

The Role of Computer Media in The EFL Teachers' Mindset on Teaching: A Narrative Inquiry

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Abstract

The use of computer media by teachers for the benefit of teaching is something that is often encountered. With the character of open computer media, teachers can access all information. Of course, the information obtained will have the potential to influence the teacher's mindset or the teacher's perspective on something related to education. Therefore, this study aims to find out the roles of computer media in EFL teachers' mindset on teaching. This study used a narrative inquiry research design and used semi-structured interviews with two EFL teachers in Jember to obtain data. The data obtained was analyzed using thematic analysis and succeeded in finding the roles of computer media, including managing time, improving quality of instruction, encouraging active classes, controlling assignments, providing innovation, and tools for interaction. This study also found teachers' opinions about teaching EFL with and without computer media. It can be concluded that the roles of computer media facilitate the teaching of English. Therefore, the teacher assumes that computer media helps teachers in teaching and makes teachers more creative and varied when teaching.

Keyword: computer media, teachers' mindset

Introduction

In the 21st century, technological developments are so rapid. As we know, that all humans now use technological devices such as cell phones and computers for all aspects of their lives. Especially in the use of computers, some people think that computers are tools to help learning, computers are important tools for life, computers are entertainment tools, computers are motivational, computers are versatile tools, and computers are intangible tools (Sarac, 2018). From these responses, what is interesting is the computer as a tool to assist learning. As we know, that computer media is also used in aspects of education. In the education system, digital technology has an extraordinary position because it can integrate into the learning and teaching process (Haidari et al., 2020). Digital technology that is often used by teachers and students is computer media. Computer media used by teachers are social media and

learning management systems. The first is that social media is a platform that is constantly being updated, has many uses, and allows us to share virtually anything (Afacan & Ozbek, 2019). This social media is very suitable for use by people to facilitate interaction, communication, and finding information. Over time, social media continues to grow by bringing out the latest applications with varied functions such as Facebook, WhatsApp, Instagram, Twitter, YouTube, Snapchat, Line, Telegram, and others (Lambton-Howard et al., 2021; Noori et al. ., 2022). The second is LMS or learning management system, which is a web-based technology that can facilitate teaching and learning processes, such as Kahoot, Quipper School, Edmodo, and others (Srichanyachon, 2014). Teachers and students use the computer media for academic purposes such as giving quizzes, looking for references, and others.

On the other hand, teachers or students do not only use computer media for matters related to education, but they certainly use computer media for personal gain. Especially for teachers, as we know computer media is a fairly new thing and maybe some teachers still do not understand this computer media. Therefore, teachers are required to understand the use of computer media and make the best use of it in the teaching process. With the character of open computer media, teachers can access all information. Of course, the information obtained will have the potential to influence the teacher's mindset or the teacher's perspective on something related to education.

Literature Review

Computer media and EFL Teaching

Computer media is a medium that is often used as a medium for learning English because it has many variations (Rohmah, 2019). Some people think that computers are tools to help learning, computers are important tools for life, computers are entertainment tools, computers are motivational, computers are versatile tools, and computers are intangible tools (Sarac, 2018). From these responses, what is interesting is the computer as a tool to assist learning. As we know, that computer media is also used in aspects of education. In the education system, digital technology has an extraordinary position because it can integrate into the learning and teaching process (Haidari et al., 2020). Digital technology that is often used by teachers and students is computer media. Computer media used by teachers are social media and learning management systems.

Social media is a platform that is constantly being updated, has many uses, and allows us to share virtually anything (Afacan & Ozbek, 2019). This social media is very suitable for use by people to facilitate interaction, communication, and finding information. Over time, social media continues to grow by bringing out the latest applications with varied functions such as Facebook, WhatsApp, Instagram, Twitter, YouTube, Snapchat, Line, Telegram, and others (Lambton-Howard, Kiaer, & Kharrufa,

2021; Noori, Orfan, Akramy, & Hashemi, 2022). From the significant development of social media, educators and researchers are interested in investigating its contribution to the world of education (Elverici, 2021). As we know, the world of education is now also starting to use social media as a learning tool. Many people think that social media is something that brings a change in teaching and learning process because the characteristics of social media are very strong related to openness, interactivity, and socialization (Manca & Ranieri, 2016). Although this is only in its early stages, social media may contribute to language learning (Lambton-Howard et al., 2021). As in the Instagram, Twitter, and YouTube applications, some many accounts or channels contain learning English which can be used as teaching materials and can improve students' abilities. In addition, students can also use applications such as WhatsApp, Telegram, or Line to communicate vertically (teacher-student) and horizontally (student-student) (Rahman, Ramakrishnan, & Ngamassi, 2020). Apart from students, teachers also use social media to support the teaching process. Teachers usually use the YouTube application to find information relevant to the material to be taught, like teaching the correct English pronunciation by providing audio or video examples from YouTube (Xodabande, 2017). In addition, teachers also use WhatsApp to communicate with students or fellow teachers and deliver assignments (Kodrat, 2020).

