

TEACHERS' PERSPECTIVES ON TECHNOLOGY-BASED MEDIA IN ELT: A CASE STUDY IN INDONESIAN ISLAMIC JUNIOR HIGH SCHOOL

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ABSTRACT

The use of technology-based media brings benefits for ELT; hence, teachers must understand and be proficient in using technology-based media. But apparently, there is potential that teachers may need to realise the benefits of using technology-based media in the classroom. This study explores teachers' perspectives on the benefits of using technology-based media in English Language Teaching (ELT). To garner the data, the researchers used a qualitative approach using semi-structured interviews. The subjects were four English teachers in one of the Islamic schools in Surabaya. The findings indicate the teacher's perspective that utilising technology-based media will yield numerous benefits, such as helping to design lesson planning, facilitating the organisation of teaching activities, raising student engagement and participation, simplifying the process of teaching material, and making it easier to assess and provide feedback to students. Therefore, this study significantly contributes to improving English teaching practices and expanding teachers' understanding of technology-based learning media that are very beneficial when applied in English language learning.

Keywords: English Language Teaching, Islamic Education, Teachers' Perspectives, Technology-Based Media

INTRODUCTION

The development of information and communication technology has had a major influence on the world of education, including the process of teaching and learning English. Technology makes learning more interactive and productive. In addition, technology offers a variety of tools or media that can be used in face-to-face and online classes to build a more proactive classroom environment (Jogezai et al., 2021). Generally, the use of technology can potentially develop knowledge, skills, and increase students' motivation to learn (Chen et al., 2018). Hence, the use of technology in the classroom is very beneficial because it can make it easier for teachers to attract students' attention during the lesson and potentially facilitate better learning.

In learning activities, if the teacher is less skilled in using technology, the students can potentially feel bored and lose interest in learning. Integrating technology-based media in

learning and teaching activities in the classroom will make students more enthusiastic and eager to learn. To make teachers proficient in using technology, they should take multiple courses on how to use it in the classroom (Habibi et al., 2019) to improve not only their technological but also their pedagogical competencies. According to Pahrudin et al. (2016), teachers need to be proficient in pedagogy to create engaging media and apply successful teaching techniques in the classroom. To create technology-based media that can enhance the interactive nature of English language instruction, teachers need to possess a strong understanding of technology.

The most significant and fascinating development in technology is the provision of new learning media such as web-based learning, e-learning, virtual reality, and many more. It is believed that the development of learning media will enhance the quality of learning processes and results. Yaumi (2018) emphasised the significance of using media in learning to enhance learning quality and satisfy the requirements of a new paradigm by encouraging teachers to become learning designers, facilitators, motivators, and managers, as well as meeting market demands and realising the vision of global education. Apart from that, the importance of employing technology as a learning medium can be observed in its impact on students' attitudes, knowledge, and abilities, as well as its impact on the teacher's ability to build a new learning environment.

To create a more enjoyable classroom atmosphere, teachers must understand the benefits of using technology-based media during the learning and teaching process. Media and technology are one component that is very helpful in facilitating learning to be more relevant and reliable (Andriyani et al., 2022). Nowadays, students are more aware of how technology works and helps teachers accommodate diverse learning styles, so this technology-based teaching method is easy and convenient to use. Technology can improve student achievement and productivity. Technology is now part of the teaching-learning approach for teachers and students. Technology-based media have aided new learning approaches and learning preferences, increased access to information, and facilitated creativity. The use of technology is advantageous as it helps teachers review, conduct, and prepare lessons in a short time.

Azmi (2017) points out several benefits of using technology in EFL classes, which can motivate students to improve their competence, maximise their performance, and improve students' abilities in carrying out independent learning. Izlin et al. (2023) examined teachers' perspectives on the use of multimedia technology for teaching English. The study found the advantages and disadvantages of using technology in the classroom. Yet, it does not discuss in depth the teacher's perspectives on the benefits of using technology-based media. In addition, this study also discusses the use of technology media in the classroom in all subjects. Meanwhile, given the knowledge and disciplinary characteristics of the subjects, different subjects may have different needs for technology integration. This indicates that there has not been a detailed examination of teachers' perspectives on the benefits of using technology in teaching English. So, there is still an opportunity to discuss in more detail the benefits that teachers reflecting on using technology in ELT. Hence, this phenomenon is getting more attention for further research in the hope that other teachers can learn from

and better use technology-based media in the English classroom for better facilitation of English learning. Therefore, this study aims to explore teachers' perspectives on the benefits of using technology-based media in ELT at Islamic junior high schools in Surabaya.

