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RESEARCH ARTICLE

Employing Chromebooks in English Language Learning (ELL) at Junior High School: An Indepth Analysis

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Kata Kunci: *Chromebook, Bahasa Inggris, Literasi*

Abstrak

Bahasa Inggris merupakan bahasa yang paling luas digunakan di dunia dan mencerminkan proses yang berkelanjutan untuk mengembangkan keterampilan komunikasi siswa, baik secara lisan maupun tulisan. Pelaksanaan pembelajaran bahasa Inggris memerlukan alat bantu pendukung seperti Chromebook. Penggunaan Chromebook sebagai perangkat digital berbasis cloud sangat mendukung proses pembelajaran ini karena memungkinkan akses ke berbagai sumber belajar, aplikasi pendukung, dan aktivitas interaktif. Tujuan dari penelitian ini adalah untuk mengkaji teori-teori yang berkaitan erat dengan penggunaan Chromebook dalam pembelajaran bahasa Inggris di tingkat sekolah menengah pertama. Langkah-langkah dalam pelaksanaan penelitian ini meliputi perencanaan materi yang akan dibahas, mencari sumber literatur yang relevan, dan mengumpulkan informasi dari sumber-sumber tersebut untuk dijadikan referensi dalam pembahasan dan kesimpulan.

Keyword: *Chromebook, English, Literature*

Abstract

English is the most widely used language in the world and represents a continuous process to develop students' communication skills, both spoken and written. The implementation of English learning requires supporting tools such as Chromebooks. The use of Chromebooks as cloud-based digital devices greatly supports this learning process, as it enables access to various learning resources, supporting applications, and interactive activities. The aim of this research is to examine theories closely related to the use of Chromebooks in English learning at the junior high school level. Planning the subjects to be covered, locating pertinent literature sources, and gathering information from those sources to use as references in the discussion and conclusion are the steps involved in carrying out this research

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INTRODUCTION

English learning is a planned and continuous process to develop English language skills through understanding language structure and its application in communication. According to (Kholili, 2022), English learning is a process designed to enhance students' English proficiency, both in spoken and written aspects. In the context of education in Indonesia, English teaching often focuses on developing four main skills: listening, speaking, reading, and writing. English is an international language used for cross-country communication. However, many learners still consider it a challenge. English proficiency is a crucial skill for students, especially in supporting their continued studies up to higher education (Awaliah & Rahmawati, 2024). Based on the above explanation, it can be concluded that English learning is a continuous process to develop students' communication abilities, both oral and written. Besides linguistic aspects, this learning also supports thinking and social skills. Although important as an international language and a key to academic success, many students still face difficulties in mastering it.

English learning at the junior high school level plays a very important role in preparing students to face global challenges, both academically and professionally. With good English proficiency, students are not only prepared to face exams and school assignments but will also be more ready to face future challenges in the workforce, where English skills are one of the main requirements (Darmi, 2020). Therefore, it is important for teachers to introduce English using engaging methods to make learning more effective.

Currently, English learning has not been fully accepted and understood by students. The factors causing this include lack of motivation, fear of vocal and cognitive limitations, and an environment that does not support the use of English (Anjani et al., 2025). In addition, students' low interest in English learning is caused

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by uninteresting teaching methods, lack of environmental support, and limited opportunities to practice English in daily life. This impacts lower academic achievement and reduces students' international communication skills (Hidayat & Devi, 2024). Thus, English learning faces several main challenges, such as lack of student motivation, fear of speaking and cognitive limitations, and lack of support from the surrounding environment. Moreover, uninteresting teaching methods and limited opportunities to practice English in daily life also contribute to students' low interest in this subject.

The obstacles in understanding English learning are in line with research by (Khasyi, 2024), which explains that students have difficulty understanding vocabulary, so teachers use the WordWall application assisted by Chromebooks as an alternative to help students understand English vocabulary. The results show that using WordWall with Chromebooks is effective in increasing student engagement and vocabulary understanding, although there are technical challenges such as slow internet connections. The use of Chromebooks can increase student engagement, especially through applications such as Pronounce and Google Translate, which assist students with special needs and foreign languages (Mohammad Albataineh dkk., 2024). Research by (Sahin dkk., 2016), explains how teachers experience and respond to the use of Chromebooks in the teaching and learning process in grades 6 to 12. It observes how teachers use these devices in daily learning activities, as well as their opinions and feelings about implementing technology in the classroom. The results indicate that Chromebooks have great potential to increase student engagement, making students more active, enthusiastic, and focused when learning with these devices.

