

## **TECHNOLOGY INTEGRATION IN ENGLISH LEARNING IN EAST KALIMANTAN**

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### **Abstrak**

Penelitian ini bertujuan untuk mengidentifikasi bentuk integrasi teknologi dalam pembelajaran bahasa Inggris pada tingkat MTs. khususnya di wilayah Kalimantan Timur, serta untuk mengetahui bentuk inovasi pembelajaran yang dilakukan oleh para pengajar bahasa Inggris sebagai bentuk solusi terhadap tantangan perkembangan IPTEK di era digital. Jenis penelitian ini ialah deskriptif kualitatif, dan observasi, wawancara, serta dokumentasi sebagai bentuk teknik pengumpulan data, lalu dianalisis berdasarkan teori *Miles dan Huberman* dengan tahapan observasi awal, pengambilan data penelitian, reduksi data, penyusunan dan pengelompokan data, validasi, dan kesimpulan. Hasil yang diperoleh ialah jenis teknologi yang digunakan dalam pembelajaran bahasa Inggris diantaranya ialah Youtube, WhatsApp, email, blog, Facebook, Instagram, dan Twitter. Adapun bentuk Inovasi pembelajaran yang dilakukan para pengajar berdasarkan menggunakan teknologi yang dimanfaatkan berupa inovasi strategi, metode, teknik, desain bahan ajar, serta pengembangan bahan ajar.

**Kata Kunci:** Integrasi Pendidikan, Pembelajaran Bahasa Inggris, dan Teknologi Pembelajaran

### **Abstract**

This study aims to identify forms of technology integration in learning English at MTs. level, especially in the East Kalimantan region, and to find out the forms of learning innovations carried out by English teachers as a form of solution to the challenge of the science and technology development in the digital era. This type of research is qualitative descriptive, and observations, interviews, and documentation as a form of data collection techniques, then analyzed based on Miles and Huberman's theory with the stages of initial observation, data collection research, data reduction, data compilation and grouping, validation, and conclusions. The results obtained are the types of technology used in learning English including Youtube, WhatsApp, email, blog, Facebook, Instagram, and Twitter. The form of learning innovations conducted by teachers is based on the use of technology that is utilized in the form of innovative strategies, methods, techniques, design of teaching materials, and development of teaching materials.

**Keywords:** Education Integration, English Learning, and Learning Technology

## A. Introduction

Technology integration in learning is an opportunity and a big challenge. Technology integration, in this context, involves the use of computers and the internet to support learning. Technology integration in learning has a broad understanding which covers all matters relating to the learning and teaching process through the use of technology as a learning aid in the classroom. Technology in learning can also be associated with the latest technology, such as computers and other current technologies that accompany it, as well as the internet, the use of social media, and so on. Technology in learning continues to experience rapid development both in shape, size, speed and ability. Technology in learning is defined as a mechanism for distributing messages, including postal systems, radio and television broadcasts, telephone, satellite and computer networks. Inevitably, schools and teachers in schools must adapt to the use of technology in learning.

Technology utilization<sup>1</sup> as a medium of learning and teaching process tools is needed to realize the effectiveness and optimization of learning, with LCD Projector tools, for example. Learning in the classroom can be more efficient in terms of delivering more dense material and attracting students with a more optimal level of material delivery when compared to only delivering material that is done by verbal explanation in front of the class without LCD Projector aids.

Today, many teachers have practiced e-learning in the learning process. Many schools are competing to equip their schools with ICT facilities. E-learning is certainly a new thing that is very interesting and challenging for teachers to use it in class. For students, e-learning also makes learning easier when students can be more flexible in learning without time and place restrictions. They can open assignments given by teachers at school, in the library, even at home using e-learning facilities. The use of technology in learning leads to the use of the internet or computer networks. Internet technology is able to convey messages in multimedia<sup>2</sup>, both text, sound, still images, and moving images. Internet technology enables direct delivery of messages.

Technology in learning provides many benefits. The benefits can be felt significantly is that technology in learning can be an interactive medium for teaching and learning. If you only use blackboards and markers, teachers cannot display various types of data in writing and drawing. But with the use of computers and LCD projectors, various data and subject matter can be presented in a more interactive and interesting manner by displaying images and videos that strongly support the delivery of teaching material. Technology can be used by teachers to deliver learning material. On the other hand, technology can be used by students to present ideas and thoughts of a learning material to their classmates.

