Digital Transformation of English Language Teaching (ELT) at Junior High School Level: A Case Study in Remote Area of West Kalimantan

Siti Nurhayati[1], Yohanes Gatot Sutapa Yuliana[2], Regina[3]

[1] Tanjungpura University, Pontianak, Indonesia; f2201221002@student.untan.ac.id

[2] Tanjungpura University, Pontianak, Indonesia; yohanes.gatot.sutapa.y@fkip.untan.ac.id

[3] Tanjungpura University, Pontianak, Indonesia; regina@fkip.untan.ac.id

ARTICLE INFO	ABSTRACT
	The development of technology runs very rapidly in this day and age. Indonesian are no exception to the worldwide trend toward greater reliance on digital technologies. And the Sambas community as residents of border areas tend to enter underdeveloped areas in various aspects of life, including in the field of education, especially in English language learning. The weak use of English communication for students living at the border further complicates opportunities to enter the workforce. As a border area with a high intensity of interaction and communication with other countries, it demands mastering English from an early age. The border area should get special attention from the government because the border area is a strategic area from the point of defense and security of a country and as an attraction for trade and tourism. Learning using digital means must absolutely be mastered by teachers as a means of improving English learning in the area. Based on the explanation above, this research reveals the problem that exists in digital English language teaching (ELT) at the junior high school level in border areas. Case study research, which is used in this study, is a qualitative method that aims to reveal issues that are otherwise unseen and to convey stories of problem-solving or situations based on data collected in the field. *This is an open access article under the CC BY-NC-SA license.*

Corresponding Author:

Siti Nurhayati

Tanjungpura University, Pontianak, Indonesia; f2201221002@student.untan.ac.id

1. INTRODUCTION

All facets of human life and society, including business operations, have been profoundly impacted by technological developments in recent years. Strong evidence now points to the transformative potential of technology in business and human activities, especially in the service sector and in promoting learning. Today's technological progress moves at a breakneck pace.

Digital transformation is the improvement of corporate processes, products, services, and customer experiences through the use of technology. It can assist businesses in adapting to shifting

consumer expectations, market conditions, and competitive pressures. However, digital transformation is not limited to cities or developed regions. It can also provide substantial benefits to remote or rural areas with limited access to resources, infrastructure, and opportunities. Sustainable management has have to be incorporated into the education sector's digital transformation in order to keep up with the demands of new technology.

This article provides a summary and discussion of how the 21st century's rising trends, such as gamification, augmented reality, new educational applications, and the Internet of Things, will significantly impact the current educational landscape. This means that all modern educational systems must incorporate digital literacy into their curricula (Zain, 2021). It is not an exception to education in remote areas, but also to know and use digital in school learning.

According to (*Law Number 131 of 2015 Concerning the Establishment of Remaining Territories in 2015-2019.*, 2015) the Sambas district is one of the remaining areas that need special attention for accelerating the development of the region. A district is determined as an abandoned area based on the criteria: the economy of society, human resources, public places, local financial capacity, accessibility, and characteristics of the area.

The border area should get special attention from the government because the border area is a strategic area from the point of defense and security of a country. Especially the demands of students' abilities in mastering English as an international language that must be mastered. The weak use of English in communication for students living at the border further complicates opportunities to enter the workforce in border areas. Strategies in the learning process are the main factor to improve and support teaching and learning activities to run well and achieve goals. The strategies and efforts of the education unit in overcoming learning difficulties continue to be carried out, one of the breakthroughs and imperatives outlined in learning is to take advantage of the advancement of technology and digital communication today. Digital transformation is a form of organizational change involving people, processes, strategies, and structures, through technology. With this digital transformation, there will actually be a lot of innovation and creativity so that it can change performance to be more effective and efficient (Westerman, n.d.).

Based on the observation of researcher through the search of library materials, no description was found that specifically analyzed digital transformation of English language teaching at junior high school. However, there are several studies that have relevance to this research plan (Abad-Segura et al., 2020). Global research trends on this subject have been evaluated and studied from 1986 to the present. The results shed light on the scholarly output of individual writers, journals, institutions, and countries, all of which are important to the development of this area of study. The data show an exponential rise, especially within the last five years. The key fields are the social sciences and environmental sciences. The most lucrative publication is Sustainability. Another study conducted by (Zein et al., 2020) that studies undertaken on various aspects of English language teaching in Indonesia between 2011 and 2019. It compiles 108 research sources, including doctoral dissertations, conference proceedings, book chapters, and journal articles, for the benefit of the global scientific and professional community. In linguistically varied Indonesia, where 707 living languages struggle for space in its linguistic environment, the contributions span all three levels of schooling. According to (Rahmatullah et al., 2022) there are numerous approaches to addressing education's challenges in the era of the industrial revolution. Participating actively in school can result in a 4.0 GPA through the development of school capacity and teacher skills. In the twenty-first century, teachers need to be proficient in the digital era 4.0, and that includes knowing how to effectively use digital learning materials. Creativity, critical thinking, teamwork, character development ICT skills, problem solving, innovation, communication, and are all developed by the teacher, while these same traits are encouraged in the students.