METHODS

This research was conducted using a qualitative research method in one of the Islamic junior high schools in Surabaya. The school has the tagline of a “digital-based” school, a tagline relevant to the focus of this research. The data was collected by interviewing 4 English teachers, one at a time, about their views on the benefits of using technology-based media in English classes. The interview method used was a semi-structured interview. The interviewees did not have to be experienced in using technology because the research focused on their perspectives on the use of technology-based media in teaching, not on their digital skills. Hence, to achieve this goal, qualitative research is suitable for this study since it allows researchers to obtain a deeper understanding of teachers’ perspectives through interviews.

In this study, the researchers used interview guidelines consisting of 9 questions, developed based on Joseph et al. (2023). The questions concerned how teachers perceive the benefits of using technology-based media in English teaching. The primary focus of the questions was on their views on the use of technology in activities such as preparing for class, organising teaching activities, delivering materials, and assessing students' competencies. The questions also focused on the use of technology-based media for classroom management, such as grouping students, managing group work, and increasing students' participation and activity. Assessment aspects, such as conducting assessments and providing feedback, were also part of the interview questions. Before the interview, the interview guideline was validated by an expert in ELT from a state university offering a course in language teaching. This study applied triangulation of data sources, which entails gathering information from multiple pre-existing data sources, including teacher interviews, to validate and enhance comprehension of the benefits of using technology-based media in ELT.

In analysing the data, the researchers followed the procedure suggested by Creswell (2009), namely by making a transcription of the recorded interviews and then organising the data. The data was read and transcribed. The researcher coded by giving colour to the same answers to identify answers that followed the topics discussed in the study. The researcher coded the results of the interviews with teachers as informants. Teacher one as (T1), teacher two as (T2), teacher three as (T3), and teacher four as (T4). For example, in the question of what the benefits of using technology-based media in making assessments, T1 answered that he felt it was easier and more effective, then the answer should be bolded in red, then if T2 gave the same answer, then it should be bolded in the same colour. So the answers can cover the same theme. After grouping the data according to the theme, the researcher then interprets the data by connecting it with the research.

RESULTS

Benefits of Using Technology-Based Media for Pre-Teaching Activity

This study aimed to investigate teachers' perspectives on the benefits of using technology-based media in ELT. This study examines how teachers see the impact of using technology-based media in English classrooms, especially related to the benefits of using technology for pre-teaching, in-class, and post-teaching activities.

Table 1. Benefits of Pre-Teaching Activity

Pre-activity	Feel more prepared More efficient
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Table 1 shows that during pre-activity, teachers felt more prepared when preparing learning materials using technology-based media, resulting in more effective implementation. The results of this study indicate that teachers feel the very real benefits of using technology-based media in English classes. To ensure that everything goes smoothly in the classroom, the teacher needs to create a plan before beginning the lesson. The teachers stated that teaching with technology-based media makes them feel more prepared because they have to set up the technology ahead of time and make sure it is used efficiently.

"When planning classes using technology, I feel more prepared and efficient" (T1)

"With technology, I can adapt the media in live worksheets or use Canva if I want to plan classes collaboratively with other teachers. So everything becomes more efficient." (T4)

The responses of both teachers highlight that right before the teaching process, technology has helped improve teachers' preparedness and readiness to plan their English teaching. This includes preparing the lesson up to the activities, media, and materials to use.

Benefits of Using Technology-Based Media for Whole-Teaching Activity

Table 2. Benefits of a Whole-Teaching Activity

Organizing Class	Students will be more obedient Helpful in controlling students
Delivering Material	More efficient More easier
Classroom Implementation	Improving students' competencies Increase student participation Increase students' activity.

Table 2 provides an overview of the benefits of using technology-based media in three key aspects of learning: classroom organisation, material delivery, and classroom implementation. In general, technology helps teachers organise their classrooms, deliver

material more efficiently, and enhance student competence, participation, and activity during the learning process.

Technology plays a very important role in organising class activities. It is easier for teachers to control learning so that they can create a more effective and conducive learning environment. Technology also makes class activities easily organised and can help students be calmer and more focused during learning.

"Students will be more obedient and easier to organise if I use technology when teaching". (T1)

"It's very helpful to control students. I can monitor students' work more closely. For example, if I give practice questions via Quizizz". (T2)

The teachers stated that using technology-based media in the classroom can significantly assist teachers in delivering material. This is because the teacher does not have to write material manually on the board; instead, the teacher can design the material as slides and then display it on the projector screen. Meanwhile, delivering material using technology can broaden the teacher's knowledge of using technology and also improve mastery of the material to be taught.

