

# TELL Hana 2.pdf

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

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### Highlights

The use of digital media in teaching English improves students' learning and makes the learning environment more engaging. However, some teachers face challenges, especially with limited technical skills. The research highlights the need for more training and support to help teachers use digital tools effectively in the classroom.

**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

### Introduction

There has been criticism of traditional learning methods, which tend to give teachers an unfair advantage from various sources due to their inability to create a dynamic learning environment. Additionally, it cannot impart the 21st-century skills necessary for students' daily activities (Budiarto et al., 2020). Meanwhile, the interest in digital media and learning has grown significantly in recent years. New areas may develop around this interest. Scholars from various disciplines have contributed ground-breaking research and interventions in this potential area of education (see, for example, the editorial collection of the Davidson

Foundation Series on Digital Media and Learning) (McDougall & Potter, 2019) digital media has been widely used in learning in recent years, and learning using digital media is considered a breakthrough in the educational sector.

When using media, teachers need to expand beyond conventional teaching methods and encourage students to learn through the media. The media allows teachers to engage students with events relevant to their culture. Consequently, one benefit of using media is that teachers must ensure their resources and models are appropriate based on the material that must be presented to students (Wirawan, 2020). Looking at the current speed of technological development, learning media are also changing rapidly, and their existence cannot be stopped. It is characterized by different forms of learning innovation, incorporating numerous learning technologies as vehicles for learning delivery (Aguilera, 2022). One of them is the application of learning through digital media. It is well known that the use of digital media has not yet been fully implemented in various schools. Still, it is believed to have a more significant impact on teacher experience and student involvement in learning (Gee, 2009). This learning concept creates new forms of interaction for students using digital media as a learning space.

Many aspects support the process of learning English; the most influential is the quality and proficiency of teachers when using digital media in learning, because they have to control students in class (Ardena & Fatimah, 2021) Digital media is very influential in teaching and learning English. However, using digital media to learn English sometimes creates problems for teachers due to difficulties in operating digital media.

The fact is that digital media technology in education is a way to learn things that cannot be learned in other forms, and get to places that have never been visited (Korkmazgil & Seferoğlu, 2021) extensive learning with digital media technology proves that teachers can use and learn from educational technology. All forms of technology present content that aims to help teachers and students learn new things or attach information related to what has been learned.

Digital media is believed to be able to revolutionize teaching English to achieve optimal learning outcomes (Sirait et al., 2021). Of the various explanations regarding the use of digital media in teaching English, most have an impact on the experiences of English teachers with multiple perspectives. Currently, what is trending is the practice of modern observation regarding traditional ideas and strategies of teaching in the classroom, for the acceptance of new teaching strategies that are innovative and productive (Susanty et al., 2021). The fact is that English is subject to the power of potential processes and current information regarding significant changes that occur due to various factors such as social and economic progress, innovations in the world, etc. (Gee, 2009).

With the development of digital media, teachers must be able to optimize digital media technology as a learning media (Syafryadin et al., 2020). Related to this, it is inevitable that teachers will have their own experience regarding using digital media in teaching, which has never been applied before. Especially after the coronavirus disease-19 pandemic, where learning had to be done remotely, digital media was necessary (Li, 2017). The use of various platforms, such as Google Meet, Google Classroom, Zoom, and LMS (Learning Management System), aims to demonstrate how individuals are adopting the newest

technology. People are becoming more tech-savvy due to the pandemic changing traditional learning methods to digital (online) (Rifelino et al., 2022). All teachers apply learning with digital media because even though they study from home, students must still receive learning, so they are not left behind. The Ministry of Education, Culture, Research and Technology stated that the use of digital media for learning has experienced significant developments. The presence of digital media offers many educational innovations (Makodamayanti et al., 2020).

Traditional learning with student handbooks, which are considered quite dull, has been replaced with learning that implements digital media. Related to this, learning English has more color or variety and is considered more practical, flexible, and not limited by space and time (Susanty et al., 2021). As a teacher, it is very closely related to technological change, such as making teaching materials using digital media. If you imagine it, it does not look very easy. However, most teachers have at least basic knowledge about it (Aguilera, 2022). Researchers can use digital media to achieve their English language achievements in various scientific fields, contributing to research and innovative interventions for potential educational fields. We want to prove that the application is more or less experienced in English teaching innovation (Rao, 2019).

Based on the research by Olivia (2023) results show that the students created intricate, introspective, multimodal compositions that they could not have created using the traditional formal. The results of this research include embracing non-traditional text-based writing formats in the classroom to facilitate the connection of students' in- and outside-of-class literacy practices. Therefore, the researchers will research to find out more specifically about the experiences of English teachers using digital media in teaching English at the junior high school level at Muhammadiyah 4 Gempol Junior High School.

