

INVESTIGATING THE USE OF COMPUTER IN TEACHING LEARNING ENGLISH

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Abstrak: Cara pengajaran bahasa Inggris saat ini telah maju pesat dengan penggunaan teknologi modern. Mayoritas guru bahasa Inggris di era modern secara aktif menggunakan berbagai perangkat teknis untuk memberikan pembelajaran sebaik mungkin kepada siswa. Salah satu perangkat teknis tersebut adalah "Komputer". Komputer merupakan salah satu perkembangan teknologi terpenting di zaman kita, dan karena efisiensi kinerjanya yang tinggi dan potensinya yang sangat besar, telah mengurangi upaya, waktu, dan biaya di banyak bidang penggunaan. Pengajaran dan pembelajaran bahasa adalah salah satunya. Komputer dapat digunakan untuk menyelesaikan tugas-tugas linguistik yang berhubungan dengan penguasaan skill pada pembelajaran Bahasa Inggris. Artikel ini bertujuan untuk mengetahui keuntungan dan aplikasi apa saja pada komputer yang dapat digunakan oleh guru dalam pengajaran bahasa Inggris. Lebih jauh, artikel ini berupaya untuk meningkatkan kesadaran akan keuntungan teknologi komputer dalam mempermudah pengajaran bagi para guru dan siswa. Artikel ini menggunakan metode study pustaka yang berusaha merangkum dari pendapat para ahli dan peneliti sebelumnya. Meskipun terdapat kendala dalam penggunaan computer untuk pembelajaran bahasa Inggris, computer tetap dianggap sebagai alat yang dapat membantu guru dalam pembelajaran dan meningkatkan motivasi siswa dalam belajar.

Kata kunci: Komputer, Pengajaran, Pembelajaran, Bahasa Inggris

Abstract : *The way English is taught these days has advanced significantly with the usage of modern technology. The majority of English language instructors in the modern era actively use a variety of technical tools intended to provide the best possible instruction. One of the technical tool is "Computer". This is one of the most important technological developments of our day, and because of its great performance efficiency and immense potential, which have decreased effort, time, and costs in many areas of use. The teaching and learning of languages is one of these. A computer is utilized for linguistic tasks that related to mastering the English skill. This essay aims to emphasize the advantages and applications of computers that can be used by the teacher in teaching learning English. Furthermore, it seeks to increase awareness of the advantages of computer technology in illuminating instruction for both educators and students. The design of this study is qualitative library method. Even though there are many shortcomings using computer, this can still help teachers in English teaching learning process and increase students' motivation in learning English.*

Keywords: Computer, Teaching, Learning, English

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INTRODUCTION

Using communication and information technologies (ICT) in teaching has become increasingly prevalent in recent years, offering numerous advantages and disadvantages for both students and teachers. ICTs have been defined as electronic tools that can be used to get, copy, and save information, and are influenced by the internet

(Maqbulin, 2020). They are essential today, as information can be updated, kept, and used as needed, and they affect the way people communicate. ICTs are also seen as a tool for communicating information, and their integration in English teaching is considered important for the 21st century.

Since the computer in the part of ICT, the use of computers in the learning process has become very important and effective in improving the quality of education. With computer technology, students can access a wider and easier range of learning resources, as well as improve their abilities in various aspects such as analysis, synthesis and creativity. Apart from that, the use of computers can also help teachers in managing classes, monitoring student progress, and increasing efficiency in teaching. In this context, the use of computers in learning can help achieve educational goals more effectively and efficiently, as well as improve the overall quality of education.

Before computer era, the teaching and learning process was delivered classically using the traditional method, this can make students get bored. However, after the advent of computer technology, learning can be done individually and in a fun way. Computers have become the main facilitator for activities in all sectors of life, including the education sector. Computer technology makes the learning process easier, such as teaching presentations, access to information (e-learning), and creating computer-based learning.

The use of Computer has many positive and negative impacts. In education and learning sector, the presence of computers at the study table can reduce children's interest in learning. If this child cannot control the use of the computer, this will result in the use of computer programs that are not educational. This can also make children lazy and addicted so they are reluctant to learn. On the other hand, computers can also provide positive stimulation in increasing children's learning motivation, of course this requires the role of teachers or parents in controlling children's use of computers.

