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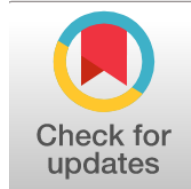

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Teachers' Views on Technology in Teaching English at Senior High School Level in Sidoarjo

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Abstract

The integration of technology in English language teaching has significantly reshaped educational practices at senior high school levels. This study investigates teachers' perspectives on the impact of technology on English learning at SMA Muhammadiyah in Sidoarjo, identifying its benefits and challenges. While technology enhances teaching effectiveness by fostering interactive, engaging, and resource-rich environments, it also poses challenges such as inadequate teacher training and difficulties in managing student focus. This research employs a qualitative methodology, involving semi-structured interviews with three English teachers representing different grade levels. The findings reveal that tools like smartboards and platforms such as Nearpod improve student engagement, lesson flexibility, and administrative efficiency. Teachers also highlighted the role of technology in creative lesson delivery and reducing convensional workloads, enabling a more dynamic and enjoyable learning experience. However, disparities in technology access across classrooms and students' overreliance on gadgets were identified as significant barriers. The study underscores the importance of continuous teacher training and equitable technological

infrastructure to maximize its benefits. It also emphasizes the necessity for strategic adaptation in leveraging technology to align with students' needs while addressing classroom management challenges. These insights provide a foundation for advancing the integration of technology into English language teaching, promoting more inclusive and impactful educational practices.

Highlights:

- **Interactive Tools**: Smartboards and platforms like Nearpod enhance student engagement and lesson flexibility.
- **Teacher Challenges**: Inadequate training and managing student focus are key barriers to effective technology use.
- **Equitable Access**: Ensuring consistent technological resources across classrooms is vital for inclusivity.

Keywords: technology integration; English teaching; teacher perspectives; qualitative research; classroom innovation.

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Introduction

Education technology is a complex and integrated process that involves people, processes, devices, and organization in analyzing problems and solving that affect all aspect of human learning [1]. Haryadi stated that technology has significance contribution in improving English learning because technology facilitate access to educational resources, enhance learning through multimedia content and encourage independent learning [2]. In addition, Salsabila et al also stated that the role of technology to solve the learning problem. As the use of English becomes more widespread, the need for qualified teachers to teach English to students also increases. While it is true that some teachers use "advanced" technology, most teachers still teach in the traditional way [3]. None of these traditional methods are bad or harmful to students. In fact, these methods have proven to be beneficial in the past. But especially for students who do not want to learn a language just for fun, they have more opportunities to gain confidence with practice and growth. To gain the confidence to stand out from other students, you need to enter the world of multimedia technology [4]. Technology gives a new color to the learning process, the unlimited space it offers gives students a new way of learning [5]. Especially social media, it can help students more motivated and creative in learning English, because it considered engaging and relevant support tools [6]. Ahmadi found that technology has continuously been an vital portion of the instructing and learning environment. Technology is a basic portion of the educating calling and can be utilized to encourage understudy learning. When researchers' conversation around technology in instructing and learning, researchers utilize the word "integration" [7]. According to Salsabila, technology gets to be portion of our every day lives, it is time to reevaluate the thought of consolidating technology into the educational modules and pay consideration to joining technology into the classroom to back the learning handle [8]. In other words, technology has ended up and necessarily portion of the learning involvement and a key issue for instructors, from the starting of planning the learning encounter to the instructing and learning prepare. Yulian emphasizing that important for teacher to understanding speech act in the classroom interaction for improving teaching and learning process [9].

Technology has brought significant changes to the world of education, including English language learning at the senior high school level. Researchers choose one of the SMA Muhammadiyah School in Sidoarjo because technology in this school plays an important role in addressing the challenges of modern learning. The use of digital devices, interactive learning applications, and e-learning platforms has become an integral part of English language instruction at the school. In the increasingly developing digital era, the role of teachers as educators is not limited to delivering lesson materials teachers must also use technology to help students learn. Although technology offers many conveniences and innovations in education, many teachers face significant challenges in using it effectively. The lack of training in the use of technology is one of the main problems faced by teachers. Related with the statement from Sagala that the main challenges that teacher face is students behavior during digital era such as social media influence, digital ethic, easier acces into negative information, value diversity and technological dependence [10]. In situations like this, it is very important to understand how teachers function as the center of technology implementation. Teachers have a direct relationship with their students and understand all the needs and issues faced in the classroom. It is very important to understand how teachers view technology because they are the ones who can change the way students learn and interact with lessons.