The study from (Weni Pratiwi, 2024) explores how digital media is integrated into English as a Foreign Language (EFL) classrooms within the "Program Sekolah Penggerak" initiative. The research highlights that teachers actively incorporate various digital tools to enhance language learning, leading to increased student engagement and improved learning outcomes. However, the study also identifies challenges such as limited access to technology and the need for ongoing professional development to utilize digital media in teaching practices effectively. In addition, the research from Salam et al., (2023), examines the challenges EFL teachers face in using digital media and the strategies they adopt to overcome them. Teachers struggle with limited digital skills, insufficient teaching materials, and poor infrastructure, such as low internet bandwidth. Despite these issues, they adapt by using available devices like projectors, laptops, and smartphones. They also incorporate various digital tools, including Google Classroom, YouTube, and video editing software, to enhance lessons. The findings highlight the need for better support and training to improve teachers' digital competencies. Also, the research from (Dheasari & Ciptaningrum, 2024) indicates that while digital media enhances the learning experience, its effective utilization is hindered by factors such as limited technological proficiency and insufficient institutional support. The study underscores the necessity for continuous professional development programs to strengthen teachers' digital competencies. Additionally, it advocates for the formulation of

supportive school policies to mitigate obstacles and optimize the use of digital media in English language teaching.

The three studies examine the use of digital media in English as a Foreign Language (EFL) teaching but differ in focus and findings. The first study analyses teachers' challenges and strategies, emphasizing issues such as limited digital skills, inadequate resources, and poor infrastructure, while highlighting teachers' adaptability in using available digital tools. The second study explores digital media implementation within the *Program Sekolah Penggerak*, demonstrating its positive impact on student engagement and identifying challenges such as limited access to technology and insufficient teacher training. The third study also investigates digital media integration in the *Program Sekolah Penggerak*, focusing on teachers' implementation strategies and institutional barriers, recommending ongoing professional development and policy support. 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. 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.

## 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. Then, make more detailed and in-depth questions for structured interviews to ask the resource person to answer the RQ (research question): What is the English teacher's experience of using digital media at the Junior High School level?

Qualitative research is intended for research that requires deeper exploration (Susanto & Arifani, 2023). Information about the phenomenon under study can be learned more from participants through exploration. Qualitative research contributes to the generation of hypotheses for additional investigation and understanding of quantitative data, as opposed to gathering numerical data points or intervening or introducing treatments as in quantitative research. Qualitative research analyses the perspectives, behaviors, and experiences of people (Tenny et al., 2022).

Generally, people manage their knowledge using a narrative mode. This approach seems appropriate for understanding how aspects of a person and knowing their life (Chik,

2011). Since this research involves a complex story of a teacher's experience, the narrative is a suitable way to represent and understand his teaching experience using digital media.

### 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. Then, it becomes very interesting to study and relate to the use of digital media, student scores have increased or vice versa. Exploring how the teacher's experience of using digital media for learning is felt to be very efficient in finding out various stories related to the differences between teaching using digital media and student handbooks, what problems are encountered when implementing digital media, and students' responses to learning using digital media.

### 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.

### Data Collection Technique

To collect data for this study, to get the required data and information for this research, observation, interviews, and documentation were conducted by two teachers from Muhammadiyah 4 Gempol Junior High School. 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

The purpose of this research is to describe and explain the teachers' experience of using digital media to teach English at the junior high school. So, this research uses a narrative inquiry approach as a qualitative research method through observation, interview, and documentation. An interview is a conversation with a specific purpose; the conversation is carried out by two parties, namely the interviewer who asks questions and the interviewee who gives answers to the questions (Kurniawati et al., 2018). The interview is a conversational process with the intent to construct knowledge about people, events, activities, organizations, motivations, feelings, and so on (Allam & Elyas, 2016).

Interviews are a very popular data collection method because they are widely used in various studies (Gourlay et al., 2014).

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 and Discussion

Based on the observation during the teaching and learning process at the 9<sup>th</sup> 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, quizzz, 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. Students are also more active in discussing and asking questions when learning with digital media. In addition, by using video learning media, students can concentrate better on the material being taught.

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. Thus, students' intelligence and creativity increase, making it easier for them to understand the lessons

delivered by the teacher.

Digital media usage during the teaching and learning process must be based on the lesson plan to focus on one specific theme and maximize the use of digital media to improve student understanding of the theme. In addition, the students are more enthusiastic and excited about using digital media rather than using only textbooks. Moreover, it can be seen that students are more active during discussion and question-and-answer sessions when the teacher uses digital media for the teaching and learning process.



Fig 1. Teaching and learning process of the 9<sup>th</sup> grade

The same condition also happened during 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.

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.



Fig 2. Teaching and learning process of 8<sup>th</sup> grade

Besides the observation, the researcher also interviewed two teachers from Muhammadiyah 4 Gempol Junior High School. Teacher1 stated that digital media is used in teaching English during the teaching and learning process, which is conducted through PowerPoint, based on several sources from YouTube. She also emphasizes that she mostly uses digital media in the classroom during the teaching and learning process. Using digital media in teaching English, in this case PowerPoint, is beneficial for students and the teacher since the students do not only focus on the textbook. This is in line with the research from Son (2018), PowerPoint enhances vocabulary learning engagement and promotes more effective long-term acquisition of vocabulary. Also, based on its English lesson material, she used digital media during the teaching and learning process in all classes, from first grade to third grade of Junior High School. Moreover, she explains that there is a significant difference between using digital media through PowerPoint and a textbook and the teacher's explanation during the teaching and learning process.

