

Students' Voices on Technology-Enhanced Language Learning (TELL) in HyFlex Spaces

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ABSTRACT

Technology integration in education has gained significant attention in recent years, providing various benefits for language subjects. This article investigates the students' voice on implementing technology-enhanced language learning (TELL) in the English Department of IAIN Ponorogo. This research employed a qualitative approach. This study shows that technology has transformed language learning, providing students access to diverse digital tools and online platforms that foster accelerated language acquisition. Technology integration also enhances motivation, encourages independent learning, and deepens understanding through additional practice outside the classroom. However, several obstacles hinder the implementation of TELL, including limited proficiency in technology, outdated devices, and difficulties in catering to diverse student needs. This research contributes valuable insights for English Departments seeking to integrate technology into language learning. Ultimately, this research supports the significance of TELL in the classroom while highlighting the need for continuous professional development for teachers in utilizing technology effectively.

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INTRODUCTION

In this era, information and communication technology has become a vital part of our society. Also, it can be used as media in our education system. The educational institution has been interested in using technology for the educational process. Many institutions try to develop and use it in their teaching and learning processes. It also benefits English subjects from integrating Technology into teaching and learning processes.

Integrating technology has become essential to enhance teaching and learning experiences in today's rapidly evolving educational landscape. One area where technology has demonstrated significant potential is in the realm of writing instruction. As educational institutions embrace hybrid-flexible (hyflex) teaching models that blend in-person and online learning, harnessing technology-supported approaches for teaching writing has become even more pertinent.

Furthermore, using technology in the Hyflex teaching space enables educators to cater to students' diverse learning needs and preferences. It allows for individualized instruction, adaptive feedback, and incorporation of multimodal resources, empowering students to develop their writing skills at their own pace and according to their unique learning styles. Such personalized approaches can foster a sense of autonomy, competence, and self-efficacy, thereby contributing to improved learning outcomes.

Therefore, IAIN Ponorogo's English Department has developed a technology-enhanced language learning (TELL) in its educational process. Most of the lecturers implement the technology-enhanced language learning in the English department of IAIN Ponorogo. Hence, a comprehensive analysis of Technology Enhanced Learning, its benefits and challenges, and the potential for development is needed.

The use of technology in language learning has changed the classroom situation. Students now have access to various digital tools and online platforms that can help students accelerate language acquisition.¹ The use of technology in the learning process makes students more motivated to learn. These tools can also help students learn independently so that they can relearn what they have learned in class and have a deeper understanding.

However, the implementation of TELL also has obstacles that need to be identified and resolved, such as the fact that there are still many teachers who do not know how to use new technology, many teachers still use old devices that can hinder the learning process,

¹ I. H. Saydakhmatova, "Use of Technology in English Language Learning," *JournalNX* 6, no. 11 (2020): 209–11.

traditional methods that are still used in some schools, presentations that are less understandable by students who are slow learners, material in presentations that are directly on the subject matter, which makes some students complain.²

Through this mini research, researchers aim to gather information from students from English Department at IAIN Ponorogo about their encounters with TELL. The researcher will investigate student perceptions of TELL tools, their impact on language proficiency, and their learning experience by conducting interviews. Also, the researcher will discuss the challenges they encounter and their suggestions for improving the implementation of TELL.

This research's findings can inform the English Departments in integrating technology into language learning by comprehensively understanding students' perspectives. In the end, this mini-research project aims to contribute valuable information to the field of education, especially language education, and as evidence that the use of TELL is very important in the classroom.

Technology-enhanced language learning (TELL) is the use of technology in the teaching and learning process of a second language.³ Technology-enhanced language learning can be in the form of software, hardware devices, and internet-based platform for the teaching and learning processes.

Software is a program that can control computer activity and has all the instructions for a computer system. In terms of software Technology, enhanced language learning can be in the form of applications and programs that can be used to help the students in the learning processes. The applications and programs are designed specifically for classroom learning, so teachers don't have to worry about what students should do after they open the applications and the agenda. However, there are also applications that students must learn first to use in classroom activities.

