

UTILIZING DIGITAL MEDIA IN EFL CLASSROOM: PRE-SERVICE TEACHERS TEACHING PRACTICE EXPERIENCE

Wiwik Mardiana
Universitas Islam Majapahit
mardiana.wiwik299@gmail.com

Abstract: The emergence of digital media in this decade becomes a trend in teaching English since millennial generations are considered as active users of technology. For this reason, this study aims at investigating the pre-service teachers' perspective toward the use of digital media in EFL classroom based on their teaching practice experience. The participants were twenty students of Universitas Islam Majapahit who did school-based field study program. The researcher gained the data through opened-ended questionnaire and analyzed qualitatively. The results indicate that digital media is beneficial for both the pre-service teachers and the students. The pre-service teachers view on the influence of digital media toward students' attitude and proficiency and the pre-service teachers' obstacles is further discussed.

Keywords: *digital media, perspectives, pre-service teachers, EFL classroom.*

INTRODUCTION

In this digital era, the use of ICT (information and communication technology) has been a challenge and demand for the educators. Suherdi (2019) says that the teacher playing role to be a facilitator than a lecturer needs to bring ICT in the classroom to motivate self-regulated learning, and strong and positive character. Burston (2013) mentions that types of the technology such as laptops or computers and web-based applications support the teacher and students to access to language learning materials. Moreover, students today are familiar with the use of technology i.e. computer and the internet things (such as social media and online quiz). Kurniawati, Maolida & Anjaniputra (2018) have proved that 72.9% students utilize digital media (computer and internet) in their daily activity. IEAB's (2008) has found that millennial spend 6.5 hours in a day to use digital media. They create and publish content, play video games and mobile phones and chat every day. In this conjunction, by implementing digital media, students will be motivated and enthusiastic (Richard, 2015; Çelik & Aytın, 2014). Therefore, the writer is triggered to conduct research on the issue of the use of digital media in teaching English which is based on pre-service teachers' perspectives by considering that they are active users of technology and integrated the technology in the classroom during their teaching practice (School-based Field Study Program) in Indonesian context, particularly in Mojokerto.

Holzberger et al (2013) define that digital media for instructional purposes is a text or picture in a form of digital through internet, and includes teaching contents or materials which aims at improving teaching effectiveness. Keane (2012) explains that digital media consists of digital tools (computer, laptop, mobile phone) provided online (internet) or offline. In this research, digital media is the use of computer, laptop and mobile phone online or offline covering the utilization of social media, online quiz (kahoot), power point presentation and video.

Some studies have revealed the positive effects of digital media in teaching English. Craig & Patten (2007) state that digital media helps the students improve their ability in verbal interaction, enhance vocabulary and reading comprehension skill. This is in line with Basöz (2016) that digital media assists the students to enhance vocabulary (93.4%), reading (89.9%) and listening skill (83.3%). There is a significance difference in writing and speaking skill which gains 70% and 66.7%. Furthermore, the use of digital media also motivates the students (Suherdi, 2019). The students are motivated to do revision before submitting the tasks, self-efficacy, paying attention to the teacher explanation, active in giving questions and participation, and handing in the assignments punctually. The other research has shown that teaching and learning process using digital media give positive effects to the students, i.e. motivation and achievement (Lin, Chen & Liu, 2017; Çelik & Aytın, 2014). Besides, Kurniawati, Maolida & Anjaniputra (2018) have proved that digital media supports the teacher in delivering the materials and assists the students in learning English.

Nevertheless, the barrier in integration of technology in classroom still arises. Bingimlas (2009) states that the use of technology can cause a failure in teaching practice. It is due to the teachers' lack of digital literacy. Bingimlas also mentions two types of obstacles i.e. intrinsic and extrinsic. The intrinsic obstacles related to teachers' confidence, beliefs, and attitudes; and the extrinsic factors comprising limitation in terms of training, institutional support, time, and access to computer resources.