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<sup>1</sup> Husain Chaidar, 'Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Pembelajaran Di SMA Muhammadiyah Tarakan', *Jurnal Kebijakan Dan Pengembangan Pendidikan*, 2.2 (2014), 184–92 <<https://doi.org/https://doi.org/10.22219/jkpp.v2i2.1917>>.

<sup>2</sup> Rais Abdullah, 'Teaching Media in the Teaching of Arabic Language to Non-Native Arabic Speakers', *Dinamika Ilmu: Journal of Education*, 16.1 (2016), 93–106 <<https://doi.org/https://doi.org/10.21093/di.v16i1.294>>.

Another benefit is using e-learning technology<sup>3</sup> that enables electronic-based learning. Electronic-based learning<sup>4</sup> here is learning using a computer that can be done offline or online. Done offline, if teaching materials are in the form of material stored on a computer that can be used at any time without using the internet network. Such material can be in the form of interactive games that are stored on a hard disc or cd-room. Teachers can use a computer that is distributed to the LCD projector to be seen with all students in one class, or teachers use many computer facilities in the laboratory that allow all students to play or use computers independently. In addition, online techniques are also very usable. Teaching material relies on material available online and can be used directly right away in classroom learning. Teachers, in addition to the previous matter, can make teaching materials placed on the blog<sup>5</sup> and then notify students that students can open a blog at any time and take the material there.

Another benefit is that it makes available abundant material or online references in the form of digital libraries. Digital libraries here can be in the form of libraries provided by the government and the private sector both at home and abroad. Libraries can also be built independently and individually. Everyone can build libraries digitally in an online form, one way is to use Mendeley. The next benefit of information technology that can be used in learning is the social community on the internet. Many groups and discussion groups can be joined to increase knowledge and skills in various fields according to the interests and lessons to be followed.

For students, the use of technology in learning also supports students to gain learning experiences together with other students or through interaction with experts with ICT-based communication media independently. The ease with which students get material or study material will certainly increase students' motivation to learn. Therefore this study aims to determine the types of technology used in English learning at MTs. in East Kalimantan, find out the innovations made by teachers to apply technology in English learning at MTs. in East Kalimantan.

Some research related to the development of technology and media in the world of education based on the digitalization era has been carried out including the use of interactive multimedia to develop learning models<sup>6</sup>, even technological advances in learning can be developed as a solution to help

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<sup>3</sup> Ade Kusuma, 'E-Learning Dalam Pembelajaran', *Lentera Pendidikan*, 14.1 (2011), 35–51 <<https://doi.org/https://doi.org/10.24252/lp.2011v14n1a3>>.

<sup>4</sup> Waleed Mugahed Al-Rahmi, Mohd Shahizan Othman, and Lizawati Mi Yusuf, 'The Effectiveness of Using E-Learning in Malaysian Higher Education: A Case Study Universiti Teknologi Malaysia', *Mediterranean Journal of Social Sciences*, 6.5S2 (2015), 625–37 <<https://doi.org/10.5901/mjss.2015.v6n5s2p625>>.

<sup>5</sup> Selami Aydin, 'The Use of Blogs in Learning English as a Foreign Language', *MIJE: Mevlana International Journal of Education*, 4.1 (2014), 244–59 <<https://doi.org/10.13054/mije.13.79.4.1>>.

<sup>6</sup> Ilham Eka Putra, 'Teknologi Media Pembelajaran Sejarah Melalui Pemanfaatan Multimedia Animasi Interaktif', *Jurnal Teknologi Informasi*, 1.2 (2013), 20–25 <<https://doi.org/http://dx.doi.org/10.21063%2Fjtif.2013.V1.2>>.

students who are disabled <sup>7</sup>, besides that technology can manage learning in an organized manner <sup>8</sup>, this research was conducted as a form of implementation of learning in the era of globalization <sup>9</sup> towards technology-based education 4.0. So that researchers present to provide exposure to the integration of technology in foreign language learning among educational institutions in the East Kalimantan region.

