

# **The Modernization of English Learning Techniques in Semarang Regency Islamic Junior High Education Boarding School: A SWOT Analysis**

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**Abstract:** English in Indonesia was still considering an exclusive international language, so discussing English with advantages in its learning techniques became something taken into modern and contemporary with Islamic educational institutions such as Islamic Junior High Education or Islamic boarding school. Because its position was so important, learning English became very urgent to be reviewed by its strengths, weaknesses, opportunities, and challenges to ease effective and efficient learning to be more readily accepted by students. This study aimed to explain the application of English learning techniques modernization in Semarang regency Islamic junior high education boarding school and analyze the strengths, weaknesses, opportunities, and challenges in applying English learning techniques modernization. This study was intended to describe the situation as it was about a variable or circumstances about the Modernization of English Learning Techniques in Semarang Regency Islamic Junior High Education Boarding School by analyzing the strength, weakness, opportunity, and threats. The data were collected using triangulation techniques where researchers used different data collection techniques to get data from the same source, namely participatory observation, in-depth interviews, and documentation. The qualitative data analysis was used based on the instruments such as observation sheets, discussions, and documentation.

**Keyword:** *Modernization, English Learning Techniques, SWOT.*

## **INTRODUCTION**

Along with the development of the era, especially in Indonesia, all kinds of renewal are increasingly preferred. One of the developments is modernization. The most visible impact of modernization is a lifestyle, such as how to change, how to learn, the application of more advanced technology, and how to speak words or use language. In this case, English is used as an international language in daily life or formal education. When speaking in the Indonesian context, no research results have been completed since it was pioneered and developed at any time. English language education in Indonesia has now begun from primary education to higher education through formal and non-formal education. Various portraits of English language education organizations in Islamic educational institutions prefer favorable assistance to advance the system and its quality.

In the current era of globalization, the high quality of English teaching and learning is essential to citizens of many countries, including Indonesia (Graddol, 2006). Many Indonesian people need English skills as a gateway to opportunities in commerce, diplomacy, and academia (Chodidjah, 2008). It needs new ways to achieve those objectives by using new method or techniques.

However, English in Indonesia is still considering an exclusive international language. Discussing English with advantages in its learning techniques becomes something that is taken into modern and contemporary with Islamic educational institutions such as Islamic Junior High Education or Islamic boarding school. Because its position is so important, learning English becomes very urgent to be reviewed again by its strengths, weaknesses, opportunities, and challenges to ease effective and efficient learning to be more readily accepted by students.

English as a Foreign Language means that English is a foreign language in countries, where English is not the primary language. Teaching English as a foreign language means being able to convey the English language articulately and interestingly. TEFL educators encourage students in improving their English skills through listening, speaking, reading, and writing. TEFL is often facilitated through the use of audio-visual aids, course books, and technology-based materials. In addition to formal instruction

and informal exercises such as role play and language games, are often used. Teachers should take some steps in teaching English as a foreign language. They are planning, preparing, and delivering lessons, providing feedback on oral and written work, administering examinations and other assessments, and creating and writing materials.

English is often taught in schools, but it does not play an essential role in national or social life. In foreign language situations, the hundreds of thousands of English learners tend to have an instrumental motivation for learning the foreign language. English's role within a nation's daily life is influenced by geographical, historical, cultural, and political factors, not immutable. But the part of English at a given point in time must affect both the way it is taught and the resultant impact on the individual's daily life and growth.

Kachru (1986) advocates for the development of 'world Englishes' (such as 'Indonesian English') that better match local needs, cultural practices, and linguistic norms. Similarly, students and teachers of English in periphery countries should question standardized native speaker norms by rejecting, embracing, or appropriating, the language in accordance with their own needs and priorities (Canagarajah, 1999). Khairuddin, Zurina and Shukry (2014) conducted a study of English towards Islamic studies that the students were self-motivated to read the materials to gain spiritual knowledge and to use the knowledge to deal with personal challenges. It also shows that the students recommend that the materials are used for pedagogical purposes in the learning of the English language. The study proposed that texts that bring enjoyment, inspiration, spiritual knowledge and personal development are used as reading materials in English lessons for students. This enhances the motivation to read more whilst to improve the proficiency of English language.