Related previous studies about teachers' perspective towards digital media had been conducted by Yordming (2017) in Thai context. The researcher did interview to five elementary school teachers in Angthong and Phranakhon Si Ayutthaya Primary Educational Service Area Office and analyzed qualitatively. The results of the study showed that the types of digital media used were internet, e-mail, laptop and CDs. All of the teachers needed the digital media and they were confident in impementing the digital media. Fortunately, the schools encouraged the technology used in the classroom. Similarly, Çelik & Aytın (2014) did research on teachers' point of view on digital tools in English Language Learning in the Turkish context. This study revealed that the use of digital media in the classroom brought positive impact to the students. The teachers felt that technology resources could motivate the students as well as improve the students proficiency and increase their attention. However, the teachers faced the problem that the limitation of computer equipment and internet connection. Likewise, Pardede (2015) dealt with pre-service teachers' perception of learning English by using Edmodo in the classroom. The participants provided positive response that they were ready to use Edmodo and considered Edmodo as an advantage tools in the aspect of flexibility to share ideas. Although they were more actively participated in face-to-face classroom setting that Edmodo use, the participants considered Edmodo as a beneficial supplementary tool. Moreover, Purnamasari (2019) investigated the pre-service teachers' perception of the use of Facebook Group (FBG) for learning English. the participants were the students of English Department of Universitas Kristen Indonesia. The results of the study expressed that FBG is useful for learning English because they was easy to operate. It is also effective for social and educational purpose that developing interpersonal communication between the users and friends and lecturer. However, FBG is not suggested for posting writing assignments.

Different from those studies, this research attempts to explain the pre-service teachers' perspectives on the use of digital media which is based on their experience in teaching practice (School-based Field Study Program) in Indonesian context specifically in Mojokerto. Meanwhile, those previous studies using digital media focused on pre-service teachers

experience in learning English. In the terms of using digital media in teaching practice, Yordming (2017) and Çelik & Aytın (2014) used experienced teacher as a participants. For this reason, this research aims at investigating the following research questions:

- 1) what types of digital media do the pre-service teachers know and are applied in teaching English?
- 2) how is the pre-service teachers' perspective on the importance of digital media in teaching English?
- 3) how is the pre-service teachers' perspective on the students' attitude in the use of digital media in teaching English?
- 4) how is the pre-service teachers' perspective on the impact of digital media towards the students English proficiency?
- 5) what are the pre-service teachers' obstacles in implementing digital media in teaching English?

RESEARCH METHODOLOGY

This Research employed qualitative research. The participants were twenty students of English Language Education Study Program of Universitas Islam Majapahit who had completed their teaching practice (School-based Field Study Program) in eight schools (both private and public schools) in Mojokerto. The researcher gained the data through opened-ended questionnaire. The questions are related to participants identity covering 1) initial name, 2) school name and the research questions comprising 1) the pre-service teachers' knowledge of digital media, 2) what digital media implemented in the classroom, 3) the pre-service teachers' perspective about the importance of digital media, 4) pre-service teachers' point of view towards the students attitude in applying digital media, 5) pre-service teachers' opinion about the impact of digital media towards students English proficiency and 6) the pre-service teachers' obstacle in implementing the digital media in the classroom. In analyzing the data, the researcher classified based on the types of the data to present the percentage, then the researcher explained and displayed the data based on the the pre-service teachers answer qualitatively. The researcher used codes in collecting the data that it make the researcher easy to analyze the data. The codes are for example "P1/D1", "P1/D2". P1 means first participants and D1 means data from questions number 1.

RESULT AND DISCUSSION

This recent study concerns on exploring and explaining the pre-service teachers' knowledge and application and pre-service teachers' view on the importance, the impacts and the obstacle of the use of digital media in EFL classroom. The detail of each point would be discussed in the following five sub-sections which is based on the research questions. The researcher also provides the percentage of the data in each point.

Pre-Service Teachers Knowledge and Implementation of Digital Media In Teaching English

In this section, the researcher explains the types of digital media that the pre-service teachers know and are implemented in the classroom. From the table 1, it has differences between the pre-service teachers knowledge and the application of digital media in the classroom.

