

Technology Integration in English as a Foreign Language Classroom: An Ethnographic Case Study of Indonesian Madrasah

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Abstract. The COVID-19 pandemic situation requires teachers to enact the distance learning which integrates technology in their English as a Foreign Language (EFL) classroom. The present study reported the experience of Secondary school English teachers at Madrasah in implementing technology in online learning of English subjects. A total of 43 English teachers in Semarang City were surveyed using G-form, 6 of them were interviewed and their online learning documents were analyzed. The interview data is coded by using Clarke & Braun's (2016) Thematic Analysis. The results showed that English teachers at madrasah had integrated technology in their EFL classroom. The challenges of using technology for the teachers are: 1) lack of supporting affordances, 2) varied learning platforms are less accessible to students, 3) lack of experience of teachers getting training and workshops 4) lack of teachers' motivation due to low salaries, 5) teachers have another side job. From the results of the study, it is recommended that there should be training and workshop related to managing classes with technology to build teachers' technological knowledge. For the future research, it is expected to investigate how to motivate teachers to integrate technology in their EFL classroom effectively.

Key words: efl classroom; secondary school english teachers; the covid-19 pandemic; technology integration.

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INTRODUCTION

Numerous research studies had been conducted in the area of technology integration in the classroom. Over the past decades, technology has helped some teachers in this world in making their class more innovative and effective. The emergence of COVID-19 pandemic compels teachers including English teachers at madrasah to integrate technology in their classes. They have many problems in implementing sophisticated technology integration in remote/distance learning because of some reasons: low salary, lacking of affordances, unmotivated students, and less support from students' parents. Meanwhile, every teacher must be fast adapting to utilize digital tools in this situation.

The phenomenon draws my interest to portray the condition of technology integration in EFL classroom of English teachers at Madrasah.

The research questions of the present study are: 1) How do English teachers at Madrasah implement the technology integration in their EFL classroom? 2) What are the barriers and challenges of enacting the technology integration in EFL classroom by English teachers at Madrasah? 3) How do the teachers overcome their problems in enacting the technology integration at their English classroom?

The present study will have the practical contribution in EFL classroom with the same level of condition. The implication of the study is that it will be the meaningful information for policy makers in changing the condition of education in Indonesia, especially education at madrasah.

There had been many researches discussing technology integration in EFL classroom, but the portrait of the technology integration implementation at Madrasah is less researched. Most of the teachers at madrasah are non-civil servant with low salary.

METHOD

Research Goal

The goal of this research is to capture the unique and common experiences of English teachers at Madrasah in implementing technology integration in their classroom by using an Ethnographic case study approach (Stake, 1995), a focus upon a discrete setting, concerning English teachers' behaviors, within which the settings complexities can be viewed as displaying 'particular significances' (Moger & Bagley, 2017).

Sample and Data Collection

The participants of this research are the

English teachers of Islamic Junior High School (Madrasah Tsanawiyah/MTs) from 28 madrasahs. At the beginning of this research, there are 43 English teachers at Semarang city filling in the G-Form digging in the information about their profile, workshop and training experience, digital literacy, and technology facilities available at home and school. Facilitating learning forum for 6 months through English teacher association, I become an insider. Considering the accessibility of my research, I asked permission for some teachers to be included in their class WhatsApp Group. Unfortunately, I got permission from 6 teachers only out of 43 English teachers and 14 of their classes to be observed by me. Administering Microsoft Form for survey digging in information for the technology integration in their classroom, there are 20 teachers filling in the form and six teachers gave permission to me sitting in their class this semester. When I am sitting in their classes, I take the data to be analyzed.

Analyzing of Data

My data were qualitatively analyzed by using Braun and Clarke (2006)'s thematic analysis: 1) familiarizing myself with my data, 2) generating initial codes, 3) searching for themes, 4) Reviewing themes, 5) Defining and naming themes, 6) Producing the report.

RESULT AND DISCUSSION

I am as the researcher did observation by sitting in English teachers' classes (synchronous and asynchronous activities). I got the data of my research questions answering the platforms and technology the English teachers master, the way they implement technology integration in their classroom, and the challenges and obstacles they master through G-Forms, Microsoft Forms, classroom observation, and interview. The result of survey I administered to English teachers in order to know the platforms or technology tools/application is described in the following table.

Based on the table, the research finding shows that participants prefer to using WhatsApp, E-learning Kementerian Agama (Ministry of Religious Affairs), Google Classroom, YouTube, and Google Form. WhatsApp is the most popular platform used by English teachers at Islamic Junior high school because of some reasons, one of them is as stated by Siti.