Morever, Miasari et al argued that the development of technology and science in this era has a positive impact on both, where education can be integrated with technology, leading to the emergence of numerous learning media utilize technology [11]. Setiawan found that youtube which part of digital media can enhance students language skills including vocabulary, grammar, listening, speaking, reading, and writing [12]. Overall, incorporating digital technology improves the educational process and equips students for the challenges in the future [13]. The aim of this research is to study teachers' view regarding the impact of information and communication technology (ICT) on English language learning. Having a deep understanding of how teachers use technology in teaching can help us understand the successes and challenges faced in the use of technology. As teachers are at the forefront of implementing technology in the learning process, their opinions are crucial in this context. The teachers' voices reflect how technology is adopted and applied in English language teaching in this school and how technology helps to overcome barriers in the future teaching and learning process. From the explained above, researchers create the research questions as follows:

1.)What are the teachers views on the influence of technology in the English learning process at one of the SMA Muhammadiyah schools in Sidoarjo?

Method

According to Gerring, qualitative method is the research approach that aims to understand social phenomenon by exploring the perspectives, meaning, experiences of individual or groups [14]. This study use qualitative method because the researchers want to share deep understanding about teachers views of the technology in the English learning process. Qualitative method is also flexible and adaptive so that researchers adjust question and approaches easily during research process. This research setting at one of Muhammadiyah Senior High Schools in Sidoarjo. Participants of this study are three English teachers at one of Muhammadiyah Senior High Schools in Sidoarjo. For the names of the teachers we disguise them as T1, T2, and T3. T1 for the 10th grade teacher then T2

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is the 11th grade teacher and T3 is the 12th grade teacher. This research was conducted during September-October 2024.

To collect the data, the researchers conducted semi-structured interviews with three teachers, using a combination of prepared questions for further exploration. These interviews provided flexibility to delve deeper into specific details while maintaining focus on the research objectives. The interview questions addressed topics such as the impact of technology on teaching methods, how technology enhances teachers' efficiency in their work, and relevant innovations in English language learning that could be implemented in classrooms. After gathering the data, the researchers transcribed the interviews into textual format, assigning codes to each participant as T1, T2, and T3. This transcription process facilitated a more organized analysis of the data. The next step involved coding, which focused on identifying topics, themes, and patterns emerging from the responses. This coding process helped highlight key ideas essential for the study's data analysis.

Result and Discussion

This study explores the influence of technology on English teaching practices at Muhammadiyah Senior High School in Sidoarjo by gathering perspectives from three English teachers (T1, T2, T3). The findings are presented based on the research question: What are the teachers' views on the influence of technology in the English learning process?

3.1. Technology's Impact on Teaching Practices

The teachers emphasized that technology significantly influences their teaching approaches by enabling more interactive and engaging learning experiences. It shows from the teachers' statements in the interview.

"The integration of technology into learning at Muhammadiyah senior high school in Sidoarjo is very effective in making learning easier. For example, the use of smartboard is very helpful in implementing several learning media, bringing a new atmosphere for students and teachers." (T1)

T1 highlights the effectiveness of integrating technology, particularly smartboards, in facilitating easier and more engaging learning experiences. Smartboards expand the range of available resources, enabling students to access diverse materials such as books, articles, and videos independently. The teacher notes that this technological innovation transforms the classroom atmosphere, making it more dynamic and reducing the likelihood of student boredom. Smartboards also empower teachers to present learning materials in creative ways, enhancing engagement and accessibility.

The use of smartboards has a dual impact: it enriches students' learning by providing a wider array of resources and supports teachers in delivering lessons creatively. This innovation fosters a positive, stimulating environment that benefits both teachers and students by making learning more interactive and enjoyable.

"The existence of technology today is very helpful in the teaching and learning process in the classroom. Moreover, many platforms are very easy to access and use. We take the easiest one is the use of nearpods that can be used as a presentation mode or gamification. This also has an impact on students. They are used to using gadgets, so we as teachers must be able to compensate by using existing technology wisely." (T2)

T2 focuses on the versatility and accessibility of various platforms, such as Nearpod, which supports gamified and presentation-based learning. The statement underscores the necessity for teachers to adapt to students' familiarity with gadgets, leveraging technology to maintain engagement and facilitate comprehension. Smartboards are again noted for their role in creating interactive learning experiences through multimedia elements like animated videos, simulations, and educational games.