Learning English is seen as vulnerable to being swept away by the flow of modernization of foreign cultures because they know Westerners' language. As a subject, English contains foreign cultural content, which students also study. In this subject, students learn foreign characters, customs, and cultures oriented towards the United Kingdom or the United States. Of course, if students are not good at counteracting themselves, it might be the character that will stick and shift their Indonesian culture's noble values. Moreover, these students are MTsN students, where learning refers to Islamic values.

As stated in KBBI, modernization according to the Indonesian Dictionary is a process of changing attitudes and mentality to live according to the demands of the present; modernization. Whereas in Wikipedia, modernization in social science refers to a form of transformation from the state of modernization. It refers to a model of a progressive transition from a 'pre-modern' or 'traditional' to 'modern' society. Language modernization has been defined as the process by which (a language becomes) the equal of other developed languages as a medium of communication; it is in a sense the process of joining the world community of increasingly inter-translatable language recognized as appropriate vehicles of a modern form of discourse (Charles in Sridhar, 2008).

English as a Foreign Language means that English is not the primary language in a country. Teaching English as a foreign language means being able to convey English articulately and interestingly. English educators encourage students in improving English skills through listening, speaking, reading, and writing. English learning is often facilitated through the use of techniques applied to conduct an effective learning process. In addition to formal instruction and informal exercises, such as role play and language games, are often used. Teachers should take some steps in teaching English as a foreign language. They are planning, preparing, and delivering lessons, providing feedback on oral and written work, administering examinations and other assessments, and creating and writing materials. Learning English is seen as vulnerable to being swept away by the flow of modernization with a modern character or quality of thought, expression, or technique.

As stated in Collins-dictionary, a technique is a particular method of doing an activity, usually a method that involves practical skills. It is a skill and ability in an artistic, sporting, or other practical activity developed through training and practices. Learning techniques are the application of a method with a certain background, such as the abilities and habits of the teacher, the availability of equipment, student readiness and so on (Siska, 2019).

From the description above, the learning technique is the teacher's method in the implementation of teaching and learning activities to obtain optimal results. In other words. the approach becomes the

basis for determining learning techniques. Learning techniques are how teachers deliver teaching materials prepared (in technique) based on the approach adopted. The method used by the teacher depends on the teacher's ability to find reason or tactics so that the learning process can run smoothly and succeed well. In determining this learning technique, the teacher needs to consider the class situation, the environment, student conditions, student characteristics, and other conditions. Therefore. The learning techniques used by teachers can vary greatly. For the same method, different learning techniques can be used, depending on various factors. Learning techniques are determined based on the method used, and the methods are arranged based on the approach adopted. An approach can be applied to different learning techniques as well.

SWOT analysis (strengths, weaknesses, opportunities and threats analysis) is a framework to identify and analyze the internal and external factors that may impact on the viability of a project, product or person. However, it is equally useful in the work of community health and development, education, and even personal growth (Chavali, Chittiprolu, and Rajanala, 2017). A SWOT analysis is often used to begin a strategic planning exercise. The framework is considered a support to make decisions to discover opportunities for success or to highlight threats before becoming overly burdensome. The objectives of the SWOT analysis are to identify the strengths, weaknesses, opportunities, and threats of organizations in terms of their skills, resources, and strategic ways they apply (German, 2013). One of the goals of this study is to identify the weaknesses and the strengths of the current techniques based on the curriculum applied at Semarang regency Islamic junior high education boarding school. This study is specified in the English language techniques with SWOT analysis in Islamic boarding school. This is a strong basis for the researcher to have a research about the modernization of English learning techniques in Semarang regency Islamic junior high education boarding school with a SWOT analysis.