The use of information technology and interactive learning software is integrated into school digitalization. In addition, technology is a great resource for teachers to support the learning process of teaching. Technology in education is commonly called e-learning. The advantage of using e-learning facilities is to facilitate the learning process. The use of e-learning also has a positive impact on learning

outcomes. But for schools that are in the remote area find their own problems in implementing learning digitalization. It's like looking at a school that is on the border like in SMP Negeri 2 Sejangkung. Digital-based learning processes cannot be immediately implemented in schools, given the lack of facilities, competences, and other means that cannot fully support all learning process. The same goes for learning English that demands full mastery for students who are in border areas as a supplier in entering the world of work.

The problem of digital use in learning in the border area continues to be sought to solve, as is the digital transformation in learning applied in the SMP Negeri 2 Sejangkung. This study attempts to uncover the school's strategy of using digital transformation in English language learning in the middle of a lack of facilities and facilities to support learning success.

2.   METHODS

Learning using absolute digital means should be mastered by teachers as a means of improving English language learning in the region. Based on the explanation above, the study revealed the activity in digital English language teaching (ELT) at the level of junior high school in the border area. The research uses a qualitative approach, meaning the data is taken not from numbers but data from manuscripts, interviews, field records, personal documentation, memos, and other official documents. Qualitative research is conducted to gain insight into phenomena through the eyes of research participants, including their thoughts, feelings, and actions (Moleong, 2017). Because the scope of a case study is based on an in-depth evaluation of a phenomena in its real-world setting (Yin, 2009), a case study research design from qualitative research technique was used in this study. Researchers conducting a case study may focus on an individual program, event, or activity rather than a population (Creswell, 2019).

Case studies can be interpreted as: an analysis, holistic description, and intensive of a single instance, social unit or phenomenon (Bunguin, 2003). This understanding provides an explanation that basically a case study is a research strategy that examines in detail a particular background or a particular subject or event. A case study is a descriptive informative report on research data, event or analysis. An in-depth analysis of a specific topic (the case) and its surrounding circumstances is at the heart of each case study. The case study was chosen as a research project because the researchers wanted to preserve the integrity of the research subject. The researchers also speculated that the focus of qualitative research would usually be easier to answer with the design of case studies.

The type of research is a case study to uncover problems that are sometimes hidden and unseen to the eye and attempts to tell a problem solving or case based on data in the field. The study was conducted in SMP Negeri 2 Sejangkung, Sambas district, West Kalimantan, remote areas bordering Malaysia. The study was conducted on students of VII A class at SMP Negeri 2 Sejangkung. It consists of 22 male students and 16 female students. The study started on May 1, until May 31, 2023. The researcher using some common case study data collection methods are interviews, observations, and documents. Interviews were conducted face to face. In addition, we must note that only a portion of the interviews were conducted in English, with the remainder being conducted in local languages and then translated into English. Some interviews were conducted in English even though neither the interviewer nor the interviewee spoke English as their native tongue. Consequently, some linguistic nuances may have been lost during the interview or during the translation of the transcripts.

3.   FINDINGS AND DISCUSSION

By making the most of the ever-expanding capabilities and applications of information and communication technology, teachers may bring about a radical revolution in the way their students learn. Digital transformation in education itself is an opportunity to maximize the learning process so that learning objectives can be achieved properly, but on the other hand, in addition to bringing opportunities with various benefits in it there are also challenges. Especially for education units with a

background of infrastructure problems, teacher competence that does not support the use of digital media, and other facilities.

The use of digital technology today is expected to facilitate English learning activities, through interaction between teachers and students. Technology, information, and communication are known as mediums that are able to provide answers in the form of information in all fields of science. There's no denying the significance of educational technology in today's modern era education, for that educators are required to have the ability to make new innovations in learning using technology. According to Haag and Keen, information technology is a set of tools used in assisting tasks that are closely related to the process of delivering data (Affandi, 2018). Technology in learning is used to achieve educational goals and in teaching cannot be separated from the relationship of rules and rules related to changes in personal behaviour.

The form of achieving learning objectives is such as the development of knowledge, attitudes, and skills resulting from experience which is a component of the success of the learning process. The learning media used by teachers in teaching is more sophisticated and creative by utilizing today's digital information technology. Any instructional resource that relies on digital data or is capable of creating digital works that can be accessed, processed, and disseminated via digital devices is considered digital learning media. Several forms of technology are used to create, provide information, and manage E-education information related to the use of media and communication technology, such as the internet, computers, video or television, radio, and other audiovisual tools that can be used in the education system.

