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EFL Teachers' Roles in Technology-Integrated Instruction Practices at Junior High School

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ABSTRACT

These days, technology-based learning is essential since it provides media and tools for the process of teaching and learning. However, in addition to all of the effort that teachers put into integrating technology into the classroom, other factors must be taken into consideration, one of which is the teacher's role. The purpose of this study was to find out the efficacy of the roles and digital learning resources that English teachers employ in their classes. The responders to this study were 5 English teachers from various junior high schools in Tebing Tinggi, North Sumatera, in the academic year 2022/2023. In addition, 9 students from each class also involved as the respondents. So the total number of students that participated in this study was 45. A qualitative approach was taken in conducting this study. The researcher used interviews and observation as instruments to get the data required for this study. The results of this study showed that teachers additionally played the roles that were necessary for technology-based learning, including as the operators, mentors for technology use, organizers of technology-based learning, and monitors of digital learning.

Keywords: Technology, EFL teachers, EFL Students, Teachers' Roles.

ABSTRAK

Saat ini, pembelajaran berbasis teknologi sangat penting karena menyediakan media dan alat untuk proses belajar mengajar. Namun, selain semua upaya yang dilakukan guru dalam mengintegrasikan teknologi ke dalam kelas, ada faktor lain yang harus dipertimbangkan, salah satunya adalah peran guru. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas peran dan sumber belajar digital yang diterapkan guru bahasa Inggris di kelas mereka. Responden penelitian ini adalah 5 orang guru Bahasa Inggris dari berbagai SMP di Tebing Tinggi, Sumatera Utara, pada tahun ajaran 2022/2023. Selain itu, 9 siswa dari setiap kelas juga dilibatkan sebagai responden. Jadi jumlah siswa yang mengikuti penelitian ini adalah 45 orang. Pendekatan kualitatif digunakan dalam penelitian ini. Peneliti menggunakan wawancara dan

observasi sebagai instrumen untuk mendapatkan data yang diperlukan untuk penelitian ini. Hasil penelitian menunjukkan bahwa guru juga memainkan peran yang diperlukan dalam pembelajaran berbasis teknologi, antara lain sebagai operator, pembimbing pemanfaatan teknologi, penyelenggara pembelajaran berbasis teknologi, dan pemantau pembelajaran digital.

Kata kunci: *Teknologi, guru EFL, Siswa EFL, Peran Guru*

INTRODUCTION

The technology development is growing fast these days, it has great effects on every facet of life, including education. As an example, there has been a change in the perception that teachers just needed to possess pedagogical and content knowledge; instead, teachers today also need to be proficient in technology and able to stay up to date with its advancements. This is because the use of technology to enhance the effectiveness of teachers and support learning in the classroom. Technology-integrated instruction (TII) is another name for the integration of technology used in education, which explains how technology also has a role that may be utilized as a tool.

Goh & Lai (2018) and Nguyen & Bower (2018) state that Every educational level has used technology integration. Therefore, it should not a surprising that there are numerous examples of technology integration in education these days, including in other disciplines like medical science, according to Chen, Liao, Chang, Hung & Chang (2019). On the other hand, Wake, Dysthe & Mjelstad (2007) said that technology-integrated instruction (TII) has also been used in the social sciences and languages which was conveyed by Huang (2019), Darling-Aduana & Heinrich (2018). All of these technological practices are one approach for exploring how technology is utilized in the classroom, intending to offer help so that the percentage of students who succeed in related topics increases as well. However, it is hoped that the teaching and learning process by using technology can be implemented in the classroom.

In Indonesia the Ministry of Education and Culture (2019) has essentially recommended the integration of technology; however, numerous data indicate that most teachers are not given enough time during its implementation, and comprehend. However, a lot of teachers continue to be ignorant of their responsibilities to their roles in classrooms where technology is being used to enhance the teaching and learning process.

For this reason, the researcher has limited the study to the roles of EFL teachers in junior high school technology-integration in-person classrooms. In order to close the current gap, the researcher used a sample of five teachers from various schools to examine the roles that EFL teachers play in technology-integrated instruction practices, especially at junior high schools in Tebing Tinggi. It is hoped that the findings of the study will help to clarify the roles played by EFL teachers who involve technology in their classroom instruction and the influencing factors related to choose the right technological tool.

LITERATURE REVIEW

Technology Integration

Technology integration also means the use of the devices mentioned above in the classroom during the teaching and learning process. In other words, technology integration refers to the incorporation of technology into the curriculum for educational objectives.