## B. Research Method

The research carried out in this study is in the form of a qualitative descriptive study, to illustrate how the integration of technology in learning English in East Kalimantan. The subjects of this study were educational institutions in the city of Samarinda, and Kutai Kartanegara, while the data sources of this study were the principal or school leaders, and the English language instructors at each institution. The main instrument in this study was an interview, while the supporting instruments used were observation and documentation. Meanwhile, to analyze the data that has been obtained, the researchers use stages based on Miles and Huberman's theory with the stages of initial observation, research data collection, data reduction, data compilation and grouping, validation, and conclusions.

## C. Result and Discussion

The research location was an educational institution under the auspices of the Ministry of Religion, namely MTs. Negeri in Samarinda City, and MTs. Negeri in Kutai Kartanegara, of the two regions researchers found only 1 educational institution in Samarinda namely MTs. Negeri Model of Samarinda City, while in Kutai Kartanegara there were 2 institutions namely MTs. Tenggara and MTs. Negeri II Kutai Kartanegara. This research was conducted in the odd semester of the School Year 2017-2018. Based on the previous researcher's explanation, this research was conducted to identify the types of technology used in learning English, find out the innovations made by teachers to apply technology in learning English in East Kalimantan.

### 1. Types of Technology used in English learning at MTs. in East Kalimantan

The implementation of learning cannot be separated from the role of the instructor<sup>10</sup>, the availability of teaching materials<sup>11</sup>, the selection of

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<sup>7</sup> Jefri Marzal, 'Desain Media Pembelajaran Bahasa Inggris Untuk Siswa Tunarungu Berbantuan Teknologi Informasi Dan Komunikasi', *Tekno-Pedagogi*, 4.2 (2014), 32–44 <<https://online-journal.unja.ac.id/pedagogi/article/download/2291/1627>>.

<sup>8</sup> Elihami Elihami and Andi Saharuddin, 'Peran Teknologi Pembelajaran Islam Dalam Organisasi Belajar', *Edumaspul - Jurnal Pendidikan*, 1.1 (2018), 1–8 <<https://doi.org/10.33487/edumaspul.v1i1.34>>.

<sup>9</sup> Iman Santoso, 'Pembelajaran Bahasa Asing Di Indonesia: Antara Globalisasi Dan Hegemoni', *Jurnal Pendidikan Bahasa Dan Sastra*, 14.1 (2014), 1–11 <[https://doi.org/10.17509/bs\\_jpbs.v14i1.696](https://doi.org/10.17509/bs_jpbs.v14i1.696)>.

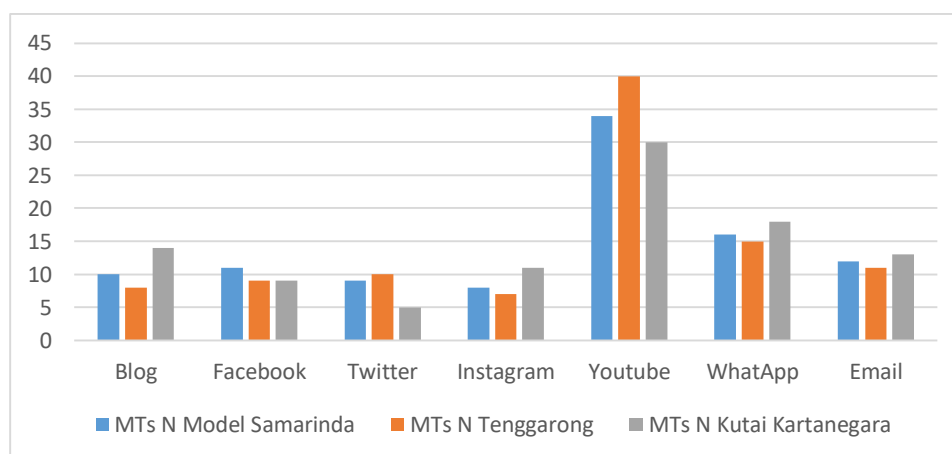
<sup>10</sup> Muh. Zein, 'Peran Guru Dalam Pengembangan Pembelajaran', *Insfirasi Pendidikan*, 5.2 (2016), 274–85 <<https://doi.org/10.24252/ip.v5i2.3480>>.