No	Knowledge	Percentage	Implementation	Percentage
1.	Social Media (YouTube & Whatsapp)	100%	Powerpoint/video/song & LCD	90%
2.	Powerpoint/video/song & LCD	100%	Social Media (YouTube & Whatsapp)	80%
3.	Web blog/ wiki	100%	Online Quiz (Kahoot)	70%
4.	Online Quiz (Kahoot)	80%		
5.	Edmodo	25%		

Table 1. Types of Digital Media

From the table 1, it indicates that there are five types of digital media which is recognized by the pre-service teachers. All of them are familiar with social media i.e. YouTube and Whatsapp and web blog or wiki. Most of them also know online quiz particularly Kahoot. These findings confirm Kurniawati's, Maolida's & Anjaniputra's (2018) and IEAB's (2008) statement that digital media are common for millennials. Related to the use of internet and computer, this is in line with previous research as in Yordming (2017).

Nevertheless, there is a discrepancy in the implementation. None of the pre-service teachers applied Edmodo and web blog or wiki in the classroom. There is no significant difference between recognizing and implementing the social media, powerpoint/video/song & LCD and Kahoot that most of them employed it. This is clarified by the participants through open-ended questionnaire. Consider the following:

Code: P3/D3

"I know digital media especially for teaching necessity such as whatsapp, You Tube, powerpoint, online quiz (Kahoot) and Edmodo"

Code: P3/D4

"In the classroom, I used video, power point & LCD."

Code: P5/D3

"I think digital media is media covering weblog, social media, powerpoint"

Code: P5/D4

"I used Kahoot and You Tube to make my students interested"

The pre-service teachers' statements above express that the same participant (e.g. P3) responds different answer in data 3 (D3) and data 4 (D4) that what they recognize is not always the same as what they implement.

Pre-Service Teachers' Perspective on the Importance of Digital Media in Teaching English

The emergence of digital media in language teaching in this decade has triggered the researcher to explore how pre-service teachers value the digital media for teaching English since they already applied in their teaching practice.

No	Description	Percentage
1.	Gain students' attention and motivation	90%
2.	Help improve students' English proficiency	90%
3.	Assist teaching and learning process in the classroom	50%

Table 2. The Importance of Digital Media

Regarding to the pre-service teachers' responses on the table 2, it proves that digital media is crucial for teaching English since they embrace the advantage of digital media in their teaching practice experience. Most of the participants agree that digital media could increase students' attention when the pre-service teachers delivered the materials. The students were also motivated to learn English. This is in line with Suherdi (2019) and Çelik & Aytın (2014) that bringing digital media in the classroom could encourage students in learning English in the terms of paying attention, being active and handing in assignments on time. In addition, the participants also believe that digital media help increase students' English proficiency. This corroborates the previous literatures revealing positive impacts of digital media on the students' English ability especially vocabulary, reading and listening skill (Craig & Patten, 2007; Basöz, 2016). See the participants responses below:

Code: P2/D5

"Digital media is important in this era. In my teaching experience, when I used Video and Kahoot, the students were very enthusiast and they paid more attention than I only used book in the classroom and I think their vocabulary got better"

Code: P17/D5

"It is important because the students were more interested and motivated in learning English in the classroom so their vocabulary is improved"

Code: P4/D5

"Digital media helps overcome students' boredom in the class. They also encouraged to learn and their reading ability was better than before"

Furthermore, some of the pre-service teachers felt that digital media support their teaching and learning process including explaining the materials and managing the class. This finding emphasizes the previous literature as in Kurniawati, Maolida & Anjaniputra (2018) and Burston (2013). See the following responses:

Code: P8/D5

“Digital media helped me in explaining the materials. It made me easy to concrete the abstract concept”

Code: P3/D5

“It is significant for teaching tool because it made me easy to teach English especially when I teach tenses”

Code: P7/D5

“in this era, utilizing media could help teachers in delivering the topics”

Pre-Service Teachers’ Perspective on the Students’ Attitude in the Use of Digital Media in Teaching English

Since this study is related to pre-service teachers experience in teaching practice (School-based Field Study Program), the researcher encourages to investigate their perspectives on the students’ attitude while they utilized digital media.