Prothoroe, which was rewritten by Summak (2010) states that effective technology integration is not about whether all teachers use the same kind of technology or features to teach the same subject. However, technology serves as a tool to enable the development of new learning models, such as those that involve collaboration, knowledge construction, and the creation of new learning experiences

So as the conclusion technology integration is a technology-based practice (collaboration) and communication which it has been included into English teaching and learning environments.

Teachers' Roles

In the learning process, the teacher has a role and function to support, mentor, and give everything that students need to achieve their learning goals. According to Soerjono Soekanto in Lumowa, Najoran, and Pangemanan (2021), the role is a dynamic component of the position (status A person performs an obligation if they uphold their rights in accordance. In order to support students' development, teachers are responsible for observing everything that takes place in the classroom.

Regarding their position as educators and the responsibilities of English teachers, Farrell (2011) in general created a taxonomy of teachers' roles into three bigger categories. Each category of teachers' roles is listed below:

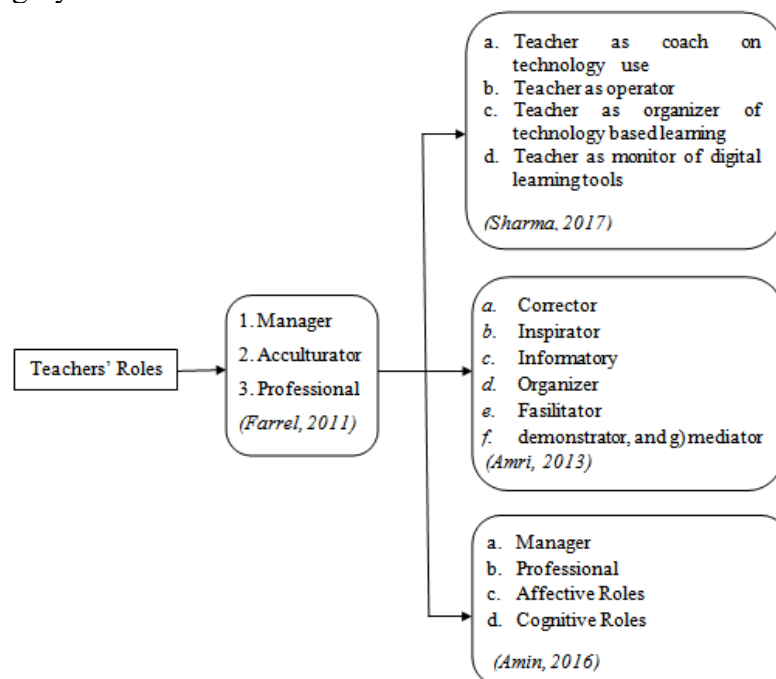


Figure 1. Roles of Teacher

Discussing the importance of a teacher's role in the classroom, particularly in English. As classified by Farrell (2011) there are three primary roles that all teachers ought to fulfill, namely: a) the teacher as a manager; b) the teacher as an 'acculturator'; and c) the teacher as a professional. However, in addition to the duties listed above, several other roles are also needed when the technology base learning is implemented in the class, namely:

- a) Teacher as Coach on Technology Use
- b) Teacher as Operator
- c) Teacher as Organizer of Technology-Based Learning

d) Teacher as Monitor of Digital Learning Tool Use

METHOD

A qualitative case study approach study was conducted by the researcher because the researcher wanted to perform an investigation in its natural setting. The researcher in the present study selected the respondents of junior high school English teachers who employ technology as a teaching tool and media support in their classrooms.

Based on the preliminary study, the researcher selected five English teachers from various junior high schools who had implemented the technology-based learning study in their classrooms as respondents. Meanwhile, the researcher employed two different types of instruments to complete the data. The first was an observation that was conducted three times in each class, with a total of fifteen meetings of class observations. The second was interviewed. Interviews were conducted with five teachers and nine students from each class (a total of forty-five students). Both of these instruments were used to collect data regarding the role played by teachers during technology-based English learning.

RESULT AND DISCUSSION**Result**

In addition to selecting the appropriate digital learning for every material, teachers play a critical role in classroom management, ensuring that classroom instruction goes ahead as planned. Furthermore, students' participation in digital learning gives them the chance to access and view pointless links and web-based learning resources. Teachers have to fulfill their roles in order for digital learning to go on as designed and have a positive rather than a negative impact on learning. Based on the obtained data from classroom observations and interviews, the study found that EFL teachers have played numerous important roles in English classroom teaching that use various digital learning platforms. There are 4 main roles that carried out the teachers. It can be seen in the diagram below:

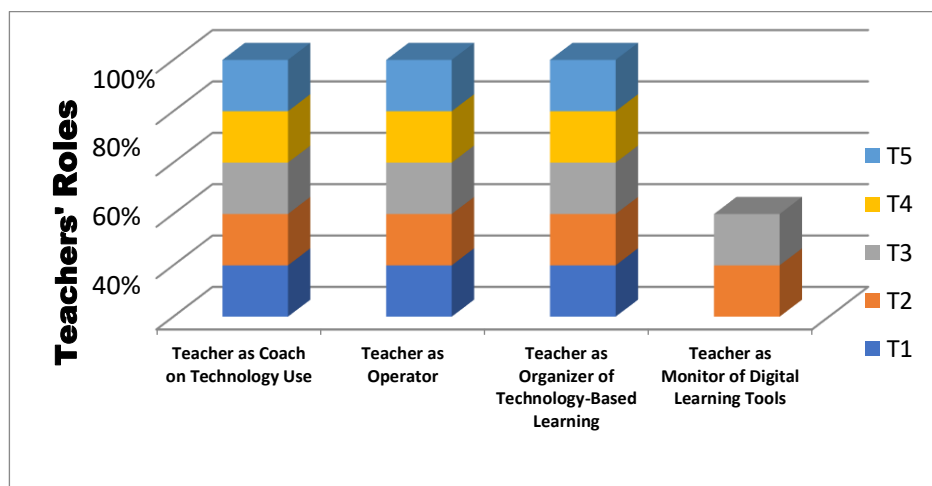


Figure 2 Teachers' Roles in English Technology Used Instruction

According to the following diagram, the English teacher's roles in the activity involving students from five junior high schools in Tebing Tinggi, North Sumatera, are as follows:

The first is a coach on technology use; all of the teachers (T1, T2, T3, T4, T5) who participated in this study had acted as coaches on technology use. This is supported by observational data, which shows that these teachers (T1, T2, T3, T4, T5) guided, demonstrated, and taught their students how to use specific digital learning resources that were used in the classroom throughout each meeting.

The operator is the second; in technology-based English learning classrooms, all of the teachers (T1, T2, T3, T4, T5) in this study have fulfilled the job of operator. The study found that when teachers showed instructional materials, they functioned as operators. For examples of their actions included turning on and pausing instructional films, presenting PowerPoint slides, and displaying pictures and other visuals that were needed for supporting in the teaching and learning process.

The third role is that of technology-based learning organizer, all of the teachers (T1, T2, T3, T4, T5) have shown that they are capable of carrying out this function. This is evident through classroom activities that use e-learning and digital learning in a variety of ways in English lessons.

The last position is monitor of digital learning tools, there were only two teachers were identified by the researcher as fulfilling this role in the observation checklist, and the other three teachers only shared this information during the interview. Because of this, the researcher can't estimate how many or what percentage of teachers fulfilled this role.

Discussion

The roles that teachers play in the modern educational system are getting increasingly complex. The reason for this is that teachers are supposed to be tech-savvy as well as responsible for both their students' academic progress and what they are teaching. Four distinct responsibilities for teachers have emerged from the data on their roles in five digital-based English learning classes: monitor digital learning tools, operator, organization technology-based learning, and coach on technology use. Teachers must keep an eye on the students to make sure they are making optimal use of electronic resources. This is in line with Huang (2019), Amin (2016), and Wake, Dythe, and Mjelstad (2007) who argue that the role of teachers has changed in the digital age from conveying traditional knowledge to performing a variety of new duties. Additionally, Yu (2022), Ertmer, Ottenbreit-Leftwich, and Tondeur (2012) in this technological development, teachers need to become more adept at accomplishing their roles and obligations in the classroom. As a result, there are high expectations that teachers will take on new roles in addition to conveying traditional knowledge.

Furthermore, the study's findings show that both teachers' and students' usage of technology has greatly aided in the learning process. Additionally, a major factor in how well students learn is whether or not teachers have the necessary background knowledge and proficiency to use a variety of digital learning tools. Teachers need to re-evaluate their roles and talents, especially when it comes to using technology in English instruction.

CONCLUSION

Based on the previous explanation, it can be concluded that teachers have played their assigned duties (roles) in technology-based learning, including teachers as coaches on technology use, teachers as operators, teachers as organizers of technology-based learning, and

teachers as monitors of digital learning. The efficacy of digital learning tools utilized in the classroom, particularly in English classes, can be attributed to the roles played by teachers and their expertise with technology. This is a distinct point that teachers should be able to be more optimal in using various digital learning tools and fulfill their role in technology-based learning, even though not all of the teachers in this research had the same basic knowledge and skills to utilize the technology. Thus, increased achievement of learning objectives is also encouraged by effective learning.

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