Another similar statement from teacher2 stated that PowerPoint slide presentations are the most used digital media for teaching English. This is in line with the research from Dewi & Kareviati (2021), that PowerPoint is a valuable tool for teachers in preparing instructional materials, and it effectively captures students' interest and attention, thereby enhancing the learning process. In addition, the teacher explained that using digital media during the teaching and learning process is a new experience for her as a teacher since she is used to conventional teaching methods, such as textbooks and whiteboards. She emphasizes that at first, she is unfamiliar with various digital media that can be used in teaching, especially in teaching English. During the rapid development of technology, she used digital media for all classes she taught, from first to third grade of Junior High School.

In addition, using digital media in the teaching and learning process makes the teacher more creative in arranging or preparing the theme or topic using digital media. Teachers use digital media during the teaching and learning process to balance textbooks and other media for a more effective teaching method (Ardena & Fatimah, 2021). The teacher also emphasizes that not all the English material taught to students is conducted using digital media, since several materials for English lessons can only be explained using conventional methods, such as the textbook and whiteboard. Still, the use of digital media during teaching and learning is based on the syllabus that was prepared before.

Besides, using digital media during teaching and learning is not difficult since the

students are familiar with the media, and the source of the topic or theme for digital media is easily found on YouTube. The difficulties often experienced in using digital media during teaching and learning are linked to digital media errors, including power outages that make the digital media unusable. This is in line with the research from (Salam et al., 2023) teachers often faced challenges when trying to integrate technology into their classrooms, such as feeling underprepared, lacking adequate teaching materials, and struggling with digital skills.

From the students' perspective, using digital media during teaching and learning methods is more interactive since the media used is colorful and voiced, causing them to be more focused and not bored in the classroom. As stated by (Md Yunus et al., 2013), various types of media, including songs, editorial cartoons, video clips, and online resources, were utilized to engage students in the learning process actively. Using conventional methods in teaching English, using only textbooks and whiteboards, is boring and less effective for students. The teacher also stated that students are more motivated during the class when the teaching process uses digital media rather than only textbooks. In 2024, the students' skills will be more advanced, and this will cause them to be more attracted to digital media to help them understand the lesson during the teaching and learning process.

In addition, using digital media in the classroom is based on the lesson plan that has been arranged beforehand. Based on her experience in using digital media in the classroom, her students become more motivated, enthusiastic, and curious about the material since it was presented differently from the textbook and the teacher's explanation. This is in line with the research conducted by (Husein et al., 2024) that multimedia content is often designed with engaging visual and auditory elements, as well as educational games that support learning. These features not only make the learning experience more enjoyable but also help cultivate a positive, competitive environment. As a result, students become more actively engaged in the learning process and demonstrate more rapid vocabulary acquisition. The teacher further explains that not every meeting in the classroom uses digital media while delivering the material; she still needs to provide the material for students with conventional methods, such as a textbook and whiteboard.

Based on the research conducted by Salam (Salam et al., 2023), teachers who have previously taught English using digital media experienced several challenges. These included a lack of experience with digital media, difficulty creating lesson plans, limited technological know-how, and inadequate technical skills. Among the EFL teachers in this study who had previously used digital media to teach English, a lack of technological expertise led to several difficulties, including a lack of time and student discipline in online digital learning activities.

The conduct and trust of the teachers heavily influence the role and efficacy of technology use in the classroom. Considering the broad accessibility of technology in the classroom, teachers need to be confident in their ability to use technology well. Since most teachers in today's classrooms did not grow up with technology, they are unable to use computers or the internet (Hadianti et al., 2021). Meanwhile, according to Suganda (2022) in her research, she stated that teachers and students can benefit from using digital media in ways that impact learning motivation, student accomplishment, and literacy abilities. Students' awareness of the need to learn is the primary factor influencing the advantages of using digital

media in the classroom.

Furthermore, the reciprocal interaction between teachers and students can enhance engagement in the teaching and learning process. Despite the challenges that may arise, this interaction can potentially increase students' motivation to learn. Integrating digital media, accessible anytime and anywhere, provides a more flexible and adaptive learning approach. Using digital media in English instruction, teachers can apply innovative and creative strategies to deliver content, thereby effectively fostering students' literacy development.

#### Conclusion

Based on the research result, it can be stated that using digital media is helping teachers provide more effective ways during the teaching and learning process. This research showed that students become more focused, active, and curious about the delivered material when provided by digital media rather than only by textbooks and whiteboards. This research result indicated that teachers are familiar with digital media in the classroom, even if they are used to teaching their students with conventional teaching methods. In addition, the use of digital media in the classroom is based on the lesson plan that has been arranged before, so not every meeting in the classroom uses digital media as a teaching method. Students still need to learn from their textbook for a more in-depth understanding of the material.

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