No	Description	Percentage
1.	Being interested and motivated	90%
2.	Being active in class participation	90%

Table 3. Students’ Attitude towards the Use of Digital Media

Based on the table 3, the students’ attitude is connected to the pre-service teachers’ perspective on the importance of digital media in terms of students’ interest and motivation. Most of the pre-service teachers experienced the positive impacts of digital media on the students attitude that students were being interested, motivated and active in class participation. The students frequently asked to the other students and answered the teachers questions. They did not hesitate to ask what they do not understand about the materials. This finding is congruent with previous studies explaining the impacts of digital media which encourage students’ participation in the class (Suherdi, 2019; Pardede, 2015). Consider the following participants answer:

Code: P1/D6

“It was the first time my students experiencing Kahoot. They were so interested and being active in answering the questions. They were being so curious so they didn’t hesitate to ask”

Code: P16/D6

“my students were interested as well as motivated because their teacher never used digital media before. They are more active”

Pre-Service Teachers’ Perspective on the Impact of Digital Media towards the Students English Proficiency

This study has found that pre-service teachers considers the impacts of digital media on the students ability in English. See the detail in the following table.

No	Description	Percentage
1.	Enhancing Vocabulary	90%
2.	Enhancing Reading Skill	90%
3.	Enhancing Listening Skill	50%
4.	Enhancing Writing Skill	50%
5.	Enhancing Speaking Skill	45%

Table 4. The Impacts of Digital Media

Table 4 proves that there are five components comprising vocabulary, reading skill, listening skill, writing skill, and speaking skill. Most of the pre-service teachers emphasize the impacts of digital media on vocabulary and reading skill improvement. There is a discrepancy in listening, writing and speaking skill. They think that students’ motivation led them to understand the materials especially when they taught reading. The students reading skill as well as their vocabulary was improved. However, only some of the pre-service teachers experienced the impacts of digital media on the other skills i.e. listening, writing and speaking although the students vocabulary mastery was enhanced. These findings confirm the previous studies and literature revealing the improvement of vocabulary and reading skill and showing significant difference from writing and speaking skill (Craig & Patten, 2007; Basöz, 2016). Yet, regarding to listening skill, this study is not in line with Basöz (2016) study that digital media has a great influence on the students’ listening skill.

Code: P2/D7

“I think digital media help my students improve their vocabulary and reading skill. I can say this because there is improvement in their score between daily assignment before I used digital media and daily test (Ulangan harian) after I used digital media”

Code: P8/D7

“the stuents were easy to understand the topics duscussed when I used digital media and they had improvement in vocabulary. I could see when they were speaking but I don’t think that their speaking was improved because they still made mistakes in pronouncing words, fluency, and the structure of the sentences.

Code: P2/D7

“when I applied Kahoot, students practiced quick reading to answer the questions. They also got the new vocabulary from the reading materials”

Pre-Service Teachers’ Obstacles in Implementing Digital Media in Teaching English

From the pre-service teachers responses based on their experience, despite of getting beneficial impacts of digital media, they faced some obstacles in implementing digital media.

No	Description	Percentage
1.	Internet Connection	100%
2.	School facilities	90%
3.	Limited bilingual video resources	40%

Table 5. Extrinsic Obstacles in Implementing Digital Media

From table 5, those barriers are classified into extrinsic barriers confirming the previous theory from Bingimlas (2009). Most of the pre-service teachers experienced internet connection problem and limited LCD and audio support. This is the same as previous studies as in Çelik & Aytın (2014) but it is contrary to Yordming (2017) that the school supports the use of technology by providing the facilities. This study unveils the obstacle; that is, limited bilingual video resources. The pre-service teachers need bilingual video to help the low students in English ability. Therefore, the teachers do not need to translate and will practice full English.

Code: P1/D8

“yes, I faced problems in implementing digital media such as internet connection and facilities (limited LCD). The internet was sometimes very slow”

Code: P2/D8

“the problems were the internet connection and limited bilingual video related to my materials whereas I need it because it helps the low English ability students”

The results of this research contribute some implications for teaching English as a foreign language (TEFL), mainly for the pre-service teachers. Their positive perspectives on the application of digital media could further bring positive impacts and role model for EFL teachers. The positive views on digital media would also expand the other EFL pre-service teachers’ and teachers’ idea in implementing digital media in the classroom. Another implication is that there should be training on the use digital media in EFL classroom that should encourage the pre-service teachers and teachers to apply blended learning and other methods utilizing digital media.