Internet-based platforms are applications that run through an Internet browser.⁴ Students commonly use online dictionaries, grammar, and google classroom to study or find information about their materials. In addition, technology-enhanced language learning (TELL) combines the integration of software, hardware, and the internet in learning and

² Patterson Nji Mbakwa, "The State and Challenges of Technology Enhanced Learning in Cameroon's English Subsystem of Education: Case Study of Colleges," in *International Conference on Online and Blended Learning 2019 (ICOBL 2019)* (Atlantis Press, 2020), 121–24.

³ K. Kranthi, "Technology-Enhanced Language Learning (TELL)," *International Journal of Business and Management Invention* 6, no. 2 (2017): 30–33.

⁴ Dian Meilantika and Salamudin Salamudin, "Membangun Aplikasi Rumah Makan Online Menggunakan Freamwork Codeigniter," *Jurnal Informatika* 8, no. 2 (2020): 28–35.

teaching processes.

RESEARCH METHOD

This research has characteristics of the natural setting, using the human as the primary instrument and dealing with the data as a word, so the researcher chooses a qualitative approach.⁵ This research method aims to gain an in-depth understanding of the phenomenon being studied by collecting and analyzing data in the form of words, narratives, or other non-numerical materials.

In this study, researchers used a qualitative descriptive method. The descriptive method is designed to get information from the current status of phenomena.⁶ The focus of this study is to explain the phenomena of the use of Technology Enhanced Language Learning (TELL) for the students in IAIN Ponorogo.

The technique of data collection refers to how the researcher collected the data. The data in this research was collected by conducting interviews. An interview is a method used to collect data from people about their opinions and beliefs on something.⁷ The data source in this study was the 4th semester of English department students in IAIN Ponorogo who use technology in their learning processes. The interview was conducted with the 4th semester students who used technology during their learning process. The researcher also conducted in-depth interviews to obtain comprehensive data from the informant.

The researcher used three data analysis techniques based on Miles and Huberman (1994), which have three steps: data reduction, data display, and conclusion drawing/verification.⁸

The first step is data reduction. In this step, the researcher analyzed qualitative data, summarizes the data, chooses only important things, and looks for the pattern. The researcher collects the data related to TELL to the students in IAIN Ponorogo. Then the researchers filtered the data, looking for data that did not follow the research question and eliminating it.

The next step is data display. It presents information that is structured from the

⁵ Donald Ary, Lucy Cheser Jacobs, Asghar Razavieh, et al., *Introduction to Research in Education*, 8th ed., 2010.

⁶ Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen Irvine, et al., *Introduction to Research in Education* (Cengage Learning, 2018).

⁷ Kiri DeBose, "Research Guides: Research Methods Guide: Interview Research," accessed July 25, 2023, <https://guides.lib.vt.edu/researchmethods/interviews>.

⁸ Michael Huberman and Matthew B. Miles, *The Qualitative Researcher's Companion* (Sage Publications, 2002).

research question.⁹ The data is in the form of a narrative that needs simplification from the researcher. The researcher tries to simplify the data without reducing the content of the available data. After that researcher displays the data, and then a conclusion is drawn.

The last is conclusion drawing and verification. From the start of the data collection, the researcher begins to conclude what was learned from the research. In other words, the conclusion is continuously checked, and the data's validity is verified for a perfect conclusion about the study.

RESULT AND DISCUSSION

From the interview with the 4th semester of English Department students from IAIN Ponorogo that used technology in their learning processes, the researchers investigated to answer the research question. It was related to how students respond to the use of TELL in IAIN Ponorogo.

The response of the students to the use of TELL was very diverse. Most students were enthusiastic and interested in using technology in the classroom. The students realized that technology can enrich their learning experience by providing access to more extensive, interactive, accessible resources. They see the use of TELL as a tool that can assist them in understanding difficult concepts, increase engagement and broaden their horizons through access to various information sources and engaging learning activities. In addition, using technology in classroom learning can make students more comfortable because they feel less bored. After all, the materials provided when using technology are not monotonous. Besides these reasons, using technology in classroom learning also keeps students up with the increasingly modern times.