## METHOD

Based on the type, this research is included in the type of field research, namely research that uses information from the target or research subjects which are usually called informants or respondents through data collection instruments such as interviews, observations and so on (Arikunto, 2010). This was descriptive research because it aimed to make descriptions systematically, factual and accurate facts, and population characteristics (Suryana, 2010). This study was intended to describe the situation as it was about a variable or circumstances about the Modernization of English Learning Techniques in Semarang Regency Islamic Junior High Education Boarding School by analyzing the strength, weakness, opportunity, and threats.

The research object was a school of MTsN Semarang while the subject of the research was all the components involved used to expose objectively the application of Indonesian Islamic values to English language learning at MTsN Semarang. The data taken in this study were primary data obtained from observations, and interviews conducted with school principals, English teachers at MTsN Semarang and students selected as samples. The secondary data were obtained from documentation and literature review.

The qualitative method was used to describe the results of interviews and observations about the Modernization of English Learning Techniques in Semarang Regency Islamic Junior High Education Boarding School by analyzing the strength, weakness, opportunity, and threats through interviews, observations and documentation as data triangulation. The research design started with planning, instrument development, data collection, data analysis, and description of findings. In the planning stage, researchers identified the information needed and from where the information would be obtained.

The steps of instruments making about the Modernization of English Learning Techniques in Semarang Regency Islamic Junior High Education Boarding School by analyzing the strength, weakness, opportunity, and threats were done by 1) determining the subject: The subjects of this study used samples research. The sample in this study was taken by purposive sampling to get adapted to the purpose of the research expected to answer the research problem. The sample in this study was the English teacher, the head of the boarding school and the students of MTsN Semarang 2) determining the type of the instruments used which were consisting of observations, interviews, and documentation. The preparation of instruments carried out first by validating and constructing the content by the expert. The expert review was then used for conducting research. Validation carried out by the experts included the content and

construct validation. The experts chosen to carry out the validation were one English teacher and one lecturer. The expert played a role in providing conclusions from the tools developed by providing assessments according to assessment criteria.

This study used data triangulation with triangulation techniques where researchers used different data collection techniques to get data from the same source, namely participatory observation, in-depth interviews and documentation of primary and secondary data (Sugiyono, 2011). Observations were made before the research was conducted by observing all daily activities carried out by school elements ranging from the principal, teachers, and students. The data was complemented by in-depth interviews with the focus of the research, namely the teacher's perspective. Documentation obtained before and during the research was also collected as supporting data such as the school website, school vision, and mission, school history, photos, and videos.

The qualitative data analysis was used based on the results of the instruments such as observation sheets, interviews, and documentation. The data would be analyzed descriptively by using three steps: data reduction/condensation, data display and conclusion drawing/verifying (Miles and Huberman, 1984). From the data collected were reduced to make a pattern so that conclusions of the Modernization of English Learning Techniques in Semarang Regency Islamic Junior High Education Boarding School by analyzing the strength, weakness, opportunity, and threats. In the data reduction or condensation process, the researcher selected, focused, simplified, abstracted, and/or transformed the data collected of written-up field notes, interview transcripts, documents, and other empirical materials and also discarded unnecessary data and organized the data so that it could describe the Modernization of English Learning Techniques in Semarang Regency Islamic Junior High Education Boarding School by analyzing the strength, weakness, opportunity, and threats. In the data presentation process or display, the information collected was presented in narration. After that, in the process of drawing conclusions, from the information presented, researchers concluded about the Modernization of English Learning Techniques in Semarang Regency Islamic Junior High Education Boarding School by analyzing the strength, weakness, opportunity, and threats.

## RESULTS AND DISCUSSION

The researcher did the research and gained complete data from all the research instruments. To obtain the objectives, the researcher had been analyzed the data accurately and systematically. The data were analyzed to conclude the objectives of the study. Nowadays, the use of innovative technologies and modern methods in all fields of science is growing. At present, the widespread use of modern technologies in all disciplines served to increase the educational process's efficiency. The modern methods and technologies in learning English were applied in Semarang regency Junior High Education Boarding School. The methods and innovative technologies were used to learn English efficiently, quickly, and effectively.