CONCLUSION AND SUGGESTION

Conclusion

Eventually, this research can be concluded as follows:

1. this research verifies the recent literature and studies investigating how pre-service teachers' perspective toward digital media playing a role in teaching English.
2. this research confirms that digital media influences students' attitude i.e. students' interest, motivation and active class participation and English proficiency such as vocabulary and reading skill.
3. despite of the external or extrinsic barriers in applying digital media, the pre-service teachers are still encouraged to utilize digital media in the classroom as an effort for the teaching demand in this era.

Suggestion

Since this study is limited to pre-service teachers' point of view, further research needs to explore the pre-service teachers' real teaching practice in each school and confirms the findings through both quantitative and qualitative research methods. Moreover, this research was focused on a small group of pre-service teachers in one University which cannot be representative of English Language Pre-service teachers generally in Mojokerto. Hence, it is suggested that the population of the next study should be a large group involving another University in Mojokerto.

REFERENCES

- Basöz, T. 2016. Pre-service EFL Teachers' Attitudes towards Language Learning through Social Media. *Social and Behavioral Sciences* 232 (2016) 430 – 438
- Bingimlas, K.A. 2009. Barriers to the successful integration of ICT in teaching and learning environments: A review of the literature. *Eurasia Journal of mathematics, Science, & technology Education*, Vol 5, No 3.
- Burston, J. 2011). Mobile Assisted Language Learning: A selected annotated bibliography of implementation studies 1994-2012. *Language Learning & Technology*, 17(3).
- Çelik, S & K. Aytın. 2014. Teachers' Views on Digital Educational Tools in English Language Learning: Benefits and Challenges in the Turkish Context. *The Electronic Journal for English as a Second Language*. Vol 18, No 2.
- Craig, D.V., & Patten, K. B. 2007. E-literacy and literacy iPods, popular culture and language learning. *International Journal of the Book*, Vol. 4, No.1.
- Holzberger, et al. 2013. How teachers' self-efficacy is related to instructional quality: A longitudinal analysis. *Journal of Educational Psychology*, 105(3).
- IEAB. 2008. Learning in the 21st century: Teaching today's students on their terms. International Education Advisory Board. Retrieved from

https://www.certipor.com/Portal/Common/DocumentLibrary/IEAB_Whitepaper040808.pdf

- Keane, D. T. 2012. Leading with Technology. *The Australian Educational Leader*, 34(2), 44.
- Kurniawati, N, E. H. Maolida & A.G. Anjaniputra. (2018). The Praxis of Digital Literacy in the EFL Classroom: Digital-Immigrant VS Digital-Native Teacher. *Indonesian Journal of Applied Linguistics*. Vol.8 No. 1. doi: 10.17509/ijal.v8i1.11459
- Lin, M, H. Chen & K. Liu. 2017. A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome. *EURASIA Journal of Mathematics Science and Technology Education*. DOI 10.12973/eurasia.2017.00744a
- Pardede, P. 2018. Pre-Service EFL Teachers' Perception of Edmodo Use as a Complementary Learning Tool. *EFL Theory & Practice: Voice of EED UKI. Proceeding of EED Collegiate Forum*. ISBN: 978-623-7256-25-0
- Purnamasari, A. 2019. Pre-Service EFL Teachers' Perception of Using Facebook Group for Learning. *Journal of English Teaching*, Vol 5 No 2. ISSN: 2622-4224. DOI: <http://dx.doi.org/10.33541/jet.v5i2.1064>
- Richards, J.C. (2015). *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.
- Suherdi, D. 2019. Teaching English in the Industry 4.0 and Disruption Era: Early Lessons from the Implementation on SMELT 14.0 DE in a Senior High Lab School Class. *Indonesian Journal of Applied Linguistics*. Vol.9 No. 1. doi: 10.17509/ijal.v9i1.16418
- Yordming, R. 2017. Teachers' Perspective towards Digital Teaching Tools in Thai EFL Classrooms. *International Journal of Languages, literature and Linguistics*. Vol.3, No. 2. DOI: 10.18178/ijlll.2017.3.2.108