



The Role Of Technology In Modern English Language Teaching (Elt)

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Abstrak. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap penggunaan teknologi dalam pembelajaran Bahasa Inggris di SDN 1 Janapria Kelas V. Dengan menggunakan pendekatan kuantitatif deskriptif, data diperoleh melalui angket berbasis skala Likert dan wawancara dengan guru. Hasil menunjukkan bahwa mayoritas siswa memiliki persepsi yang sangat positif terhadap penerapan teknologi, dengan skor rata-rata di atas 4 untuk setiap indikator. Media pembelajaran berbasis teknologi seperti video, kuis interaktif, dan aplikasi daring dinilai mampu meningkatkan minat, pemahaman, dan motivasi siswa dalam belajar Bahasa Inggris. Meski demikian, masih ditemukan hambatan seperti keterbatasan akses perangkat dan jaringan internet. Penelitian ini menegaskan pentingnya peran teknologi sebagai alat pendukung strategis dalam English Language Teaching (ELT), sekaligus perlunya dukungan infrastruktur dan pelatihan guru untuk optimalisasi pembelajaran digital.

Kata Kunci : teknologi pendidikan, persepsi siswa, pembelajaran bahasa inggris, media digital, elt.

Abstract. This study aims to explore students' perceptions of the use of technology in English language learning at SDN 1 Janapria 5th grade. Using a descriptive quantitative approach, data was obtained through a Likert scale-based questionnaire and interviews with teachers. Results show that the majority of students have a very positive perception of the application of technology, with an average score above 4 for each indicator. Technology-based learning media such as videos, interactive quizzes, and online applications are considered capable of increasing students' interest, understanding, and motivation in learning English. However, there are still barriers such as limited access to devices and internet networks. This research confirms the important role of technology as a strategic supporting tool in English Language Teaching (ELT), as well as the need for infrastructure support and teacher training to optimize digital learning.

Keywords: educational technology, student perceptions, english language learning, digital media, elt.

Article History

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A. INTRODUCTION

In recent decades, the development of information and communication technology has brought about a major transformation in the world of education, including in English Language Teaching (ELT). Technology is not only a tool, but also a key element in designing and implementing a more

effective, engaging and relevant learning process (Richards, 2015). In fact, the effectiveness of technology use is highly dependent on student motivation, because "learning will be more effective and efficient if it is driven by motivation" (Imran & Aprianoto, 2022).

In this digital era, students live in the midst of a very fast and dynamic flow of information. Therefore, the traditional approach to learning English that relies solely on textbooks and the lecture method is less effective in meeting the challenges of globalization and the demands of 21st century competencies. Technology enables a more communicative, collaborative and student-centered approach to learning (Harmer, 2013). For example, learning apps such as Duolingo, Google Classroom and YouTube have become an important part of students' learning experience as they are able to present materials visually, interactively and can be accessed at any time.

In addition, the integration of technology in English language learning also provides advantages in the development of comprehensive language skills, both receptive (listening and reading) and productive (speaking and writing) skills. Technology allows students to listen to live native speakers, write on digital forums, and practice speaking through voice or video recordings (Brown, 2016). These activities indirectly increase students' confidence in using English in real life. In addition, the integration of technology in English learning also provides advantages in the development of language skills as a whole, both receptive (listening and reading) and productive (speaking and writing) skills. Technology allows students to listen to live native speakers, write in digital forums, and practice speaking through voice or video recordings (Brown, 2016). In fact, the use of computers and digital media in learning models such as Discovery Learning is proven to be able to improve student learning outcomes, especially in the aspect of speaking skills (Muhlisin & Imran, 2023). This activity indirectly increases students' confidence in using English in real life.

However, the application of technology in education is not free from challenges. Some of these include limited infrastructure, lack of teacher training, and disparities in access to digital devices between students (Warschauer, 2011). In many secondary schools in Indonesia, including SDN

1 Janapria, technology integration is still at a developing stage and relies heavily on teacher initiative and school support.

Based on this background, this study was conducted to further explore the role of technology in English language teaching at SDN 1 Janapria. The focus of the research includes students' perceptions of the use of technology, the types of technology used, and its impact on motivation and English learning ability. It is hoped that the results of this study can contribute to the development of more innovative and adaptive English learning strategies.

Furthermore, the role of technology in English language learning can also be seen in its ability to create a more flexible and inclusive learning environment. Students are no longer limited to physical classrooms to learn; they can access materials from home, practice speaking with AI-based machines, and take real-time online quizzes (Richards, 2015). This is very relevant to the needs of generation Z and Alpha students who are already familiar with the use of digital devices in their daily lives.

In the Indonesian context, the application of technology in learning has accelerated especially after the COVID-19 pandemic, where schools were forced to adapt to online learning systems. Although the pandemic has passed, digital transformation in education continues and has become part of the new normal in the teaching and learning process. Schools are now designing curricula and learning activities that integrate the systematic use of technology (Warschauer, 2011).

