



English Teachers' Perceptions on the Use of Technology-Based Media in Teaching English during Covid-19 Pandemic: A Descriptive Study At SMA N 9 Padang

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Article History

Submitted: 2021-05-21

Accepted: 2021-07-05

Published: 2021-07-05

Keywords:

Perception, Technology, Media, Teaching , Pandemic

Abstract

Digital media is a blend of technology and content, and building digital media products require teams of professionals with diverse skills, including technical skills, artistic skills, analytical and production of coordination skills. All of these skills need to be balanced on a team, with all team members focused on creating the best user experience. This study is limited to focusing on teachers in the use of digital-based technology media in English learning in Senior High School. The instruments of this research were a questionnaire test and a teacher's perception questionnaire. The test consisted of 50 questions and the questionnaire consisted of four indicators of the benefits of the teachers. The population of this research is the teachers of SMAN 9 Padang. The result shows that technology media are more effective for English teachers. The mean score on the questionnaire was 1.02.

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How to Cite: Ardena O.Y., & Fatimah, S. (2021). English Teachers' Perceptions on the Use of Technology-Based Media in Teaching English during Covid-19 Pandemic: A Descriptive Study at SMA N 9 Padang. *Journal of English Language Teaching*, 10. (2): pp. 285-289, DOI: [10.24036/jelt.v10i2.112480](https://doi.org/10.24036/jelt.v10i2.112480)

INTRODUCTION

Having effective media in learning English has become a must for English Foreign Language (EFL) teachers and EFL students. The success of the teaching and learning process is supported by many aspects, one of the most influential aspects is the quality and proficiency of teachers in using technology media in learning because they are in control of their students in the classroom. Therefore, careful and effective teachers need to be seen as a fundamental factor in bringing about better education development. Especially for high school teachers, fluency in using technology media in learning English is a major aspect. Because it cannot be denied that they have to face a learning process that uses a lot of digital media as classroom learning and English language material as a learning resource, especially in the 4.0 era and the 2013 curriculum. Digital media refers to all kinds of information broadcast to us through screens. This information can be found on websites or in applications, software packages, video games and more. Where technology media in learning is applied in almost all high schools in Indonesia, digital media is very influential in the

teaching and learning process of English. With the use of technological media that is almost used in all schools in Indonesia, that is the reason why the use of digital media in learning English is needed. However, in a certain period, the use of digital media in learning English for teachers experienced several difficulties during teaching, this has led to several perceptions of teachers about the use of technology media in English learning. Marshall (2002) claimed that technology in education is a way to learn things that you cannot learn in other forms, and get to places you have never visited. Extensive research in learning with technology provides conclusive evidence that people can, and do, and learn from educational technology. And all forms of technology are presented with content that aims to help students learn new things or attach information to what has been learned.

METHOD

In accordance with the problems and objectives of this study, namely to find and explain the perspectives of teachers and students of using technology-based media in teaching and learning English at the high school level, and related to the implementation of research, appropriate research designs are descriptive-quantitative. Descriptive quantitative research data has a natural setting because the data is obtained through the process of filling out questionnaires that consist of closed and open ended questions.

RESULT AND DISCUSSION

The data of this research included the data of teacher’s opinions on the questionnaire.

A. Research Finding

1. Mean of the teachers’ perception

Table 1. The summary score (mean) of the four categories of an effective EFL teachers’ perception.

Categories	N	Mean
Interest	13	0,33
Concern	16	0,40
Object	5	0,13
Environment	6	0,15
Total	40	1,02

As can be seen in Table 4.6, the summary scores for the four categories of perceptions of effective English teachers on the use of media-based technology, the teacher considers "interest" as the first important category of English teacher effectiveness because it gets the highest score (M = 0.33). The second category is included in the "concern" (M = 0.40). The third is the "object" (0.13). And the last category is environment (M = 4.09). So, the conclusion is that the teacher puts more emphasis on the concerned competence of a teacher.

2. Finding of open-ended question

Open questions are intended to collect data about the perceptions of English teachers on the use of media-based technology other than those mentioned on the

Likert scale item. The questions presented are intended to complement the idea of a teacher regarding the use of media-based technology when learning English from the point of view of the teacher who teaches English at SMA 9 PADANG. Respondents' responses are discussed in the following paragraphs.

Regarding certain perceptions asked of respondents other than the characteristics mentioned, 50% of respondents agreed that English teachers must have certain characteristics. As written by a teacher "As a teacher, I have to adapt to the demands of existing technology, I must be able to keep up with the times so as to facilitate the learning process, and have to study a lot of digital media as a learning tool". Most of the respondents who agreed with this statement reported that the special characteristics that an effective teacher must have in addition to the features mentioned are that the English teacher must apply the use of media-based technology to learning English and provide opportunities for students to use language not only for language subjects. English, but also as a communication. Then, regarding the age difference of an English teacher, more than half of the respondents reported that the age of an English teacher affects their effectiveness. Evenly, when they wrote, "In my opinion, the media needs to be up-to-date at all times, and using the media must be diligent in studying so that it requires experience using gadgets, so for old age it is a bit complicated. "So, age is an important point for an English teacher, but they have to find and adjust how to use media-based technology when carrying out the teaching and learning process. These results are in accordance with the results of closed questions which are the highest and most important characteristics of learning English using media-based technology.

Discussion

As indicated by the findings above, according to the respondents of this study, most of them highly value each characteristic which is categorized into 4 competencies as presented earlier. That is, an effective teacher is perceived as someone who has the ability and skills in using media-based technology during English language learning.

In addition, from the current research findings, it can be concluded that most of the professional competence perceived by teachers received high votes and became the most important category of effective English teachers.

Based on the findings of this study, it can be concluded that the most important features that EFL teachers must have in teaching EFL are: 1) Interest in the use of technology-based media when learning English, 2) Concern about the use of technology-based media when learning English, 3) Mastering objects on the use of technology-based media when learning English, 4) and Understanding the relationship of the environment to the use of technology-based media when learning English. Finally, from the perception of English teachers about effective English teachers at SMAN 9 PADANG, it is believed that English teachers who are effective in using media-based technology in English learning must be considered by the teacher, because students provide their own assessment of what the English teacher has provide while using media-based technology when teaching and learning.

CONCLUSION

This study aims to determine the perceptions of English teachers on the use of media-based technology during learning at SMAN 9 PADANG. There are two objectives of this study: to see teachers' perceptions about the use of media-based technology in English language learning and to find out the difficulties and challenges regarding the use of media-based technology in English language learning. The list of characteristics was traced from a two-part questionnaire (Open Questions and Closed Questions).

Overall, these findings lead to the final conclusion that English teachers who teach at SMAN 9 PADANG expect English teachers to have competence in the field of media-based technology, especially to become effective English teachers in carrying out their work as English teachers. Finally, it can be concluded that with a good balance between the four categories of characteristics, English teachers can evaluate their duties in carrying out the teaching and learning process when using media-based technology. They have assessed and seen how the abilities and skills of an effective EFL teacher in the use of media-based technology. As a result, teachers are more effective and able to make some changes or improvements to get better results in teaching English as a foreign language.

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