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Benefits and Problems of Using Learning Applications in Teaching English

Joko Prayudha S.

Correspondent e-mail: jokoprayudha@gmail.com
Universitas Bengkulu

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ABSTRACT

This research describes the benefits and problems of teaching English using learning applications. This research is library research. The analysis shows that teaching English using learning technology has several benefits in the teaching and learning process, such as helping students understand the material more easily, increasing interest and motivation in learning, building self-confidence, training cooperation, increasing critical thinking, and creating an atmosphere where learning becomes more fun. For example, in learning speaking, teachers can use social media platforms to practice their English speaking skills, such as by recording videos on YouTube, voice recordings on WhatsApp Voice and so on. Besides that, several difficulties when teaching English using learning applications are time management, difficulty developing material, and students failure to focus on certain parts of learning. In this technology-based learning environment, it is necessary for the teacher to provide clear instructions to students regarding the use of learning applications so that the activity process can be carried out properly and appropriately. To be successful in teaching English by using learning applications, several aspects must be considered that involve all parties, including the availability of infrastructure and devices, the readiness of learning materials, learning activities that support students' cognitive development, and the readiness of teachers and students to carry out various learning applications.

Keywords: *Benefits; Problems; Learning application; English.*

INTRODUCTION

Nowadays, the development of information and communication technology is the most frequently discussed and is developing very rapidly. With the existence of technology, it can help facilitate human activities and performance in doing many things. The



development of this technology must be utilized wisely and as well as possible so that its use can be maximized to help human tasks. According to Prayudha (2022), “technology is a tool developed to make human tasks easier”. Technology has also changed a lot of conventional things to be more innovative, so their use must be aligned with the right uses and needs. Through the use of technology, users should become more creative and innovative in doing something, for example, in the field of teaching or education. The technology that has sprung up in the field of education is one of the products of educational endeavors. Technologists study very seriously, so they are able to create various technologies in the field of education. With this hard work, users should be able to appreciate and use this technology in a more positive and better way. Seeing the increasingly widespread emergence of technology in the field of education, teachers can make their learning classes more active and creative by integrating various types of technology into their teaching. Prayudha (2023) said that technology plays a very big role in changing conventional learning patterns to become more modern. The role of technology in creating meaningful classes allows teachers to be able to use it optimally and wisely so that students can become more enthusiastic and able to understand the learning material provided. Teachers must be able to determine and choose learning technologies that are easy for students to use and avoid using technologies that make it more difficult for students to use them. The teacher is the main character in the classroom and makes the learning atmosphere stable and fun (Alakrash & Razak, 2021). Teachers must have good background knowledge about various learning applications so they can use them appropriately according to the skills they want to achieve while studying. A teacher also needs to observe the level of student understanding in using technology so that when learning is carried out, it is not only the teacher who is able to master the technology, but students also have the competence to use the same technology so that learning can run smoothly.

Furthermore, from observations of learning practices in the classroom, it shows that sometimes there are some teachers who use various types of learning applications to make it easier for students and teachers to carry out learning activities. For example, the teacher asks students to make group work videos in English which will later be uploaded to YouTube. Sometimes, there are teachers who ask students to take formative tests via the Quizzis and Kahoot applications just to find out the students' level of understanding while studying English material. However, most teachers do not or rarely use instructional technology media in learning activities. Of course, this is not a good thing because, in the midst of the times and technological developments, teachers should be able to integrate their learning with the help of technology so that students not only get knowledge from teachers in conventional classes but can also be trained by gaining knowledge through deeper learning. fun through learning technology. As we can see, almost every student, especially those in urban areas, both big and small, has technology in their hands in the form of a smartphone or laptop. These two technologies are things that are currently often used in everyday life, and it is possible that almost every activity they carry out cannot be separated from these two technological devices. From here, the teacher should be able to



see changes in past and present students from mastering technology, and the teacher should have been able to maximize the use of technology in the classroom. This opportunity should be both an opportunity and a challenge for teachers to improve their digital competence in teaching students. By integrating technology in the classroom, the teacher can provide opportunities for students to learn to understand material in an easy and fun way and can improve their ability to master learning technology. Prayudha & Pradana (2023) added that technology is a tool that can make students more creative and think critically about learning. This is, of course, a very good opportunity for teachers to be able to encourage students to be more creative in their learning, especially when looking for solutions to any problems they face while studying. Teachers need to train students to improve other skills such as problem solving, critical thinking, collaboration, and good communication in social interaction, not only on cognitive aspects but also on other aspects. Therefore, good teaching is needed through strategies, techniques, or media that can really encourage students to improve these abilities. One way is through the use of learning technology. Learning technologies or applications are widely available in the Playstore and Appstore and can be downloaded and used for free and easily by both students and teachers. As explained earlier, teachers need to select these applications according to the goals and skills they want to improve while studying. So, it is important for teachers to design learning activities by utilizing the right technology so that the goals of developing and increasing student skills can be properly achieved.