However, it is also important to highlight the role of teachers in assisting the use of these technologies. Technology will not be effective if it is not supported by the right pedagogy. Teachers are required not only to be proficient in using digital devices and applications, but also to be able to design learning that is meaningful and oriented towards improving students' language competence (Harmer, 2013). Therefore, professional training for teachers and the provision of adequate infrastructure are the main requirements for the successful application of technology in ELT.

Previous studies conducted by Yunus et al. (2021) showed that students who learned English through a technology-based approach showed significant improvements in vocabulary comprehension and sentence

structure, and experienced increased motivation to learn. However, these results are highly dependent on the frequency of technology use, the digital skills of students and teachers, and the quality of learning resources used.

Through this research, the author would like to present a real picture of how technology is used in English learning at SDN 1 Janapria 5th grade. This research not only focuses on the effectiveness of technology use, but also explores students' subjective experiences in using technology to support English learning. The author hopes that this research can be a reference in the development of more modern, contextualized, and sustainable English language teaching policies and practices.

B. RESEARCH METHOD

This study uses a descriptive quantitative approach with the aim of objectively describing how students perceive the role of technology in learning English at SDN 1 Janapria. This approach is considered appropriate because it allows researchers to measure students' opinions and attitudes towards the use of technology in learning in a systematic and measurable way (Creswell, 2014).

The research location was determined purposively, namely at SDN 1 Janapria, West Nusa Tenggara. The research was conducted in the odd semester of the 2024/2025 academic year, precisely from September to November 2024. The determination of this location was based on the consideration that the school had begun to integrate technology in teaching and learning activities, especially in English subjects.

The population of this study were all grade V students who were actively participating in English subjects. From the total population of 96 students, the researcher determined 30 students as the research sample through purposive sampling technique. The selection of this sample is based on certain criteria, namely students who have experience in participating in English learning by using technological assistance such as learning applications, interactive videos, or other online media. The number of samples is considered representative enough to obtain a valid initial description of the topic under study (Sugiyono, 2017).

Data were collected using a closed questionnaire that was structured based on a Likert scale with five answer options, from "strongly disagree" (1) to "strongly agree" (5). The questionnaire contains 15 statements that measure five main aspects, namely the ease of using technology, the impact on learning motivation, the influence on understanding the material, the type of technology used, and the obstacles in the application of technology. In order to obtain additional in-depth information, the researcher also conducted structured interviews with two English teachers at the school. This interview aims to explore qualitative information on how teachers utilize technology in the learning process, as well as the obstacles they face in the field.

The data obtained from the questionnaire was analyzed using descriptive statistics to calculate the average score of each statement. The results of this analysis were presented in tables and graphs for easy understanding and comparison. Meanwhile, data from interviews were thematically analyzed to find common patterns and narratives that support or enrich the quantitative results. This combined approach enabled the researcher to gain a more thorough and contextualized understanding of the application of technology in English language learning in a primary school setting.

C. RESULTS AND DISCUSSION

The results show that the majority of grade V students at SDN 1 Janapria have a very positive perception of the use of technology in English language learning. Based on the questionnaire data analyzed, the average score on each indicator is above 4 on the Likert scale (1-5), which indicates that technology is considered to make a significant contribution in supporting their learning process.

Based on the results of the questionnaire analysis of class V students at SDN 1 Janapria, it was found that their perceptions of the use of technology in English learning were very positive. The average score of all indicators is above 4 on the Likert scale (1-5), which indicates that technology is considered to make a significant contribution in supporting the learning

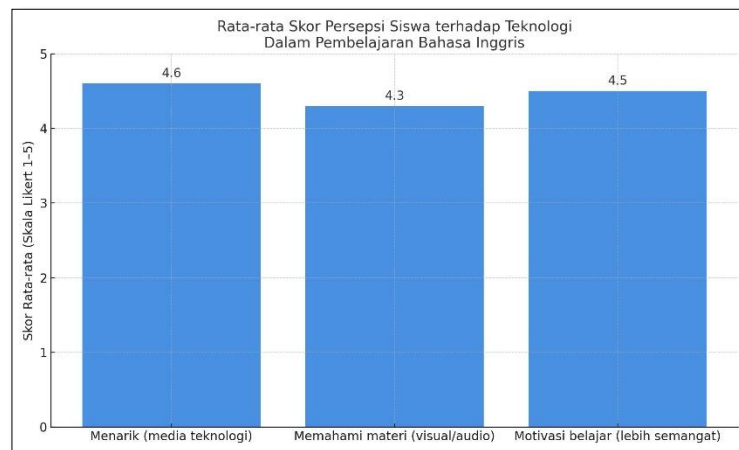
process. Details of the average score of each indicator can be seen in Table 1 below:

Table 1. Average Score of Students' Perception of Technology Use in English Learning

No.	Indicator	Average Score
1	Learning becomes more interesting	4.6
2	Make it easier to understand the material (listening & vocabulary)	4.3
3	Increase learning motivation	4.5

The table above shows that the indicator "learning becomes more interesting" obtained the highest score of 4.6. This reflects that the use of digital media such as learning videos, interactive quizzes and online exercises succeeded in increasing students' interest in English materials. The indicator "increases learning motivation" also shows a high score (4.5), followed by "makes it easier to understand the material" (4.3), which indicates that technology also supports the cognitive and affective aspects of learning.