In this part, the result of interview about the use of modern technique by using modern device such as gadgets in English language learning at all grades in Semarang Regency Junior High Education Boarding School was analyzed. The answer from the respondents were specifically about how the students used the gadget in learning English. The questions included the gadget that they used, the kind of application that they used, how they operated the application, why they chose the application to learn English, etc.

*Question 1: Do you use gadget on your daily activity in boarding school?*

*Question 2: What kind of gadget that you use?*

Student 1 said that he was usually using gadgets in his daily activity. He chose a smart phone as his gadget because it was up to date learning. Student 2 said that she was using the gadget as an alternative to the textbook. Because nowadays, the smart phone could easily access the material in the learning. Student 3 said yes. He usually used gadgets in his daily activity in boarding school after the formal school. The device that was generally used was a smart phone. He thought that smart phone was

easy to bring and flexible. So whenever he wanted to open the application, he could open his smart phone easily. Student 4 felt the same thing. She also chose a smart phone as her gadget to use in her daily activity. She thought that smart phone was flexible, because it could connect to the internet.

*Question 3: What application you usually use / open?*

Student 1 said that he usually opened YouTube application to watch a video. He typically watched the video about music lyrics, so it could make him easier to know about the word and the pronunciation that the singer sang. He liked to do this because from YouTube, he could add new vocabularies that made him easier to learn English at formal school when the teacher explained in the class or in boarding school subject. Student 2 said that she usually opened Instagram application. From Instagram, she could improve her vocabulary from the caption that she read in every picture and video in stories or feeds. On her Instagram, she usually followed actors, artists, singers, or inspiring people from another country. So, when they were updating new posts with a picture and the caption, she usually tried to translate the caption. That was why she was able to upgrade her vocabularies. Student 3 said that he usually used YouTube application to improve his listening skills by watching short movies in English language. He used Indonesian subtitle to make him easier to understand the meaning of the words while listening to the pronunciation of the English words. Student 4 said that Instagram and YouTube could help her learning English well. But she preferred to use Instagram because it was more enjoyable and fun. From these applications, she could add new vocabularies. It could make her easier to learn English at school. She said that when the teacher instructed her to make texts in the class, she could make the text quickly because she knew many vocabularies because of Instagram and YouTube application.

*Question 4: How do you use that application?*

Student 1 gave a reason that he usually used YouTube to watch the video about music lyrics by identifying the pronunciation of the lyric sang. He usually made this habit in the boarding school. He said that he liked to do this because from YouTube he could add new vocabularies that he didn't know before. It could make him easier to learn English at school. He said that it was an easy way to add new vocabularies every day. When he didn't know the meaning of the song lyrics, he usually used Google translate to help him to interpret the meaning of each word of the lyrics. Student 2 said that she usually opened the Instagram application on her gadget. From Instagram, she could improve her vocabulary from the caption that she read in every picture or short video. When her favorite artists were updating their new posts in pictures or short videos with the captions, she usually tried to translate if she found problematic words or unfamiliar words by using google translate or discussing with her friends or her teachers. Student 3 said that he watched an English language movie and used Indonesian translation to make him easier to understand the meaning of the talks. At the same time, he used the Indonesian subtitle to translate the difficult words. He felt enjoy that he could improve his skill in listening. Student 4 said that she used Instagram and YouTube to add her vocabularies. In Instagram, she read the caption of a post in stories or feeds with English language by her followed person. She tried to adapt the caption to be her own caption of her posts. She felt that it was necessary to learn the meaning before using. It motivated her to be forced learning new vocabularies. While in YouTube, she loved to watch English language movies. As in Instagram did, she had a purpose to enrich her vocabularies.

*Question 5: How often you use that application?*

Student 1 The first student said that he usually opened YouTube when he has free time. His free time was when formal school ended at 2 pm. He would use his gadget before the scheduled in boarding school was started. He thought that every student had different time management to grow their study habit. Student 2 usually opened Instagram after praying Ashar. She usually opened Instagram in the free time, but she more often opened it after praying Ashar while the students of boarding school were waiting for Maghrib prayer. She scrolled up the post and found many new words on Instagram captions. Student 3 often watched the movie at 9 PM before he went to sleep. At that time, all the activities in boarding school had to stop, and the students were free to have another activities. Student 4 said that she usually opened Instagram to see the post or feed around the afternoon after returning from formal school.