Then, from various observations and a review of various learning conditions that occur, there are still many teachers in Indonesia who carry out teaching only using traditional media that are not technology-based. This is due to various reasons behind these teachers not massively utilizing technology in the classroom, for example, limited mastery and use of technology, low background knowledge of technology use, learning resources and learning activities that are difficult to make, as well as various other reasons. the lack of teachers using technology in the classroom. Though according Kaya & Adiguzel (2021) the use of technology in the classroom is proven to be able to increase student interest and achievement in learning. Even Piotrowski (2016) added that the influence of technology has also succeeded in making students more active in participating in all learning processes and being able to create a more positive learning class. From the results of this research, teachers in Indonesia should be able to make maximum use of technology in learning classes so that they can encourage students to succeed in learning. Thus, this study aims to describe the use of learning technology in the form of learning applications, both the benefits and problems experienced by English teachers when teaching in class so that they can provide information to readers about the benefits and constraints of using learning applications in teaching English.



METHOD

This research is library research. Library research is presented in easy-to-understand language and refers to the theoretical concept approach and examples of its application (Evanirosa, et al. 2022). In this study, the researcher studied various reference books, articles and the results of previous similar studies that were useful for obtaining a theoretical basis for the problem to be studied. The books and research articles selected are relevant to the research theme, taken from publications in the last 10 years that are in accordance with the scope of this research. In this research, researchers used around 25 articles related to the use of technology in learning. The researcher focuses on the topic of using learning application in teaching English including the implementation, benefits and problems, and teacher and students opinions toward the implementation of learning application in learning English. Library research should use library reference sources that use primary sources, derived from the results of scientific research reports, research seminars, and research journals. Primary sources or references are references derived directly from the source, as opposed to the opinions of primary sources cited by others in a written work. In this research, the researcher collects documents from related research articles about learning application from national and international journals. The data that has been obtained will be described to get related data (information) on the benefits and limitations of extensive reading in the English teaching and learning process.

FINDINGS AND DISCUSSION

The content This research describes learning application especially the benefits and problems during teaching and learning English in the classroom.

A. Benefits of learning application in learning English

Learning English through the use of various learning platforms is one way that teachers can apply to encourage students to be motivated to take part in learning in English classes. There are so many learning applications available both in the appstore and in the playstore that can be downloaded and used free of charge for both teachers and students. Learning applications are designed to be as easy as possible so that users can operate them properly and with constraints so that when used in learning activities it can make easier for students to understand material and carry out various learning activities. Quoting from the explanation Piotrowski (2016) which states that the learning application has been made with the simplest appearance that allows users to use it in a more enjoyable way. Through various conveniences and sophisticated features, it can give a good impression to teachers and students in carrying out and carrying out learning activities in English classes. Prayudha (2021) explained that learning technology is a tool that can make learning more fun, innovative and creative. Therefore it is necessary for English teachers to be able to choose and adapt to the needs of students when learning. The selection of learning technology or platforms also needs to pay attention to various conditions both from the student's point of view and the availability of implementing learning activities. Aspects such



as mastery of technology, clear learning instructions, and the effectiveness of the use and implementation of activities also need to be considered when teaching. Teachers also need to do simple research either from reading journals or articles related to the use of technology in learning English so they can get insight in the form of using this technology in their class.