Learning through machine media (computers, videos, TV, diskettes, etc.) can facilitate cognitive knowledge for students. However, learning via machines has apparently isolated students socially because they only interact with machines. Too much interaction or use of machines causes a decrease in a person's social skills. According to Prof. Dr. Andi Hakim Nasution (cited in Deni), the inclusion of computers in the learning process creates a pleasant atmosphere because students can control their learning speed according to their abilities. Then the images and sounds that appear prevent children/students from getting bored quickly, on the contrary, they stimulate them to find out more. He also stated that computers are like knives, if the child/ students are not equipped with knowledge of its proper function and use, it was feared that the knife would actually hurt him. Parents / teachers also need to understand correct function and impact so that Students get the maximum benefit and minimal loss.

In certain subjects, computers can help study more effectively. However, computers can also make educators like robots and very mechanical, and make students like alien creatures who lack social skills. Therefore, it is important to utilize computers

effectively and in balance with traditional teaching. In several studies, the use of computers in learning has shown positive results, such as increasing students' abilities, increasing interest in learning, and improving the quality of learning. Therefore, the use of computers in learning can be an effective strategy in improving the quality of education.

This essay aims to emphasize the advantages and applications of computers in teaching learning English. Furthermore, it seeks to increase awareness of the advantages of computer technology in illuminating teaching learning process for both teachers and students.

METHOD

This article is designed by using qualitative library method. This approach involves collecting and analyzing non-numerical data from various sources, such as books, journals, and documents. The purpose of this design is to provide in-depth understanding and insights into the research problem. According to Zed (2008) library research is a qualitative research where the researcher deal directly with the data and number not from the field or eyewitnesses and the data of library study is ready made. This research method include data sources, data collection, and data analysis. The process of observations or collect the data in library research is conducted by the researchers interact with library materials, such as journals, articles, magazines, newspapers, encyclopedia, etc.

RESULT AND DISCUSSION

Computers in Language Learning

It is a fact that computers are used to learn languages, whether they are in their original language, a foreign language, or a purported second language. Digital technology is used asan educational resource to help language learners improve their language skills, complementing it with other methods of teaching; thereby providing an involved, linguistically rich learning environment (Hashemi, 2012). Learning languages with computers is applying computer technology to provide, improve, and evaluate the course material through the use of interactive computer features. Both the Internet and learning methods. This is no longer the exclusive use in traditional methods. Even while educational techniques from the past were successful, they are no longer relevant in the era information, technology, and communications.

Future education is likely to be based on e-learning, based on the use of moderntechnologies like computers, intranet and the Internet(Liu, 2010). But it is no longer possible to share knowledge solely between teachers and students. The emphasis is now on providing the student with new skills that don't end at the point of conveying information and knowledge, but allow him to access information and prepare him to play a greater role in the classroom educational process so that the student is a true learner rather than a passive recipient (Berk, 2009).

The History of Computers in Language Learning

The use of computers started in language learning in the 1960s, English language programs developed in the early 1980s and the use of computer aids in three phases in language teaching and learning (Hashemi, 2012). The first phase, which lasted from the 1950s through the 1960s, was based on the behavioral hypothesis, which holds that machines have become the best teaching medium because they take language into consideration.

"In the light of behavioral theory," language acquisition is a component of human behavior. It is learned as a stimulus and reaction. Language occurs in its specific form in the spoken language and thus the speech process is in the oral position, a pre-event of events precedes the speech process and is important or thrilling, and then the speech process in response (Hashemi, 2012). The term "computer-aided language instruction behavioral applications" was used to refer to computer-aided language applications by the 1960s and 1970s. The foundation of the programs was preparation and repetition. The second phase started in the 1970s and persisted throughout. It was founded on the ideas of communication theory in the 1980s. Criticism of behavioral theory explains the ideology's spread.