Table 1. The result of survey to English teachers in order to know the platforms or technology tools/application

| Technology Used by Teacher | N (The Number of Respondents) |
|--|-------------------------------|
| Schoology | 1 |
| Quizziz | 1 |
| Kahoot | 1 |
| Google Form | 4 |
| YouTube | 4 |
| Moodle | 1 |
| Google Classroom | 4 |
| Excel | 2 |
| Powerpoint | 3 |
| Podcast | 1 |
| E-learning Kementerian Agama (Minister of Religious Affairs) | 5 |
| WhatsApp | 18 |
| Google Translate | 1 |
| Zoom | 1 |
| Mentimeter | 1 |
| Interactive Video | 1 |

"My students do not want me to use another platform than WhatsApp. Their parent complained to me because it costs a lot"

I got the confirmation from Siti through interview protocol I sent to her through Microsoft Forms. Using the various applications of technology in her classroom is problematic, especially from students' parents. Siti's statement is supported by Vivi who confirmed that WhatsApp platform is the most accessible application for her students, but she remains using another kinds of technology in her classroom. Vivi shared her experience of integrating technology in her class as follows:

"I use Google Form for designing assessment; Google classroom for portfolio, scoring and daily assignment; Google meet to deliver materials and its explanation; and WhatsApp for language instruction in my classroom".

Vivi's sharing experience shows that she uses various platforms of technology for her class. She enacts asynchronous and synchronous learning. She does not use 80 minutes for one meeting like what happened in normal (face to face) meeting, but she only uses 30 minutes for synchronous learning (virtual meeting) by using Google meeting. For further materials, task and learning activities, she uses various platforms such as Google Classroom for assignment submission and WhatsApp as language instruction and

confirmation. In another case, Lala explained the way how she integrates technology in her classroom. Lala said:

“I use Google Form as a classroom instruction. It is good because students’ score will be automatically available. I also use google sites because I can publish the materials, interactive video and the assignments. Moreover, I use WhatsApp because it is so familiar for students and is easily accessed by them”.

Lala is the only one teacher who uses Google Sites. She asserted that from joining virtual trainings I shared the information to them via our WhatsApp Group, she followed up by learning and applying many Google applications. She also told that WhatsApp is the most accessible platform by students, so she uses it for effective communication.

Different from another English teachers, Fina stated that she uses Moodle in her classroom besides another platform. She is very creative teacher because she has initiative to produce video by herself, then she uploaded it to YouTube, then she shared its link to her WhatsApp Group with her students. She reported:

“I use Moodle because the application is easily used by my students and me. The students’ worksheet and learning outcome can be restored well”. I also use WhatsApp because it can be easily accepted by my students. Using Moodle and WhatsApp is not perfect, so I also use Google classroom because the students’ learning product can be safely saved. I use YouTube video that I make by myself because my students are interested in it and are able to open the link every time and everywhere.”

From Fina’s statement, we can see that Fina tried to use many platforms in her class. She also perceives that the students’ learning outcome is very crucial document to be saved in trusted digital room.

Similar to Fina, Joko also makes videos by himself for his class. He reported:

“I produce a video by myself. I always give the explanation of materials by using Question and Answer technique. I use Google form for formative test. I also use students’ book by scanning them to be included to Google Form.”

Based on Joko’s explanation and the result of

my observation in his class, Google form is used by Joko for not only providing list attendance, but also formative test.

In short, my observation towards 6 teachers through their WhatsApp Group with students in this semester, there are 5 English teachers use Google Classroom to support their asynchronous learning. There is only one teacher prefer to using zoom, that is Nini. Nini opens her class at 06.00 A.M. and ends the class at 06.30 A.M., then she continued teaching other classes with the same way. She only takes 30 minutes to teach one class by using Zoom platform then she continues giving assignment through Google Classroom as the synchronous learning.

At Vivi’s class, I observe her way of teaching through Class WhatsApp Group that includes many teachers from other subjects inside because of school policy. Based on my observation, the class is very crowded and not focused. I often see there is communication between students and teachers at late night in the class WhatsApp Group for discussing assignment submission. It gives the image that teachers’ job is very tiring.

Besides using survey, interview, and observation through WhatsApp Group, zoom and Google meeting, I also get access to English teachers’ Google Classroom and E-learning. From those application, I can see and analyze the text, task, learning activities, students’ learning outcomes and assessment. Based on my observation, most of assignments are in the forms of video produced by students, Tik Tok, Formative Test through Google Form, Digital Story Telling, pictures, and Voice notes.

CONCLUSION

The studies on technology integration inviting English teachers at Madrasah as the participants is urged to be researched. The English teachers have many obstacles in implementing technology integration so they need training and workshop that help them managing their class with technology. The challenges and obstacles of integrating technology in their classroom needs solution in the form of policy from authorities, such as government and school principal.

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