Based on the above, Chromebooks also promote 21st-century skills-based learning, such as digital literacy, online collaboration, problem-solving using technology, and critical and creative thinking skills. Students become more accustomed to using technology as a learning tool, which will be highly relevant to future workforce needs. However, the effectiveness of Chromebooks in learning greatly depends on the availability of supporting infrastructure, such as a stable internet connection and teacher training in technology integration. If utilized optimally, Chromebooks can be a very effective tool in improving the quality and outcomes of learning in the digital era. The purpose of this research activity is to determine an analysis of using chromebook in English Learning.

METODE

This research uses a qualitative approach with a literature review method. A literature review is understood as a conceptual approach used to analyze and categorize data based on findings from previous research sourced from relevant references. A literature review is made up of readings that have maybe been examined and evaluated. Those in private collections as well as those that have been printed. The theoretical foundation—that is, the theory that is applied to the analysis of the study object—is frequently linked to literature reviews. It is obtained by researchers as a theoretical foundation for writing and takes the shape of paragraphs from a literature source (Hadi & Afandi, 2021; Karuru, 2013). The aim of this research is to examine theories closely related to the use of Chromebooks in English learning at the junior high school level. The steps in conducting this research include: 1) planning the topics to be discussed, 2) searching for literature sources relevant to the topic, and 3) collecting data from literature sources to serve as references in the discussion and conclusion

HASIL DAN PEMBHASAN

English Learning

English is the most important language in the world. It is certainly the most widely used language globally. As noted by David Crystal more than a decade ago (Wierzbicka, 2006:3), English has official status in more than 60 countries. The use of English is not limited to native English-speaking countries but has also become an international language used by millions of people worldwide. It is estimated that at least 150 million people are fluent in English as a foreign language, while those with a certain level of competence in the language could reach three to four times that number. Thus, English functions not only as a tool for international communication but also as a bridge connecting various cultures and countries in this era of globalization.

The implementation of communicative English learning can improve students' English learning outcomes. By focusing on language use in real contexts, students are encouraged to actively communicate, both orally and in writing, which in turn enhances their listening, speaking, reading, and writing skills (Alhamdan & Robi, 2024). English learning at the junior high school level aims to develop students' ability to communicate effectively and applicatively in English. This learning process not only focuses on mastering linguistic aspects but also on applying language in social and cultural contexts relevant to students' daily lives.

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Based on the above, it can be concluded that English learning is a process aimed at developing individuals' ability to communicate in English, both orally and in writing. This process includes various basic skills, such as listening, speaking, reading, and writing. The main goal of English learning is for students to be able to use the language effectively and applicatively in various everyday contexts, for academic, social, or professional purposes. English learning does not only focus on mastering vocabulary and grammar but also on developing the ability to communicate critically and creatively. In other words, English teaching should equip students with the ability to understand texts, participate in conversations, and write clearly and structurally.

Characteristics of English Learning

According to Tyler (Mulyana, 2023), English learning at the junior high school level has the following main characteristics:

1. Learner-Centered Focus
   The learning process is designed to transform students' abilities from being unable to being able to use English. This includes developing six language skills in various types of texts.
2. Genre-Based Approach
   Learning focuses on texts in various modes: spoken, written, visual, audio, and multimodal. This process involves four stages: Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT).
3. Development of Communicative and Intercultural Competence
   The goal of learning is to develop communicative competence in English, as well as intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures.
4. Empowerment of Technological Literacy
   English learning includes the use of authentic texts and technology to enhance students' technological literacy so that they can navigate digital information effectively.

Chromebook

A Chromebook is described as a digital device designed to provide a better web experience for its users, developed by Google. Chromebooks can be operated both offline and online using cloud-based data, so they do not require large storage capacity on the device. As an information and communication technology (ICT)-based learning device, Chromebooks are expected to support the effectiveness and efficiency of digital learning, especially in the context of education in the Industry 4.0 era (Qosim et al., 2023). Chromebooks rely on web-based applications and cloud storage, allowing users to access their data and applications online without needing large internal storage. These devices have advantages such as fast booting and efficient usage, as most data and applications are stored in the cloud, not on the device itself.

