changed by input from the learner.
- Highly interactive: Can foster a high level of interactivity. It can ask for student response and can respond to the student's response in a relatively individualized manner.
- Individualized: Can adapt to the learner, either through supporting exploration by hyperlinks or actively by adjusting the content to the needs of the learner.
- Variable control: Can maintain a high level of control over what the learner is allowed to attend to at one time, or it can put this control in the hands of the learner.
- Adjustable feedback: Can adjust the type of feedback that it gives to the type of response that the learner makes.
- Adapt instruction to learner needs: Can retain and analyze records of the progress of the

learner and use this information to adapt future instruction sequences to the needs of the learner.

- Controls other media interactively: Can control other media, and use these media in an interactive way.
- Transferable instruction: Allows exact duplication of instruction at remote sites.

## 2. Print

- Inexpensive: Is relatively inexpensive to produce and duplicate. (The range of cost for production and duplication can be quite wide.)
- Individualized: Supports individual student use.
- No equipment required & very portable: Does not require equipment for use and is very portable.
- Permanent record: Is a permanent record of instruction, and accessing it requires no equipment.
- Easy random access: The book format, as supported by page numbers and conventions such as the table of contents and index, is excellent for providing easy random access by individual users.
- Fairly interactive: Can be developed to provide a fair degree of interactivity.
- Annotatable: Can be annotated by learners to reflect their personal elaborations and emphases.
- Requires user literacy: Is sensitive to learners' literacy skills (i.e., the student must be literate to use it).

## 3. Video (without attached to computer)

- Audiovisual: Is an audiovisual medium. Although video can depict text, the medium's primary strength lies in its ability to display images, in motion and color, along with sound.
- Alters apparent time: Can appear to compress time (i.e., time lapse) or expand time (i.e., slow motion) to support learner's attention.
- Zooms: Can "zoom in" for enlarged close-ups or "zoom out" for a telephoto view.
- Little interactivity: Active, individualized learner interaction is difficult to support with video, unless it is used with a computer.
- Prearranged sequence: Presentation occurs via a prearranged sequence, which is difficult and awkward to modify by individual learners, unless it is used with a computer.

## 4. People

- Interactive: Teachers are highly interactive (depending on the mood and wishes of the person).
- Expensive: Humans are extremely expensive to employ.
- Adaptable & flexible: Teachers are highly adaptable and flexible (depending on the skills and attitude of the person).

• ~~Not perfectly reliable: Humans are unreliable for doing the same thing over and over in exactly the same way (such as repeating the same lesson on acid-base reactions 25 times for 25 individual students).~~

- Empathetic: Teachers possess and reflect empathy. Humans are the only medium that has this ability, and for certain learning task sand situations, it is an invaluable one.
- Multiprocessing: Teachers appear able to simultaneously process multiple sensory inputs from various sources and select those that are most critical to the current situation.

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

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.

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. 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).

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

ICT in English learners is increasing different teaching methods have been implemented to test the effectiveness of the teaching process. The new era assigns new challenges and duties on the modern teacher. Technology provides so many options 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 Internet or by using a technology-based encyclopedia such as Microsoft Encarta. They may find information by extracting it from a document prepared 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 millions 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

Media is one component that many teachers tend to forget to use it in the classroom. Teachers maybe use it, like whiteboard, people, or textbook but as the movement and the needs of this globalization era, teachers should be more creative and innovative in finding and combining some media that can help them to achieve the certain goals. There are many factors that teachers should consider in choosing the right media.

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 invesigation, 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.

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## 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).

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