From interviews conducted, some technologies are commonly used in learning at IAIN Ponorogo:

1. PowerPoint is a presentation tool used in the classroom. With PowerPoint, teachers can present information through structured slides. Teachers can use text, images, graphics, and videos in the slides to help students understand the material. The animation feature can be used to highlight important points. PowerPoint also allows teachers to share materials with students through digital media. Besides being used by teachers, students usually use PowerPoint when there are group presentations.

PowerPoint is very helpful for students in presentations because PowerPoint has a simple work system so all students can use it.

2. Google Classroom is a virtual learning platform that can be used in the Technology Enhanced Language Learning (TEL) approach. Teachers can organize assignments, share materials, and communicate with students through Google Classroom efficiently. This platform allows Students to access jobs, submit work, and interact with teachers and classmates. Google Classroom provides a structured digital environment for collaboration, assignment collection, and distance learning.
3. Google Meet and Zoom are video conferencing platforms that can be used in the Technology Enhanced Language Learning (TELL) approach. Through Google Meet or Zoom, teachers and students can interact directly through video, audio, and chat. The platform enables real-time distance learning, group discussions, presentations, and real-time collaboration. Teachers can hold virtual meetings, teach live, give instructions, and monitor student progress. Additional features like screen sharing, notes, or a virtual whiteboard can enhance student interactivity and learning experience.
4. An e-learning app is a digital platform used in education to support online learning. It is similar to google classroom. This application allows students to access course materials, send assignments, interact with lecturers and fellow students, and take exams. Campus e-learning application makes it easier for students to access and manage learning content. It provides flexibility in the online learning process.
5. LCD projectors in TELL (Technology Enhanced Language Learning) allow teachers to project learning content such as presentation slides, videos, or online materials onto a large screen. It helps visualize the material, increase student engagement, and facilitate interactive learning. With an LCD projector, teachers can visually share material with the whole class in a form that is easily accessible and understood by students.

Some students may feel awkward or reluctant to use technology in their learning. They may feel more comfortable with traditional learning methods focused on human interaction and hands-on subject matter. The use of technology in the classroom can be challenging for those who are unfamiliar with or do not have adequate access to technological devices. From the interview, researchers know that students are reluctant to use technology because several factors cause it.

The first is the discomfort or lack of technology skills. One of the students said that he felt uncomfortable using technology in an educational context due to insufficient technology skills or not feeling confident in operating the device or platform. It can be a barrier to adopting TELL in learning.

The second is the preference for traditional learning methods: students feel more comfortable with conventional learning methods that involve direct interaction with teachers and classmates. One of the students researchers interviewed said that due to the excessive use of PowerPoint, teachers, and students lack interaction. As a result, students feel bored or bored in class.

However, after being interviewed, these students, who may have felt a little awkward or reluctant to use technology, said that technology is also important in daily life because everything is digital in this modern era. In addition, this student also said that he has learned little by little about technology so that the learning in the classroom is smooth. It can be concluded that many students overcame the initial discomfort and began to see the benefits of using TELL over time. They realized that technology could help them develop vital digital skills in an increasingly connected world. The students also recognize that TELL can speed up and simplify the learning process, allowing them to learn at their own pace, review difficult material, and look up additional information.

CONCLUSION

Based on the results and discussion of the research above, it can be concluded that there is a reason why they choose using Technology Enhanced Learning (TELL). The students realized that technology can enrich their learning experience. They see the use of TELL as a tool that can assist them in understanding difficult concepts, increase engagement and broaden their horizons. The use of technology in classroom learning can make students more comfortable, and the use of technology in classroom learning also makes students keep up with the increasingly modern times. There is also technology commonly used in IAIN Ponorogo such as PowerPoint, google classroom, G-meet, Zoom, e-learning app, and LCD projector. Some students may feel awkward or reluctant to use technology in their learning because of discomfort or lack of technology skills and preference for traditional learning methods. However, using Technology Enhanced Learning can help learning processes in class, especially in IAIN Ponorogo.

Based on the discussion and conclusions, the suggestions that researchers can convey

are that students do not be afraid of using technology because technology can facilitate learning. If you lack technological knowledge, learn immediately because today's education uses technology on average.

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