*Question 6: How was the applications used for English learning?*

Student 1 said that his application that he usually used was good enough because he can directly

add the new vocabulary by watching the video on a YouTube. If he couldn't understand at that time, he would re-watch the video, changed the subtitled into Indonesian if it was provided, or looked up the dictionary. Student 2 also said that the application on her gadget that she usually used like Instagram was good. It was because from that application, she could learn new vocabularies. If she didn't know the meaning, she usually used Google-translate application to help her translating the difficult words. Student 3 gave the same opinion that the application that he used made him learning new vocabularies quickly. Student 4 said that using the latest application, especially Instagram, could make her easier in learning English at school. The application was really up to date and useful.

While the interview with the teachers explained the strengths, weaknesses, opportunities, and threats in applying modern techniques in teaching English.

*Question 1: What is the strength in applying a modern technique in teaching English?*

Teacher 1 said that the students would learn English easier. They needed to know the latest issues as authentic material in learning news nowadays. Teacher 2 said that it would make the students interested in learning. It was necessary for them to have entertainment after formal school. Teacher 3 said that it was essential to keep on learning about the latest theories on learning. It was a good idea to research blogs and websites to improve English skills.

*Question 2: What is the weaknesses in applying a modern technique in teaching English?*

Teacher 1 said that the problem was himself. He felt that he was out of date person to the latest technology, so he needed to learn and practice using a modern technique to teach English. Teacher 2 said that the age of the students. They were 12-15 years old. The teacher should guide them not to access banned websites. Teacher 3 said that it was necessary to make it a personal responsibility to learn the language, and merely depending on classroom teaching was not enough. But the economic condition of the students became one of the problems. Some of them were not able to have the latest version of gadgets.

*Question 3: What is the opportunity in applying a modern technique in teaching English?*

Teacher 1 said that, unlike traditional teaching methods, modern teaching methods were more interactive and kept students intact. It maintained the interest of students through animations and videos. Teacher 2 said that the visual medium was a way better than any other medium to give instructions. It helped to memorize the concept fast and for a more extended period than reading. Teacher 3 said that it was essential to keep on learning about the latest theories on learning. It was a good idea to research blogs and websites to improve English skills. Modern teaching methods were less time-consuming. Teachers took less time to cover the syllabus. Writing on the blackboard was not required. Blackboard's explanation of content was less explanatory than a representation of videos used in the modern teaching media.

*Question 4: What is the threat in applying a modern technique in teaching English?*

Teacher 1 said that modern technology could cause a distraction to language learners. Being exposed to unhealthy posts and content wasted learners' time. Teacher 2 said that the different languages spoken by people in media could also interfere in English language learning and built a communication barrier. Teacher 3 said that the rise of internet slang and subverting languages also played as threats in language learning and could be dangerous if not correctly addressed by teachers.

The researcher noticed some students' opinions about using gadgets to learn English based on the research findings. Almost every day, students brought and used a device. They needed it to help them in learning English. According to Onwuagboke and Singh (2016), globalization had brought in its wake a lot of changes and innovations in the lives of people. One of the impacts of globalization was increasing the use of gadget. Students should be able to operate it and integrate it into their learning and it was very useful. Hodson (2018) also conducted a research with the results that the use technology or gadget could improve students' skills in language acquiring.

The modernization of English learning technique applied by the students was by using gadgets to access the latest applications. The kind of gadget that students usually use was a smart phone. In the modern era, a smart phone was a sophisticated tool. Moreover, most students had smart phones with various applications to help them in learning a language. It could be an engaging activity for students. It

could also help students to get information whenever they want. According to Burston, mobile technology had a crucial role in instructional programs and enhanced the language development of second or foreign language learners around the world (Burston, 2015). While Salomon and Tekulve and Kelly also said about a successful experience in using mobile phones in their libraries in compare of other social Medias (Salomon, 2013). Therefore, students could learn English not only in the classroom, but they could also use their smart phone to acquire new knowledge.