The application of digital technology in English language learning can help develop the ability of students to communicate properly and correctly. The delivery of material using learning media with digital technology is carried out to convey information according to the subject matter to increase student interest in learning. Learning resources that can support the learning process to make it easier for students to understand, interesting and fun include the use of Blogs, Websites, E-books, WhatsApp and YouTube in English language learning. Using learning resources with digital technology will make students able to get additional material in accordance with the learning material. Teachers can facilitate a more fruitful teaching and learning process with the help of learning media. In order to inspire their students to learn, teachers need the creativity to come up with novel approaches to teaching (Agustian & Salsabila, 2021). The learning process of students also uses learning resources that have been determined as information media to assist students in learning.

There are several factors that affect the success of using learning media in the classroom. In general, there are two categories of factors that affect the application of learning media, namely internal factors and external factors. Based on these two factors, it can affect the success of implementing learning media in the classroom. Common factors that influence the application of digital technology are from teachers and students in using digital learning media. In addition, there are external or external factors, namely the environment and supporting facilities for the use of digital technology. As is known that SMP Negeri 2 Sejangkung is on the border as an area that is included in the outermost, leading and underdeveloped areas, it is certainly required to maximize every potential and infrastructure that already exists, although there are still many shortcomings as a support in implementing digital-based learning.

The English teacher at SMP Negeri 2 Sejangkung stated that he had used digital technology as a learning medium that could facilitate the learning process. English language learning uses application-based digital media in the form of web such as Power Point presentation files (ppt), Google Form, Padlet, Quizizz, WhatsApp, and Youtube. The school has also provided facilities and infrastructure to support the use of technology in learning such as laboratories, multimedia, LCD projectors, libraries and speakers to support English language learning. Teachers use a variety of app- and web-based digital media to facilitate students' acquisition of English language skills. Teachers also use some of these instructional materials when instructing pupils face-to-face. Assignments and submissions for

online and distant education courses are handled via Google Form and WhatsApp. This technology is a medium used by teachers to package learning materials into a more interesting form.

Teachers' use of digital technology in the classroom can facilitate better student comprehension of English language lessons. Some of the media used are able to help students answer questions from teachers and do the tasks given. In addition, in the learning process the teacher gives questions to students after delivering the material, then students answer questions according to the material contained in the media. This is used to test the level of students' understanding of the material using digital media. The use of digital media carried out by teachers in English language learning makes learning more active, and student responses are increasing.

4. CONCLUSION

English language learning at SMP Negeri 2 Sejangkung uses application-based digital media in the form of web such as Power Point presentation files (ppt), Google Form, Quizizz, WhatsApp, and YouTube. The use of technology in the classroom is supported by the infrastructure and resources made available by the institution like laboratories, multimedia, LCD projectors, libraries and speakers to support English language learning. The use of digital media carried out by teachers in English language learning makes learning more active, and student responses are increasing. Digital media applications that have been designed and built systematically or structured, can further streamline learning and overcome the limitations of using book media, making it easier for teachers to assess students who have done evaluations through applications without having to calculate manually. Creative teachers will continue to strive to develop an interesting learning to improve the quality, improvement of material, use of methods, use of digital media and classroom management.

REFERENCES

Abad-Segura, E., González-Zamar, M.-D., Infante-Moro, J. C., & Ruipérez García, G. (2020). Sustainable Management of Digital Transformation in Higher Education: Global Research Trends. *Sustainability*, *12*(5), 2107. https://doi.org/10.3390/su12052107

Affandi, M. (2018). *Teknologi Informasi dan Komunikasi dalam Pendidikan*. Penerbit YNHW.

Agustian, N., & Salsabila, U. H. (2021). Peran Teknologi Pendidikan dalam Pembelajaran. *ISLAMIKA*, *3*(1), 123–133. https://doi.org/10.36088/islamika.v3i1.1047

Bunguin, B. (2003). *Analisis Data Penelitian Kualitatif*. PT Raja Grafindo Persada.

Creswell, J. W. T. G. (2019). *Educational Research: Panning,Conducting and Evaluating* (Sixth Edit). Pearson.

Law Number 131 of 2015 concerning on the Establishment of Remaining Territories in 2015-2019. (2015).

Moleong, L. (2017). *Metodologi Penelitian Kualitatif* (Cetakan ke). PT. Remaja Rosdakarya Offset.

Rahmatullah, A. S., Mulyasa, E., Syahrani, S., Pongpalilu, F., & Putri, R. E. (2022). Digital era 4.0. *Linguistics and Culture Review*, *6*, 89–107. https://doi.org/10.21744/lingcure.v6nS3.2064

Westerman. (n.d.). *Leading Digital: Turning Technology Into Business Transformation*. Harvard Business Review Press.

Yin, R. . (2009). *Case study research: Design and methods fourth edition*. SAGE.

Zain, S. (2021). Digital transformation trends in education. In *Future Directions in Digital Information* (pp. 223–234). Elsevier. https://doi.org/10.1016/B978-0-12-822144-0.00036-7

Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011–2019). *Language Teaching*, *53*(4), 491–523. https://doi.org/10.1017/S0261444820000208