"I find it easier and more helpful when delivering the material; everything becomes more efficient" (T1)

"Using technology-based media can make it easier for teachers so that the delivery of material can be carried out more practically" (T4)

Furthermore, in the classroom implementation stage, technology also has an essential role in improving students' competencies, involvement, and activity. To enhance students' competencies, teachers stated that technology-based media can help train and improve students' competencies. For example, when teachers use speakers to play audio, it can hone students' listening skills. Another example is that teachers can use subtitled learning videos so that students' English vocabulary becomes richer. In addition, if the teacher gives assignments using technology-based media, students are also more trained to search for information independently, so that, indirectly, students can also master the technology used.

"Technology-based Media can improve and hone students' skills" (T1)

"Students become more proficient because they are interested in learning using technology" (T2)

In addition to improving student competence, the use of technology-based media can also increase student participation when learning English. Teachers observed that students became more enthusiastic about learning. Students looked happier, energised, and interested in following the lesson, so the classroom environment became more alive.

"When I bring the LCD, the students are very excited. They usually request that they want to learn using the Quizizz platform or watch learning videos on YouTube" (T1)

Besides having higher participation, students are also more engaged in class activities. All four teachers said that using technology-based media in the classroom can increase

students' activity and motivate them to be enthusiastic about learning English. Furthermore, students feel more skilled in answering the practice questions given by the teacher because they have mastered the use of technology in the classroom.

"Students feel more enthusiastic and active. Sometimes, if students are sleepy, they will be enthusiastic if they see their teacher using technology-based media in class" (T1)

"Students will be more eager to learn even though learning activities are held during the day" (T2)

"...My students will be more active than before" (T3)

Benefits of Using Technology-Based Media for Post-Teaching Activity

Table 3. Benefits of Post-Teaching Activity

Provide assessment	Easier More quickly
Provide feedback	Could provide direct feedback Could provide feedback more easily

The last stage is the final teaching. Table 3 explains how technology can help with the learning evaluation process, particularly assessment and feedback. In general, technology enables teachers to measure student learning outcomes and deliver feedback more quickly and efficiently.

This stage explore the benefits of using technology-based media when teachers provide assessments and feedback to students. Teachers said that technology makes it easier for teachers to offer assessments because they can make assessments more quickly.

"Assessment becomes easier if you use Google Forms because when students submit answers, their scores will appear directly" (T1)

"Technology helps teachers to make assessment easier. Teachers can input grades through spreadsheets and can find out the average or final grade of students" (T2)

"Everything becomes easier; teachers do not need to spend energy on assessments because it can be helped by technology" (T3)

Moreover, technology-based media also helps teachers when providing feedback to students. Teachers stated that they could provide feedback more easily. For example, if students submit their video assignments through social media, then teachers can provide feedback through the comments column. Apart from that, if the teacher gives assignments through Quizizz, the teacher can provide direct feedback after knowing the students' final results after they complete the practice. Usually, the teacher will ask students to rework the assignment.

"If I ask students to upload their assignments via YouTube or Instagram, then I give direct feedback through the comments column. Of course, it is easier for me to give the feedback" (T1)

"Easier for me to give the feedback, especially when students do their assignments through the platform, then I will give comments directly on the platform" (T4)

All things considered, the use of technology-based media makes it easier for teachers to provide feedback quickly, flexibly, and contextually. Through various digital platforms, teachers can respond directly to student work in practical yet meaningful ways. This not only speeds up the evaluation process but also encourages students to be more responsive to feedback and continuously improve their learning outcomes.

DISCUSSION

This study has explored teachers' perspectives on the benefits of using technology-based media in ELT. According to the findings of the study, technology-based media is highly beneficial to teachers before, during, and after teaching. Data on the benefits of using technology-based media have been found in several relevant sources. Before teaching, teachers must create a lesson plan. Teachers feel helped by technology. This finding reinforces previous findings by Zuhriyah et al. (2020) that teachers will feel more helped if they integrate technology in the classroom because they can complete work faster. The data also highlights that technology greatly allows teachers to create more effective, organised, and engaging lesson plans. Using technology-based media like Google Docs can make it easier for teachers to create and edit lesson plans collaboratively and efficiently (Anjani et al, 2021). Both this study and the previous study by Anjani et al. (2021) highlight that technology enhances the efficiency of lesson preparation.