Platforms like Nearpod and smartboards provide tools for interactive and diverse learning experiences, allowing students to engage with materials actively. T2's perspective highlights the importance of aligning teaching strategies with students' technological tendencies, ensuring that learning remains relevant and impactful.

"The existence of technology affects the way teachers teach, I as a teacher can be more creative because I can explore more and also make my mood good because I don't need to prepare a lot of paper, just from my cellphone or laptop, I can make learning more interactive and interesting for students and teachers." (T3)

T3 emphasizes the creative and practical advantages of technology in teaching. By reducing reliance on traditional materials like paper, technology streamlines preparation and enables teachers to focus on crafting interactive, engaging lessons. The teacher also acknowledges the time-saving and cost-effective nature of technology, which automates tasks and enhances resource efficiency. Technology facilitates not only creativity but also efficiency in teaching practices. By automating administrative tasks and broadening access to diverse resources, it allows teachers to allocate more effort toward meaningful instructional activities, enriching the overall classroom experience.

Technology has revolutionized the world of education by offering various conveniences and innovations. Unlimited access to information, interactive learning, and more efficient collaboration are some of the main benefits. Students are able to learn independently, develop 21st century skills and get a more personalized learning experience. For teachers, technology helps automate administrative tasks, allowing them to focus more on developing students' potential. In addition, technology also enables a more inclusive and accessible learning environment for all. Thus, technology has become a very important tool in improving the quality of education.

The statement of the English teachers above in states that in the teaching and learning activities, approaches and methods that suit the needs of the student is necessary. According to Sadriani, the selection of methods and approaches is very important before starting the lesson to make learning more directed especially in this digital era where the technology has developed rapidly [15]. It cannot be denied that that the presence of technology influences the teaching activities of teachers and students, who are required to to adapt to technology development. The rapid development of technology also affects English learning at one of SMA Muhammadiyah schools in Sidoarjo as explained in the following transcript

3.2 Efficiency and Effectiveness in Classroom Management

The integration of technology into education has brought substantial benefits to classroom management, enabling teachers to handle their responsibilities more efficiently. Effective classroom management is a critical aspect of teaching, as it ensures a smooth and structured learning environment. Technology not only reduces the time required for administrative tasks but also allows teachers to focus on creative and meaningful teaching strategies. For instance, assigning tasks, grading assignments, and providing instant feedback have become more streamlined with the help of digital tools.

However, despite these advantages, technology also introduces challenges, such as maintaining students' attention and ensuring they remain on task during class. While technology facilitates easier management of certain activities, it also requires teachers to adapt their strategies to keep students engaged and disciplined. The following transcripts illustrate how teachers perceive the role of technology in enhancing efficiency and effectiveness in classroom management:

"The use of technology in learning can cut time such as in assigning tasks and grading assignments, so that class management becomes easier and more efficient." (T1)

T1 highlights that technology simplifies administrative tasks, such as distributing assignments and grading. By automating these processes, teachers can redirect their efforts toward planning and delivering quality lessons. However, T1 acknowledges that while technology eases certain aspects of teaching, it may not fully replicate the efficiency of traditional methods in all scenarios.

"Very helpful. Learning becomes interesting, interactive and when giving formative assessments the results can be known immediately. Teachers don't need to bother correcting manually." (T2)

T2 emphasizes the value of digital tools for conducting formative assessments. These tools provide immediate results, which benefit both teachers and students by ensuring timely feedback. Moreover, this approach reduces the workload associated with manual grading, allowing teachers to focus more on interactive and engaging teaching practices.

"The existence of technology really helps my work as a teacher to be more efficient, with technology I can make learning materials as interesting as possible, I can do it anytime and anywhere and it is very effective and efficient. In addition, there are advantages and disadvantages, the advantages are indeed effective because in class I just give the QR code/code then they can scan it and immediately do it, but the disadvantages are related to class management. I find it difficult to control the children one by one when they are more interested in what is on their cellphones than paying attention to me, but it can still be and easy to overcome." (T3)

T3 provides a nuanced perspective, acknowledging the dual impact of technology. On one hand, it makes lesson preparation and delivery highly flexible, allowing teachers to create engaging materials anytime and anywhere. On the other hand, T3 points out the challenge of managing students' focus, as they might misuse their devices during class. Despite these challenges, T3 remains optimistic about finding ways to overcome them effectively.