<sup>11</sup> Luluk Humairo Pimada, 'Tatwir Maddah Al-Imla Bistikhdami Al-Hasub Computer Assisted Instruction (CAI) Bitatbiq Ala Ma'had Al-Qalam Bilmadrasah Ast-Sanawiyah Al-Islamiyah Al-Khukumiyah Ats-Tsalisah Malang', *Thesis UIN Maulana Malik Ibrahim Malang*, 2017, 1–163 <<https://doi.org/http://etheses.uin-malang.ac.id/id/eprint/8494>>.

strategies or methods<sup>12</sup>, to the use of media<sup>13</sup> and technology. Likewise in learning English for non-English students, where English subject is a form of learning in the process of acquiring a second language or a foreign language<sup>14</sup>. So that the role of media and technology is one solution to create interest, student motivation in learning it, making it easier for educators to carry out teaching and learning activities.

The use of technology in learning in the current digitalization era has been widely applied in various scientific fields, but in this case researchers classify the types of technology that are often used for English language teachers at the level of MTs. especially MTs. in Samarinda, and Kutai Karta Negara, as information has been obtained by researchers based on the results of interviews with leaders of educational institutions, English language teachers, and students who use them.

Based on this research the types of technology that are often used in carrying out English learning both in class or outside of the classroom include blogs, facebook, twitter, instagram, youtube, whatsApp, and email. Meanwhile, to find out the intensity level of the use of the technology, the researchers classify the data based on the percentage of usefulness as illustrated in the graph below.



**Picture 1. Classification of Technology Utilization in English Learning**

Based on the technology choices that are often used by English language teachers in MTs., it can be seen through the graph above that the types of technology most frequently used based on their rankings are youtube, whatsApp, email, blog, facebook, instagram, and twitter.

As for each application of technology in learning English has a very varied reason that the majority of respondents both Madrasa leaders, teachers, until students think that YouTube is more often used because this technology has advantages among other technologies that can display instructional materials in

<sup>12</sup> L.F.S. Minniti and others, 'The Use of Case Studies as a Teaching Method in Brazil', *Procedia - Social and Behavioral Sciences*, 237.June 2016 (2017), 373–77 <<https://doi.org/10.1016/j.sbspro.2017.02.024>>.

<sup>13</sup> Iwan Falahudin, 'Pemanfaatan Media Dalam Pembelajaran', *Jurnal Lingkar Widyaiswara*, 1.4 (2014), 104–17 <<https://doi.org/www.juliwi.com>>.

<sup>14</sup> Mei Ling Chen, 'Teaching English as a Foreign Language Through Literature', *Theory and Practice in Language Studies*, 4.2 (2014), 232–36 <<https://doi.org/10.4304/tpls.4.2.232-236>>.

the form of audio-visual, so it is more interesting to use in learning, while WhatsApp and email are used to send assignments to be done by students in their homes, blogs are often used for learning based on reading skills, then each student is asked to make a summary or look for answers from the exercises given in class. While Facebook, Instagram, and Twitter are more often used to train students' creativity in speaking skills to produce videos, or current content that is being loved by millennials.

## **2. Innovation of English Learning at MTs. in East Kalimantan**

Implementation of technology in the implementation of learning through various forms of innovation based on the creativity and ability of teachers, this is necessary so that the material delivered to students does not seem monotonous. Currently the world of education is challenged to adapt to the development policy of technology-based 4.0<sup>15</sup> as a form of concern for the quality of national generation education.

The variety of learning innovations undertaken by instructors is one of its tasks based on teacher competency<sup>16</sup> so that professional educators are created<sup>17</sup> and are responsible for their obligations. The forms of innovation carried out by teachers at MTs. include compiling and making learning modules, designing teaching materials, learning implementation through various media, methods, and strategies.

Second language learning innovation is not only based on the development of science and technology but the role of language skills<sup>18</sup> is the main basis for the need for second language learning for learning other than native speakers, where each language skill has different learning outcomes. So that the innovations carried out by English language teachers in this Madrasa are based on the application of the applicable curriculum. This is obtained based on field data that has been grouped by researchers as follows.

