

# English Teacher Experience in Using Digital Media during Teaching at Islamic Junior High School in Pasuruan

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Progam Studi Pendidikan Bahasa Inggris

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April, 2025



# Abstract

Using digital media to teach English is very varied, but the most important thing is how to use digital media. Furthermore, an English teacher can have new experiences using digital media in the classroom. This research aims to explore English teachers' experiences using digital media while teaching English. The research object is the experience of English teachers using digital media in teaching English at Muhammadiyah 4 Gempol Junior High School. This research uses a qualitative case study approach. The data was collected through observation and interviews with the research subjects, especially English teachers at Muhammadiyah 4 Gempol Junior High School. The observation and interview sheet will be used as the research instrument in this study. The research explores how English teachers at Muhammadiyah 4 Gempol Junior High School use digital media in teaching. It shows that digital tools make lessons more engaging, but teachers face challenges like limited technical skills. While digital media helps, its success depends on how well it is used. The study also suggests more research on its long-term impact. The study shows that digital media boosts student engagement and learning, but also presents challenges for teachers. It highlights the need for teacher training and curriculum changes to utilize digital tools in English teaching fully.

**Keywords** - *digital media; experience; teaching English*

# Research Question

**1. What is the English teacher's experience of using digital media at the Junior High School level?**

# Research Methodology

## ■ Research Design

The research method used is a qualitative case study. One of the seven categories of qualitative research is the case study, which aims to determine more about social, political, individual, group, and other phenomena. It is intended that by performing a case study, a comprehension of the intricacy of a case and an understanding of its movements in a highly significant issue (Sitorus, 2021) apply digital media during several meetings to the teacher's observation scheme when teaching in a class.

## ■ Research Setting

Muhammadiyah 4 Gempol Junior High School is an interesting place to conduct the research process, located on Jl. Raya Gempol No. 146 Gempol, Pasuruan. This school also implements digital media to teach English, such as PowerPoint, learning videos on YouTube, films, interactive video, e-book, quizizz, Kahoot, digital library, and audiobook.

## ■ Research Participant/Subject

The research Participants were two English teachers from Muhammadiyah 4 Gempol Junior High School in Pasuruan Regency who wanted to learn more about the various experiences of teachers using digital media in teaching English.

# Research Methodology

## ■ Data Collection Technique

The researcher conducts the observation during the teaching and learning process in the 8th and 9th grades of Muhammadiyah 4 Gempol Junior High School. In addition, the researcher also interviewed two teachers who have been teaching for 8 (eight) years and two teachers who have been teaching for 5 (five) years. A Semi-Structured Interview was used during the interview process, with 7 (seven) questions in total. A semi-structured interview is a qualitative data collection method in which the researcher employs a set of predetermined yet open-ended questions to gather in depth insights from participants. Moreover, the researcher captured the teaching and learning process through photographs as part of the documentation.

## ■ Data Analysis

Observation is a complex research method because it often requires the researcher to play a number of roles and use a number of techniques, including the five senses, to collect data (Mardiana, 2020). In this study, the researchers collect data by observing teachers during several meetings when implementing digital media in the classroom. The researcher's task is to observe and record teachers' experiences with digital media. Later, during the observation, the researcher will take pictures when the teacher explains the material using digital media.

# Result

- Based on the observation during the teaching and learning process at the 9th grade of Muhammadiyah 4 Gempol Junior High School, the teacher has prepared the material to be taught to students beforehand. During the teaching and learning process, the material taught was an advertisement. The teacher showed many kinds of advertisements in many forms, such as photos, pamphlets, videos, and many more. The teacher also prepared learning videos by utilizing applications including Adobe Premiere Rush, Canva, Explee, OpenShot, Google Sites, interactive video, ebook digital, quizizz, Kahoot, digital library, and audiobook. The existence of these applications makes it easier for teachers to create more varied learning. Teachers feel very helped by learning videos because the explanation of learning materials is visual by combining narration, animation, and images.
- The teaching and learning process in the 8th grade of Muhammadiyah Gempol Junior High School; it was clear that the teacher was well-prepared with the lesson materials in advance. The material taught during that time was a recount text. The teacher showed the video and narration that talked about recounting text. The students need to watch the video of the recount text first, and they will understand what the video is about. Then, the teacher explained some key points and tenses regarding the recount text. Based on the observation, the use of digital media in the classroom followed the lesson plan, ensuring a clear focus on a specific theme while maximizing its potential to help students better understand the topic. In addition, students were noticeably more enthusiastic and engaged when using digital media than traditional textbooks. They also participated more actively in discussions and question-and-answer sessions when technology was integrated into the lessons.

# Discussion

- For grade 9<sup>th</sup>, as teachers are encouraging students to become more active participants, implementing a discussion-based learning method is an appropriate and effective approach. Usually, students will be divided into several groups, and the teacher will give a problem where each group must find the answer. Through this method, students will indirectly understand the material presented. Here, students are required to be active in expressing their opinions even among fellow group members, so that without realizing it, this can train their level of confidence in thinking critically and respecting each other with various opinions between friends. Suppose there are many differences of opinion in one group. In that case, each must restrain themselves to consider the opinions of other friends, and then decide which answer will be taken by means of deliberation. In addition, the classroom atmosphere is also livelier by listening to the opinions of each group. Although teachers throughout Indonesia have widely practiced the use of these digital media, some teachers have yet to utilize the potential of digital learning media fully. Instead, they continue to rely on conventional instructional methods, such as textbooks and direct teacher explanations. Due to the lack of supporting tools to use digital media in each class, schools use alternatives when learning using digital media is carried out in the school hall. However, this does not make students lose their enthusiasm for learning.
- For grade 8<sup>th</sup>, the use of learning videos is also applied, only using Explee because teachers find it easier to use the application, and it is also equipped with a whiteboard animation. Just prepare the text, and it will become an animation with a whiteboard. The application of this learning method is different, leaning more towards the lecture method. So, in this method, the teacher will be more active in delivering material and forms of oral communication from the teacher to the students. Here, students will get more correct and clear material if they really listen carefully. Also, the teacher combines various question-and-answer methods, so students are accustomed to being active in class. So that two-sided learning from each student and teacher can be achieved better.

# Important research findings

**While all three studies highlight the benefits of digital media, the first prioritizes teacher adaptation, whereas the second and third emphasize structured implementation within an educational program. The three previous studies above all emphasize the long-term impact of digital media, the effectiveness of specific tools, and institutional support in EFL teaching.**

# The benefits research

**While the research highlights its benefits, there is little focus on how professional development enhances teachers' digital pedagogy or on student perspectives. Addressing these gaps would provide a deeper understanding of digital media's role in EFL education. Therefore, this research provides a new paradigm on students' perspectives related to the use of digital media during the EFL teaching and learning process.**

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