Programs where the assessment of a student's practical language use is based on answering questions rather than on mistakes they make; where the communication theory is based on consistency, which implies a lack of communication. Many programs that rely on this theory in education have been developed, and they give some control and freedom while learning (Cremin, 2009). Programs emerged in response to criticism that systems centered on communication theories lacked an easy-to-understand and effective framework for utilizing computers to create new, approved instructional systems that can replace traditional programs. Based on the student's interaction with the science data that is programmed into the computer. Centered on the machine and internet's interactive media feature; it can be used to form the third stage of computer usage in language teaching and learning (Stille, 2013). Despite the benefits that multimedia technology offers, there are still certain problems with its use in education. For example, teachers may not be aware of the many technologies and abilities needed to generate and enhance apps, which can lead educators to adopt for-profit systems that don't meet design standards. Current theories of language learning and development were the main focus of education.

The other problem is that there are no reliable mechanisms for teaching the language, like instructional dialogue systems; the programs that are now in place are only meant to teach reading and communicating. Abilities that are inappropriate for learning how to communicate or write. On the other hand, distant learning through the Internet contributes to the creation of varied environments for the study of English and other languages. Several scholars and educators working in the area of language teaching have pushed for the use of digital technologies, all of whom have made use of their various ability in teaching and studying languages and their use as an instructional tool (Poonpon, 2017).

With the development of multimedia technology, students can now acquire specialized language skills in an integrated way that benefits them through a variety of computer programs. The student may acquire a range of abilities, including those from language arts classes like morphology, reading, writing, and grammar. In an integrative way without focusing on mastering just one skill, in addition to the vast potential of remote learning through the Internet, dictionaries, and encyclopedias, among other resources. The importance of language in knowledge systems, the interaction between language and machines, the linguistic aspects of IT issues that require the use of digital technology to solve, and the Internet as a valuable resource enhancing linguistic variety through language acquisition, computerized translation, and educational programs.

Advantages of Using Computers in Education

In comparison to traditional techniques and teaching methods, it provides additional beneficial outcomes that particularly enhance the delivery of the educational material by utilizing colors, noises, and visuals as well as by being static and shifting.

In the field of education. The machine also stands out for the capacity to offer science content in an organized way and at a level appropriate for the students' proficiency, allowing the instructor or student to review the material repeatedly and help the student gain the knowledge and skills necessary to understand and master the fundamental concept of the fascination with the recent individual theory.

Numerous studies on the subject have demonstrated how crucial it is to use the machine in teaching in order to save time and energy. Thus, both the instructor and the student are able to benefit from the additional time. There is no doubt that the excess time the computer provides can make a significant contribution to the student's service in the classroom if it is useful to enrich the educational process (Lund, 2011).

One advantage of using computers and the Internet for language learning is that it helps students perform better academically and assisting them in developing their language abilities by interacting with teachers and other students; thus aids in the distance learning of foreign languages by students. Additionally, provide incentives to students so they would learn more on their own. Using the digital library, which contains databases, dictionaries, references, and other resources, they can interact with a wide range of information related to diverse human experiences, which helps to build their knowledge and competence and boost their self-confidence. As well as the variety of learning sources for the pupil, it is not just the text that is the basis of instruction, and so the student's perceptions vary (Liu, 2010).

With the use of multimedia components, including audio, images, films, and interactive videos, teachers can instruct students in the straightforward, step-by-step acquisition of language principles, vocabulary building, and sentence structure, as well as modern languages at internationally recognized universities that provide a variety of language courses.

The Need for Computer Use in Education

There are some of the factors that have led to the necessity of using computers. 1. This era is regarded as the software revolution due to the necessity of the information processing and technology expansion. 2. Because of the information age's desire for speed, humans must be able to handle this massive volume of information. 3. The need to discover answers to the learners' learning issues has been urgent. 4. Improving future jobprospects by training graduates for an emerging technical environment. (Basmah, 2020).

Computer Use Areas for Teaching Languages

To check the comprehension some software is deactivated so that text appears on the screen, followed by type questions filling the void, right or wrong, or multiple choice, or asking about the meaning of a word or word type (Oommen, 2012). Text processing includes things like removing a document's look from a text sentence or allowing it to be rearranged in any way. Numerous terms and anticipated terms would be selected from a list that would show up on the computer. The timing factor is used by special software to control the reading tempo, giving the student the freedom to choose the speed that suits him.