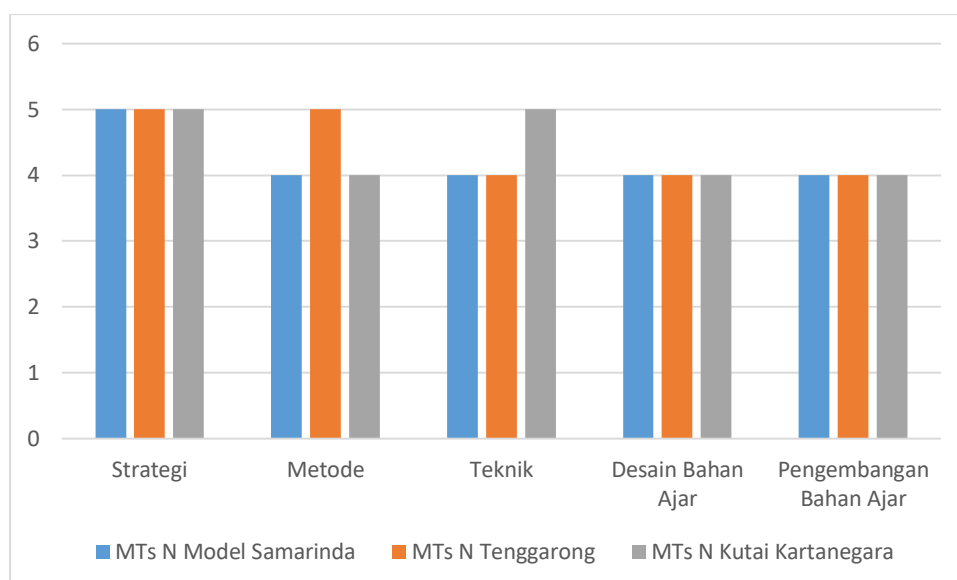
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<sup>15</sup> Maria Ulviani, 'Paradigma Teori Belajar Dan Motivasi Pembelajaran Di Era Industri 4.0', *KONFIKS: Jurnal Bahasa, Sasatra Dan Pengajaran*, 4.2 (2017), 140–51 <<https://doi.org/https://doi.org/10.26618/jk.v4i2.2124>>.

<sup>16</sup> Koswara Koswara and Rasto Rasto, 'Kompetensi Dan Kinerja Guru Berdasarkan Sertifikasi Profesi', *Jurnal Pendidikan Manajemen Perkantoran*, 1.1 (2016), 61–71 <<https://doi.org/10.17509/jpm.v1i1.3269>>.

<sup>17</sup> Kim Creasy, 'Defining Professionalism in Teacher Education Programs.', *Journal of Education & Social Policy*, 2.2 (2015), 23–25 <<https://doi.org/10.30845/jesp>>.

<sup>18</sup> Luluk Humairo Pimada, 'Pembelajaran Bahasa Arab Di Pondok Modern Darussalam Gontor', *Educasia*, 2.1 (2017), 34–48 <<https://doi.org/http://educasia.or.id>>.



**Picture 2. Forms of English Learning Innovation at MTs.**

Based on the picture above, it can be concluded that the English language teachers understand the importance of innovation in learning, so that the majority of all English language teachers have implemented learning innovations to make it easier for students and instructors to achieve mastery standards in each meeting. Thus, learning innovations should always be implemented based on the needs and development of knowledge and trends in the world of education which are constantly undergoing renewal.

#### **D. Conclusion**

The integration of technology in English learning especially at the MTs. level in East Kalimantan has been carried out based on the latest technological developments that are being sought after by millennials including YouTube, whatsapp, email, blogs, Facebook, Instagram, and Twitter. This integration is supported by English language teachers who constantly innovate learning to support the ability of students who master modern technology as a form of development of civilization and culture in the current digitalization era. Learning innovations in the form of innovation strategies, methods, techniques, design of teaching materials, and the development of teaching materials.

Thus all teaching staff are required to apply technology-based learning 4.0 as a form of scientific migration based on the needs of modern society, so that teacher competency is currently one of the guarantees for educational institutions in meeting the demands of the times and the quality of educational institutions.

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