Furthermore, regarding the benefits of technology-based media when organising teaching activities, it is known that teachers find it easier when organising classes. According to Rintaningrum (2023), with E-learning, teaching and learning activities will be much more efficient and easier to manage. Teachers can upload the material quickly, and students can work on it independently. Moreover, using technology-based media allows teachers to organise or plan class activities more quickly.

During learning, teachers are responsible for giving learning materials to students. The availability of technology-based media makes it easier for teachers to present teaching materials. The findings suggest that the teachers feel facilitated in sending the materials. Halili et al. (2019) said that when teachers use technological tools or media and can integrate them into their material, they can increase their effectiveness in the process of delivering the material.

Furthermore, in the classroom implementation stage, technology also plays a vital role in improving student competence, involvement, and activity in learning. When Teachers integrate technology in the classroom, they can increase student participation in learning English. This statement is reinforced by research conducted by Parvin et al. (2015) that shows that students will be more attentive and focused in class when using technology-based media. Apart from that, the findings also suggest that with the use of technology, the teachers can make the classroom atmosphere more lively. This is in line with Wang (2020),

who states that technology-based media such as Kahoot! and Quizizz can also encourage students to be motivated in learning activities.

Teachers also felt that implementing technology would increase student engagement in learning English. Ghavifekr et al. (2016) stated that students would feel more motivated and more confident if teachers integrated technology into the English classroom. For example, when teachers prepare gamification of learning in class, they can change learning activities to be more challenging and enjoyable. Students will be motivated to participate and complete their assignments well (Hamari et al., 2014). In corroboration with findings from previous studies, this current studies further confirm that the use of technology can better enhance students' engagement as the learning becomes more challenging yet enjoyable.

The results show that the application of technology-based media in the classroom can increase students' active participation and involvement. This also has an impact on improving student competence. Kazu et al. (2021) state that integrating technology into the classroom will help students maximise their knowledge of learning English independently. Other than that, Mohammed (2015) emphasises that students who learn to use technology-based media in their classes can improve their computer competence as well.

At the end of the class, the teacher will provide assessment and feedback for students. In this case, technology also plays an important role. Teachers feel helped when giving feedback to students. Link et al. (2020) stated that assessments conducted through technological media can help teachers improve the quality of feedback given to students so that students can enhance their skills. The feedback given can also avoid misconceptions that are not clear to students. Shute (2008) also stated that technology-based media can assist teachers in providing quick feedback to students. Students can rapidly see their skills and limitations, which encourages them to become more interested in their studies.

Teachers also feel facilitated when conducting assessments for students. This is reinforced by research conducted by Meccawy et al. (2021) that assessments carried out traditionally using pencil and paper will take a lot of time and make the work of teachers more difficult. Çağlayan (2024) stated that the large number of students in one class will also be burdensome for teachers to carry out assessments, but with technology, everything will become easier. Alharbi et al. (2021) also said that technology helps teachers create, distribute, and collect assessments more quickly and efficiently. Technology has many benefits in teaching English.

The findings of this study indicate that the use of technology-based media can help teachers in planning, implementing, and assessing teaching and learning activities in English classes. This study is indeed focused on discussing teachers' perspectives on the benefits of using technology-based media in ELT classes only; thus, there is still an opportunity to conduct other studies to investigate students' perspectives on the benefits of using technology in learning.

CONCLUSION

This study was conducted to investigate teachers' perspectives on the benefits of using technology-based media in English Language Teaching (ELT). The findings show that the existence of technological media can assist teachers with a range of teaching-related issues. Technology-based media can help teachers design lesson plans more effectively in the classroom, facilitate the organisation of teaching activities, enhance student competency, increase student participation and engagement, deliver material more effectively, and make it simpler for teachers to conduct assessments and provide feedback.

This research can be a guideline for teachers who want to use technology-based media in English classes. By knowing the results of this study, teachers or readers can learn about the various benefits of using technology-based media in English Language Teaching (ELT). By understanding the benefits gained from using technology-based media in ELT, teachers can develop more effective strategies in integrating technology in English language teaching in terms of delivering material, assignments, and assessments. Therefore, this study provides a significant contribution to improving English teaching practices and expanding teachers' understanding of technology-based learning media that are very beneficial when applied in English language learning.

However, this study has limitations because it only uses interviews as a method of data collection and involves teachers as the only subjects. Therefore, the results do not fully describe the dynamics of the use of technology media as a whole. To obtain a more comprehensive understanding, further research is suggested to combine classroom observation methods to see the real practice of integrating technology media in teaching. In addition, it is also important to involve students as participants so that the benefits of technology media can be analysed from two perspectives of teachers and students to provide a more holistic picture of the effectiveness of using technology-based media in teaching English.

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