Students can take control of their writing when they use word processing software, by providing features like instantaneous spelling and pronunciation correction, the option to save pages and utilize a variety of font types. Change words, reorganize, and keep an eye on the document's paragraphs, line spacing, and total amount of lines. The preservation method helps the writer to re-browse and edit the written text (Li, 2013). And all of this improves the student's performance in speech and language development and sharpens their writing and spelling. Numerous apps assist students, especially in the rudimentary stages of writing, the student imitates the character on paper or by using a pencil on the screen after it has been sketched on the screen. The student will replicate the attempt repeatedly and without infringing others' time, without fear of guilt of late of wrong (Li, 2013).

A cycle of self-knowledge and dedication is found in listening. Sound is necessary for both linguistic and artistic taste, and it must speak correctly in terms of both tone and sound output. The language of its name is conveyed by the appropriate tone, which also transmits the meaning and sound. In actuality, the device should enhance hearing in a number of ways: Understand sounds: Effective listening comprehension and effective speech practice depend on the ability to distinguish between voices and exiting characters. In certain exercises, the learner must listen to words before answering multiple-choice questions that test his understanding of the word. Using machines in hearing capacity helps learners to rehearse several times. And give feedback by their marks and the mistakes they made (Mak, 2011). Pronunciation and toning: Through the use of digital voice technology, language lab computer applications assist students in comprehending sounds and practicing pronunciation and tonality through listening and repeat exercises. After the word is heard through the microphone, it is digitally formatted and stored on a disk. The learner is allowed to say a word through the

microphone in the toning training process, and the program draws a diagram from it and compares it to a recorded graph for that phrase, and the learner sees the difference between the planners (Hashemi, 2012).

The student will have the chance to hear numerous people dialog on a variety of subjects and learn how to both ask and respond to inquiries from others in specific contexts. The Internet also offers voice and image sites for learning to speak with students from different countries and discuss various topics (Uz, Orhan, and Bilgiç, 2010).

CONCLUSION

The purpose of this essay was to outline the advantages of computer in teaching learning English. Understanding advantages of computer technology in education has implications for both teachers and students. Computer has been shown to increase student concentration and enhance learning, as digital and interactive tools can facilitate practical learning and reinforce what students have learnt. In addition, they facilitate the use of innovative instructional tools and the reinvention of teaching methods, fostering student engagement and continuous technology literacy acquisition. Computer has been proven to increase student's motivation, students become more engaged and interested in the subjects they study. They also enable the use of multimedia content to provide students with complete and entertaining way, promoting interactivity and collaboration between students. However, there are challenges and limitations to the use of computer in education. Technical problems, such as low connectivity, virus attacks, and printer malfunction, can become major barriers for teachers. The readiness and computer proficiency of teachers are crucial, and they require sufficient in computer's abilities to utilize the technology and a high degree of comfort using it in a classroom. Teachers who have completed computer courses are better able to use technology in the classroom, and schools have used several strategies to support teachers' ongoing professional growth. It is important that educators receive enough training on how to use computers to teach language proficiency. For English language instruction to be successful, teachers need receive computer training. Instructors who voluntarily engage in these phases will feel more comfortable utilizing computers in the classroom. In order to improve the caliber of language instruction, teachers need access to enough computers, enough time, and technical assistance. It is important for educators to understand that their role is to support their students and make learning easier for them, not to provide all the resources they require to use their own computers for learning. It is important for teachers to understand that teaching methodology, not technological advancements, governs the impact of teaching and learning English. Computer use in English classrooms improves both the learning process and the effectiveness of the teaching environment for both teachers and students. In conclusion, the use of computers in language classes may only be beneficial if the instructor asks the following questions beforehand: What knowledge do I want my students to acquire today, and how can I support them in doing

so? Most of the time, the computer won't be part of the solution, but occasionally, it will be the most practical and pleasant option for the students to complete the task at hand.

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