The applications that students usually used were YouTube and Instagram. Many students said that those applications were popular and easy to use in language learning. Moreover, there were many advantages that they could get by using YouTube and Instagram. YouTube was one of the valuable online tools to learn languages for students. Moreover, it could attract the students to watch. According to Bonk, YouTube was an useful social medium that contributes to the global education (Bonk, 2009). YouTube provided many videos containing audio visual learning. It also provided subtitles to make students enjoy watching video with foreign language. They would tend to watch it many times because of the language barrier. Then, it could motivate them to learn a new language. Another application was Instagram. It was also a useful online tool that could help students to understand language. By using Instagram, students could share photos and videos. Then, they could write the caption, shared information and asked another friend to comment. It was an exciting activity. According to Al-Ali (2014), Instagram was used as a production for a holiday project and two writing activities in ESL classes. It showed that many feature in Instagram could improve their writing skill.

Instagram and Youtube had some features. Instagram had a feature that allowed the students to share photos and videos, or the students could make a story in Instastory. From those features, students could improve their writing skills. According to Ducate and Lomicka (2013), more than half of TEFL students were already using Instagram to enhance their language learning process in terms of educational efficacy. Another application was YouTube. It could be helpful to an online tool. YouTube provided many videos that could make students easier to learn English. According to Mackey and Gass (2005), watching videos and observing them would allow the students to analyze language use in greater depth. Then, the students could watch a video, listen to music, movie, or English material on YouTube to improve their skills such as listening and speaking.

Most students often used Instagram and YouTube in their English learning. Some students usually used the gadget after back the school. Another time was after praying Ashar, or before going to sleep. They had some reasons for them to use it in that time. Using that application, the student could write the caption, describe something, and express the feeling by uploading the picture. They could write many words that they wanted to write. By doing that activity on Instagram, they could also increase their vocabulary in language learning. Moreover, on Instagram, they could follow another friend to interact each other such as communicating, giving each other comments, and even following many groups that could share information related to the material of language learning. According to Terantino (2011), YouTube offered fun and fast access to instruction, culture-based videos, and languages from all over the world. While using YouTube, the students could watch many videos related to English material such as music or exciting movie. While using Youtube, students could watch the video with some subtitles that could help them learn English. It could improve them in listening and speaking skills. According to a study by Boster et al. (2006), videos could affect educational achievement positively. So, the students had a big opportunity to use it in helping them learn English.

## CONCLUSION

The application of English learning techniques modernization in Semarang regency Islamic junior high education boarding school found some facts in using gadgets to access latest applications by the students, especially in English learning. They watched videos on YouTube, listened to songs in music lyrics, uploaded pictures, made some captions in Instagram, gave comments to their friend's posts, and added enriched vocabularies by reading the caption in someone's post. The strengths in applying modern techniques were that the students would learn English easier to know the latest issues as authentic material in learning news. It also would make the students interested in learning to have entertainment after formal school. However, it was essential to learn about the latest theories on learning to research blogs and



websites to improve English skills. The weaknesses were that the teacher was out of date person to the latest technology. They also should guide the students not to access banned websites. The economic condition of the students also became one of the problems. Some of them were not able to have the latest version of gadgets. Unlike traditional teaching methods, modern teaching methods were more interactive and kept students intact. It maintained the interest of students through videos. Besides, the visual medium was a way better than any other medium to give instructions. It helped to memorize the concept faster and for a more extended period than reading. It was a good idea to research blogs and websites to improve English skills. And about the threats, modern technology could cause a distraction to language learners. Being exposed to unhealthy posts and content wasted learners' time. The different languages spoken by people in media could also interfere in English language learning and built a communication barrier. The rise of internet slang and subverting languages played as threats in language learning. They could be dangerous if not correctly addressed by teachers.

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