From the insights shared by the teachers, it is evident that technology has significantly enhanced classroom management by automating tasks, reducing preparation time, and providing instant feedback. These efficiencies allow teachers to devote more energy to fostering dynamic and interactive learning environments. However, the findings also highlight the challenges associated with maintaining students' focus and discipline when using technology. Teachers must strike a balance between leveraging the advantages of technology and addressing its potential drawbacks, such as distractions caused by students' over-reliance on gadgets. Overall, the integration of technology into classroom management has made teaching more effective and resourceful, supporting educators in creating structured and engaging learning experiences for their students.

3.3 Innovations and Aspirations for the Future

The integration of technology in education continues to evolve, presenting opportunities for innovative teaching and learning practices. Teachers recognize the need to embrace advancements that not only enhance the teaching process but also address the diverse needs of students. The following transcripts provide insights into teachers' perspectives on the potential and challenges of incorporating new technologies into the classroom:

"The use of VR (Virtual Reality) which can help Authentic Learning 4." (T1)

T1 highlights the potential of Virtual Reality (VR) in creating immersive and authentic learning experiences. By allowing students to interact with virtual objects through physical movements, VR can make abstract concepts tangible and relatable. This approach not only enhances engagement but also provides students with unique opportunities to explore and apply knowledge in simulated real-world contexts, fostering deeper understanding and retention.

"Innovation must be done all the time. Because learning always changes and knowledge can be obtained from anywhere. I think there needs to be a platform that accommodates students' abilities in writing and speaking. Because these two abilities still need to be deepened. Most of the source material is in the form of reading. Listening also exists, but it needs to be explored regarding writing and speaking." (T2)

T2 emphasizes the importance of continuous innovation in education, particularly in addressing gaps in students' writing and speaking skills. While reading and listening resources are widely available, there is a need for platforms that specifically target productive skills. Such tools can empower students to practice and refine their abilities, ensuring they are better equipped to communicate effectively in both academic and professional contexts.

"If in Muhammadiyah senior high school in Sidoarjo, the technology facilities provided are really enough, but maybe it just needs to be equalized in each class." (T3)

T3 draws attention to the disparity in technological resources across classrooms, suggesting that equal access is crucial for consistent learning experiences. Ensuring uniformity in technological infrastructure would enable teachers to implement innovative teaching methods seamlessly, without being hindered by resource limitations.

The teachers' perspectives demonstrate a shared commitment to leveraging technology to enhance learning outcomes. Innovations such as VR, specialized platforms for writing and speaking, and equitable access to technology across classrooms are seen as essential steps in advancing education. However, these advancements also require strategic planning and resource allocation to ensure that all students and teachers can benefit equally from technological innovations.

3.4 Aspirations for the Future of English Learning

Teachers have clear hopes and aspirations for the future of English learning, particularly in adapting to the rapid pace of technological development. Their views reflect a vision for education that is both inclusive and empowering:

"Equitable utilization of technology, in addition to teachers who must be able to master technology, students also need to be introduced to technological developments so that all parties can be in harmony in the learning process." (T1)

T1 stresses the importance of equitable access to technology for both teachers and students. By ensuring that all parties are familiar with and proficient in using modern tools, the learning process becomes more collaborative and effective. This harmonized approach fosters a supportive environment where both educators and learners can thrive.

"My hope is that my students can apply the knowledge they have gained in their lives. So that what they have learned in English classes can be useful. Whether they use it for TOEFL exams, job interviews, or even making new friends from abroad." (T2)

T2 focuses on the practical applications of English learning, expressing a desire for students to use their language skills meaningfully in real-life contexts. Whether for academic purposes, career advancement, or personal growth, English proficiency is seen as a vital tool for success and global connectivity.

"I want all teachers, especially English teachers, to be able to make better use of the technology that exists now, because today's children grow up with technology so as much as possible teachers must be able to follow them by integrating technology in learning so that students are not bored." (T3)

T3 underscores the need for teachers to adapt to technological advancements to match students' expectations and experiences. By effectively incorporating technology into lessons, educators can create dynamic and engaging learning environments that prevent boredom and stimulate curiosity.

The aspirations shared by the teachers reflect a forward-thinking approach to English education. They highlight the importance of equitable access, practical skill application, and teacher adaptability in creating a future where

English learning is both impactful and relevant. These goals align with the broader mission of using technology not just as a tool but as a means of transformation in the educational landscape.

Discussion

The findings reflect the critical role of technology in shaping English teaching practices at Muhammadiyah Senior High School. Consistent with the reason in conducting this study, technology offers solutions to modern teaching challenges, fostering a more dynamic and inclusive learning environment. However, the teachers' responses also highlight the need for ongoing training and resource allocation to maximize the benefits of technology integration.