According to Nguyen (2021) that when you want to carry out learning using technology the teacher needs to pay attention to the state of the class in order to create a class that is fun and in accordance with the technology application. When the teacher knows the condition and situation of the class to be taught, the teacher can adjust the learning application according to the goals to be achieved. This is very important for teachers to be able to create good classes and support students to become more confident when learning English. In addition, there are several advantages that teachers can get when successfully teaching students through the use of appropriate learning technology such as being able to increase student motivation and interest in learning, increase student activity while learning, improve students' language skills and knowledge, spur critical thinking, collaborative skills, become more sensitive to the problems that exist around (problem solving), and able to make students more confident when learning English. This statement is supported by the results of research conducted by Bicen & Kocakoyun (2018) which states that there is a positive increase in the results of implementing student learning when learning through the integration of technology in English classes. these positive improvements and changes can make a good evaluation for teachers to be able to use more diverse learning applications. Fitriyani, et al., (2020) also added that students became more active in following every instruction given by the teacher while studying. Arsyad et al., (2021) agree with this, according to him when technology is included in English classes students become more active in expressing opinions using English. Prayudha (2022) agreed on this where in his research students became more enthusiastic in involving themselves in teaching and learning activities. Therefore, English teachers need to be able to ensure students can use technology appropriately when learning so that they can develop students' foreign language abilities and competencies..

Furthermore, Cárdenas Sánchez et al., (2022) added that technology can improve students' collaboration skills in doing tasks in groups. Some of the assignments given by the teacher through the use of technology also require students to be able to do them in groups so that when students are faced with a joint task, they will be able to exchange ideas and their knowledge in solving the problem. Another advantage is that when they carry out tasks in groups, they will be more aware of solving the problems they face together. Prayudha (2021) revealed that teaching and learning activities need to be emphasized in the problem solving process. So through group assignments carried out through the integration of technology teachers can encourage students to become better at developing their collaboration and problem solving skills. Good activities like this need to be increased so that students can better appreciate every perception and difference in a community and teach the values of responsible problem solving. Then, some of the problems faced by



students such as lack of confidence when practicing speaking skills can also be overcome through the use of learning technology, for example by making videos in English via smartphones (Zam Zam Al Arif, 2019). Through assignments and the use of technology teachers can more easily give assignments and train students to be more independent in increasing their self-confidence in learning. Confidence is the main key for students to be more daring to appear in conveying their opinions and ideas through the use of English. Susanti (2019) added that through the use of technology teachers can get used to students training and appearing in delivering statements using English. These activities can include making voice notes via Whatsapp, making short videos on Tiktok or Instagram, or also making video presentations or conversations in English which can later be uploaded to the YouTube channel. Some of these activities will encourage students to become more accustomed to practicing their speaking skills even if only through technology. This kind of thing might provide a new way for students to improve their speaking skills so that it is necessary to get used to it and optimize it when learning is carried out. By providing good activities and activities, students will indirectly get used to participating in improving their knowledge and language skills through the technology they use so that they can increase their confidence when speaking English. So it can be concluded that through the application of learning using technology or learning application in learning English it provides opportunities for all students to be able to become more independent when learning by using various kinds of learning resources so that they can make students more creative, innovative, more critical and able to increase motivation. and learning interest increases when learning uses the right platforms and activities. Teachers need to be able to design and determine the use of technology according to the conditions and needs of students so that learning can run well and students are able to become more confident in developing their English skills and understanding.

B. Problems of learning application in learning English

Apart from providing advantages in its use, it turns out that technology or learning applications have some limitations, problems or obstacles when applied in learning. Santosa et al., (2021) said that every learning media used must have its own advantages and disadvantages. Similar to other media, technology also has drawbacks that cause learning to be not optimal when implemented. This deficiency is a weakness of poor implementation or use that is not on target in increasing the competency and knowledge of students which causes less than optimal learning outcomes. These problems arise because there are factors that affect the less than optimal use of technology in English classes. One of the big problems when implementing learning using technology is inadequate implementation tools or infrastructure, especially when teaching in schools located in rural or remote areas where both the tools used and the very weak internet network make it difficult for learning to run well. Rudy (2017) said that the availability of electronic devices is one of the things that must be considered when teachers want to use learning applications in the classroom. The teacher must see and observe in detail the electronic devices at school, both from the infrastructure owned by the school or the technology used



by students. This is a big problem if students do not have electronic devices to support technology-based learning (Drajati et al., 2021). Therefore, the availability of technology in schools is an indicator that must be considered by teachers when implementing a teaching.