Chromebooks can be optimally utilized by teachers to support the development of learning in today's digital era (Setiawan et al., 2021). With their various features, Chromebooks make it easier for teachers to integrate technology into the teaching and learning process. These devices support more interactive and effective learning, enabling teachers to access various web-based learning applications and providing opportunities for students to learn independently or collaboratively. In addition, using Chromebooks allows quick access to digital resources, such as teaching materials and evaluation tools, which can enhance the learning experience for students. Thus, Chromebooks are very useful tools for developing more modern learning in line with the demands of the digital age.

Over the past five years, Chromebooks and the G Suite product range-including Google Search, Gmail, and Google Docs-have experienced rapid growth in their adoption in American schools (Ahlfeld, 2017). Chromebooks used on a one-to-one basis, as well as the widespread adoption of Google software, have had a significant impact on education, particularly in how students and teachers access, process, and collaborate in learning. Their influence cannot be underestimated as they have changed many aspects of teaching and learning practice and information management. Based on practical experience, the author also provides several important suggestions for conducting effective research in the context of using Google technology to maximize the potential of digital learning in schools.

Based on the above, it can be concluded that Chromebooks are cloud-based digital devices made by Google that support digital learning effectively and efficiently. With online and offline capabilities and integration with G Suite, Chromebooks make it easier for teachers to manage learning and encourage student independence and collaboration. Their implementation in various schools, especially in America, has shown a positive impact on the transformation of learning, making them important tools in the era of digital education.

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The Use of Chromebooks in English Language Learning (ELL) at Junior High Schools

In the context of the Merdeka Curriculum, which encourages the use of technology and the development of 21st-century student character, Chromebooks are an appropriate solution to support adaptive and innovative learning. Besides facilitating English teaching, Chromebooks also help students build digital literacy, critical thinking, and communication skills needed in global life. Therefore, integrating Chromebooks into English language learning at junior high schools is highly relevant to creating an effective learning environment that meets the demands of the times.

Optimal use of Chromebooks is certainly supported by teachers' continuous learning efforts. Research conducted by (Amelia et al., 2022) found that Chromebooks used by teachers and students provide various supporting applications for learning. These applications play a role in accelerating, simplifying, and increasing the efficiency of the learning process. Among the most frequently used applications in learning are Google Docs, YouTube, and Google Translate. In learning activities that integrate information and communication technology (ICT) with English subjects.

Next, with the help of Google Translate, they search for the meanings of words and sentences related to the topic. This process makes learning English faster, more accurate, and easier to understand. Specifically, Google Translate is very helpful in improving translation accuracy, especially for materials with a low level of difficulty.

A Chromebook is a device designed to be safe, easy to use, simple in its operation, and equipped with an automatic update system and practical management features. This device can be accessed using a belajar.id account, which facilitates its integration within educational environments. Research conducted by (Alifa et al., 2024) shows that the effectiveness of Chromebook usage is reflected in the high enthusiasm of students, who feel that they are gaining a new and enjoyable learning experience. This contributes to the creation of an active learning atmosphere and encourages increased interest and motivation to learn. The use of Chromebooks also helps students to master and better understand the subject matter. This effectiveness becomes even more apparent when Chromebooks are used through learning strategies that integrate their use into classroom activities, including collaborative project work and school assignments.

The use of Chromebooks in English language learning at the junior high school level makes a significant contribution to the modernization of the teaching and learning process. As a digital device based on the Chrome OS operating system and cloud services, Chromebooks enable teachers and students to access various learning resources, interactive applications, and web-based learning media such as Google Docs, Google Classroom, and various English practice platforms. With flexible connectivity support (usable both online and offline), Chromebooks allow for more interactive, collaborative, and independent learning. Students can develop their English skills-reading, writing, speaking, and listening-through various engaging digital activities, such as online quizzes, text processing, essay writing, and multimedia presentations. Teachers can also provide direct feedback, share teaching materials, and manage student assignments efficiently.

KESIMPULAN

English is a global language that plays an important role in international communication and cross-cultural learning. At the junior high school level, English language learning aims to develop students' communication skills in an applied manner. The use of Chromebooks as cloud-based digital devices greatly supports this learning process, as it allows access to various learning resources, supporting applications, and interactive activities. With proper integration-such as through Google Translate, Google Docs, and other learning platforms-Chromebooks have been proven to increase the effectiveness, motivation, and participation of students in learning English. Therefore, the utilization of Chromebooks in English language learning at junior high schools is a strategic step to create an adaptive, collaborative, and digitally relevant learning process

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