To visually clarify the data, the following bar graph illustrates the comparison of the average scores of the three indicators:



From the graph above, it can be seen that all indicators have high values and are relatively evenly distributed, with excellence in the aspects of emotional and motivational student involvement. This visualization further reinforces the finding that technology plays an important role in creating a more engaging learning atmosphere and supporting students' understanding more optimally.

One of the most prominent findings is that students find English learning more interesting and less boring when using technology-based media, such as learning videos, interactive quizzes through Quizizz or Kahoot! apps, and practice questions through Google Forms. The average score on the "learning becomes more interesting" indicator reached 4.6. This supports Harmer's (2013) view that digital media can create a more dynamic and fun learning atmosphere, especially for the younger generation who are familiar with technology.

In addition, students also felt that technology helped them understand the subject matter more easily. Learning videos accompanied by visual illustrations and explanations in English are slowly considered to be able to improve their listening skills and vocabulary. The average score on this indicator reached 4.3. This is in line with Brown's (2016) opinion which explains that audio-visual technology can strengthen concept understanding through more concrete representations.

On the aspect of learning motivation, students gave an average score of 4.5 to the statement that the use of technology makes them more enthusiastic about English lessons. Most students mentioned that they felt more confident when they had to do digital-based assignments compared to conventional written assignments. One student in the interview stated, "*Kalau belajarnya lewat video atau aplikasi, saya jadi lebih tertarik dan gak takut salah, karena bisa diulang-ulang sendiri.*"

However, although the majority of respondents gave positive responses, some barriers were also expressed. Some students admitted to having difficulty accessing digital materials at home due to limited devices or unstable internet networks. This shows that although technology provides many conveniences, there are still access gaps that pose a challenge in implementing digital learning, especially in semi-urban areas such as Janaparia. This finding is in line with what Warschauer (2011) says, that the success of technology integration in education is strongly influenced by infrastructure readiness and learning environment support.

From interviews with English teachers, it is known that they are greatly helped by technology in delivering materials. They mentioned that students

become more active and easily understand the material through videos and online exercises. However, teachers also expressed the need for continuous training for educators so that the use of technology is not only limited to delivering material, but also able to create meaningful learning interactions. This supports Richards' (2015) argument that technology in ELT should not replace the role of the teacher, but rather strengthen learning strategies that are oriented to students' needs.

Overall, the results of this study show that technology plays an important role in supporting the learning process of English, both in terms of motivation, material understanding, and language skills. However, technology also presents new challenges that need to be addressed wisely by all relevant parties, from students, teachers, to education policy makers.

D. CONCLUSIONS AND SUGGESTIONS

This study reveals that the use of technology in English language learning at SDN 1 Janaparia has a significant impact in improving students' engagement, understanding and motivation to learn. The average score on each indicator of students' perception was above 4 on the Likert scale, with the highest indicator being "learning becomes more interesting" (4.6). This finding is in line with Harmer's (2013) opinion, which asserts that digital media is able to create a more dynamic, fun learning atmosphere, and in accordance with the characteristics of the digital generation.

In addition to the emotional engagement aspect, technology has also been proven to strengthen material understanding, especially receptive skills such as listening and vocabulary. This is supported by Brown's (2016) opinion, which states that the use of audio-visual media can help students understand concepts more concretely through visual and verbal representations that are easier to process. The indicator score of "making it easier to understand the material" which reached 4.3 reflects that media such as learning videos and online applications provide real cognitive benefits for students.

Technology also has a positive impact on students' affective aspects. Most students feel more motivated and confident in learning English when

using digital media, such as interactive quiz apps (Kahoot!, Quizizz), learning videos and online exercises. This supports research by Yunus et al. (2021), which shows that technology-based learning approaches can significantly improve students' motivation and understanding.

However, this study also found structural barriers, such as limited digital devices and uneven internet access in students' homes. These challenges illustrate the digital divide that is still an important issue in the context of online learning in semi-urban areas. In line with Warschauer's (2011) view, technology integration in education will only be successful if it is supported by adequate infrastructure and learning environment.

Furthermore, this study also highlights the importance of the teacher's role in the technology integration process. Richards (2015) states that technology cannot replace the role of the teacher, but it should strengthen the learning approach that is oriented to the needs of students. Therefore, the successful implementation of technology in English Language Teaching (ELT) is highly dependent on teachers' pedagogical abilities as well as continuous professional training support.

Based on these findings, it is recommended that schools and the government take concrete steps to overcome these challenges. Efforts such as providing learning tools, improving internet connectivity, and strengthening teachers' digital competencies are needed. With an integrated and collaborative approach, technology can act as a catalyst in creating English language learning that is more relevant, inclusive and adaptive to the challenges of the 21st century.

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