In this digital era very important to implement technology in the education fields, especially in the context of the ongoing digital revolution [16]. Technology can enhance the engagement and motivation of students and teachers, as well as independent and centered learning. Combining various technologies can enhance student motivation, learning outcomes, and teaching methods. The schools provide interactive technology in order to make the learning activity more interesting and efficient. Syahria et al said that media and technology that is packaged attractively and encourage students to increase their interest and achievement in learning, facilitate the learning process, and make learning more efficient and effect [17] . There are the result of the influence of the use of technology in several part.

The role of technology in English language learning activities at the high school level is becoming increasingly important and relevant in the context of modern education [18]. With the advancement of information and communication technology, the process of learning English is no longer limited to traditional methods such as textbooks and lectures. On the contrary, technology offers various tools and resources that can enhance the effectiveness of teaching and learning, as well as create a more engaging and interactive learning experience for students. The use of technology in English language learning also allows access to a wider range of resources. Students can watch videos, listen to podcasts, and read articles in English from various sources on the internet. This helps students be exposed to various accents, dialects, and different cultural contexts, which is important for understanding English more holistically. Additionally, this more diverse material can increase students' interest and motivation to learn, as they can choose content that aligns with their personal interests.

However, although technology offers many benefits, it is important to remember that its success depends on how it is integrated into the curriculum. Teachers need to be trained to use technology effectively in their teaching, and schools must provide adequate infrastructure to support the use of technology. Additionally, students also need to be taught digital skills so that they can use technology wisely and responsibly. Overall, the role of technology in English language learning activities at the high school level is very significant. By utilizing technological tools and resources, English language learning can become more interactive, engaging, and effective. This not only helps students develop the language skills necessary for success in the global world, but also prepares them to face the challenges and opportunities offered by the digital era

The results of this study indicate that the use of technology in English language learning has increased student interaction in the learning process. From interviews with three English teachers, they stated that they feel assisted by the presence of technology in the English learning process in the classroom, making the learning process more enjoyable and effective. This shows that technology not only functions as an aid but also creates a more enjoyable and flexible learning experience, in line with the research objective of exploring the impact of technology on English learning. The previous study from Nurrilahwaty highlight students view about the influence of technology in education. This study is complement the findings with exploring English teachers views about the influences of technology in learning process. [19]

Technology has influenced teachers and students in many aspects especially knowledge and behavior. In this digital era the readiness of teachers is much important. Teachers must have deep understanding about how to use technology so that can helpful in the learning process. Nastiti et al stated that there are three main literation that teachers have to prepare to face the challenge. That is data literation, human literation, and technology literation, those are important to ensure that the individuals can survive in the social that has influence by technology and much information and prepare them to face challenges in the future [20]. Therefore, by examining these perspectives, the study provides valuable insights into the practical applications of technology in education, emphasizing the need to balance its benefits with effective classroom management strategies.

Conclusion

The integration of technology into English language teaching at Muhammadiyah Senior High School in Sidoarjo has significantly influenced both teaching and learning processes. The study highlights that technology not only enhances teaching practices but also makes learning more interactive and engaging for students. Tools such as smartboards and platforms like Nearpod provide innovative ways to present material and foster active participation. These technologies allow for flexibility, enabling both teachers and students to adapt to modern educational needs. Teachers acknowledge that technology supports efficiency by automating administrative tasks and enabling creative lesson planning. It allows for immediate feedback and access to diverse resources, which enriches the educational experience. However, challenges remain, particularly in ensuring equitable access to

technology across classrooms and addressing distractions caused by students' over-reliance on gadgets. Teachers emphasize the need for continuous training to maximize the potential of these tools while managing classroom dynamics effectively. The findings suggest that the adoption of technology has led to more enjoyable and flexible learning environments. Teachers appreciate its ability to streamline preparation and delivery of lessons, while students benefit from a broader array of learning resources and interactive experiences. Despite the challenges, educators express optimism about overcoming obstacles and adapting their strategies to enhance the overall impact of technology in education. In conclusion, the role of technology in English language teaching at the senior high school level is indispensable in the modern educational landscape. It not only improves the quality of instruction but also prepares students for the demands of a digital world. Ensuring that teachers and students are equipped with the necessary skills and resources to utilize technology effectively is vital for sustaining its benefits and fostering an inclusive, innovative learning environment.

Acknowledgment

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