In addition, mastery in running and using learning applications is also an important thing for teachers to understand. Lack of background knowledge of the technology used will make learning face new problems so that teachers will become overwhelmed in teaching. It is necessary to pay attention to an English teacher to find and study in advance about the application to be used so that when the implementation of learning is implemented the teacher and students both do not understand how to use the learning application. Septiyanti et al. (2020) revealed that the selection of learning applications needs to be seen from the aspect of ease of operation. When the application is easy to use, students will not face difficulties in carrying out the technology-based learning. Hafifah & Sulisty (2020) also emphasizes that the selection of learning applications needs to consider the convenience of their use both from the ease of running them or the presence of a pleasant learning appearance. This will raise the enthusiasm of students when learning through the right technology. Furthermore, using technology will add to a heavier workload where apart from just giving explanations to students the teacher also has to design learning through the learning applications used. The teacher must organize activities in the application, create questions, and include photos or even videos that need to be searched first so that they can include them in learning using the learning application. In some cases there are some teachers who do not like doing this. Some teachers are overwhelmed with students and are reluctant to add to the burden of designing learning using learning applications. Zhang (2022) explained that some teachers might find it a little difficult to do a variety of additional work in compiling learning activities through digital learning applications. This kind of thing cannot be denied because only creative teachers are sometimes willing and able to arrange and design fun and interesting learning through the application of learning applications.

Then, one of the problems that often occurs during the learning process using technology is the problem of class and time management. For some cases it illustrates that when teachers use technology in the classroom, the time management for implementation may take a long time, not as planned in the lesson plan. This happens because of several possibilities, ranging from disrupted learning applications, poor internet signal which slows down learning activities, giving long instructions for use to students, to carrying out activities in these applications which might make students and teachers need a little longer time in learning. carry it out. This case is described in the study Salsabila et al. (2021) where the possibility of problems that occur suddenly during the implementation of learning causes disruption of study time management. Teachers need to anticipate this so they can minimize unwanted things from happening. Furthermore, besides time management, there are things that also become obstacles in implementing learning applications in the classroom, namely classroom management. Sometimes because learning is so exciting and fun it makes students forget the essence of the learning objectives. For



example, the quizzes and pictures used by the teacher focus more on students than learning material, so students will tend to watch pictures and carry out quizzes rather than understanding and concluding learning. In addition, sometimes there is also a noisy class atmosphere which makes the class uncontrollable when learning using technology takes place. This is the task for the teacher to be able to manage learning so that it becomes more focused on the goals to be achieved. Hidayati et al. (2021) emphasizes that teachers must be good facilitators when learning using technology is applied in a fun way. Therefore, the teacher's role in organizing and managing learning must be increased when learning using technology is applied.

Learning applications are a technology that teachers can use to support interesting and fun learning in English classes (Prayudha, 2023). Through the activities provided by the application the teacher can become more creative in developing his abilities in determining, compiling and designing learning that will be brought into his English teaching. The use of technology that is right on target allows teachers to be more concerned about the development of competencies and abilities of students so that teachers can be more concerned with the conditions experienced by their students. Teachers also determine learning based on cognitive level and language skills that need to be improved through the technology used. Through information related to the strengths and weaknesses in this study, if it can be utilized by English teachers to be able to anticipate learning in the classroom so that the implementation of the learning carried out can avoid problems and can also create learning classes that are comfortable, safe and support students to improve skills and competencies the language well.

CONCLUSION

Technological developments in the field of education are one of the advancements that teachers can apply to learning English. The selection of the right technology can encourage students to increase their understanding of and mastery of English. This technology must be utilized as best as possible so that students can become independent human beings when selecting content or material that is widely spread on the internet. The teacher, as the key role in the class, must instruct good learning by choosing and designing learning activities that can encourage students to be actively involved in learning activities. By implementing learning through the use of learning applications, there are several benefits, including helping students understand the material more easily, increasing interest and motivation to learn, building self-confidence, training cooperation, increasing critical thinking, and building a more enjoyable learning atmosphere. Several difficulties of learning English through learning applications are time management, difficulty developing material, and students failure to focus on a particular part of learning. Teachers need to minimize problems that occur during learning by focusing more on students and activities to be more effective and efficient so that students can learn English at the right time and with the right purpose. Through the information presented in this study, it is hoped that English teachers can use it as a reference when conducting learning using learning applications in language classes so that the implementation of learning is carried out to



avoid problems and can also create learning classes that are comfortable, safe, and support students to improve skills. and good language competence. For further research, researchers can examine the use of learning applications on certain language materials or skills to find out whether there is an increase or not in the application of these technologies in English classes and, it is necessary to note that the use of technology in English language learning can enable students to continue to innovate in improving their foreign language skills, so it is very necessary for future researchers to be able to integrate English language learning with technology in a comprehensive and more optimal.

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