The second is LMS or learning management system, which is a web-based technology that can facilitate teaching and learning processes (Srichanyachon, 2014). From time to time, learning management systems develop and have several types, such as Kahoot, Edmodo, Quipper School, and others. With the availability of various learning management systems, teachers can use them according to their needs and make the teaching and learning process more interactive. For example, teachers can give assignments in the form of quizzes for students through Kahoot and Quipper School. Then the results of students who have taken the quiz will go directly into the teacher's account, so that the use of this learning management system makes the teacher's job easier and more practical. Therefore, many researchers emphasize that the use of technology and online resources has a positive influence on learning English (Yaprak, 2022).

Teachers' Mindset on Teaching

A mindset is a person's beliefs, values, or assumptions that affect a person's perceptions, achievements, and experiences (Lankshear & Knobel, 2006). The mindset itself is divided into two kinds, namely the growth mindset and the fixed mindset. Individuals who have a fixed mindset will take advantage of opportunities to validate their qualities with the aim of achieving self-enhance, whereas individuals with a growth mindset will self-enhance through improving themselves (Song, Lee, & Kim, 2019). Therefore, this mindset is very important to understand because this mindset can affect individual behaviour and thinking. Especially for teachers, this mindset

needs to be considered because a teacher is a leader for students to lead to a change in knowledge, skills, and perceptions (Zilka, Grinshtain, & Bogler, 2022).

Teachers have two mindsets, namely fixed and growth mindsets. Teachers who have a fixed mindset tend to stick to the principle of using the old teaching process even though the teaching process is more efficient using existing technology (Lankshear & Knobel, 2006). However, a fixed mindset in the teacher can change to a growth mindset. Teachers who have a growth mindset will recognize changes and carry out the teaching process using technology that is more efficient and communicative (Lankshear & Knobel, 2006). Therefore, advances in technology and knowledge like this require teachers to have a growth mindset that can develop quickly following current technological developments (Kodrat, 2020). Not only that, teachers are also required to have an open mind and have the passion to explore or learn new things (Kodrat, 2020). Such as looking for additional information for the material to be taught and looking for interesting ideas or teaching methods on a site or social media. Teachers who have a growth mindset are not shy about learning from other teachers how to approach and learn with students and ask colleagues for feedback, so that the teacher can evaluate their teaching methods and improve them (Dweck, 2014). It can be concluded that humans actually have a fixed mindset and also growth mindset. So that the change in the human mindset depends on how they think in dealing with the situation at hand. As explained above, teachers who have a growth mindset will easily adapt to technological advances for the teaching and learning process. Meanwhile, teachers who have a fixed mindset tend to find it difficult to adapt to technological advances so they continue to use the old learning principles.

Previous Studies on The Role of Computer Media in Teachers' Mindsets

Previous research used a descriptive qualitative design. The data was collected using in-depth interviews and observations of teachers and students of class XII which has succeeded in obtaining results stating that a change in the mindset of teachers, parents and stakeholders is necessary. Especially the change in the mindset of teacher. Teachers need good information technology literacy skills to become creative teachers who are able to carry out interactive learning (Kodrat, 2020). Previous research involved class X students of SMA Negeri 1 Ngemplak who stated their results that computer-based learning media provides benefits in learning such as speed in obtaining information and providing multimedia which makes the presentation of material more interesting and interactive (Rohmah, 2019). Previous research that collected data using questionnaires on teachers and students at a middle school in the city of Riyadh, Saudi Arabia, had the findings indicating that teachers and students believe that social media can enhance modern competence and enhance learning and

teaching experience (Abdullah, 2015). The use of a learning management system such as Canvas can help students to increase self-confidence and reduce anxiety when using English. The research used a mix methods design and the results were obtained after conducting research on grades, personal reports, and interviews with 15 English students (Yaparak, 2022). Then, other studies also show that teachers and students must be able to adapt to technological developments so that students' mindsets become more creative and teachers are also able to adopt new methods and improve their teaching experience (Smith et al., 2016). The research used a case study design which involved three lecturers and learning advisers from New Zealand universities. Social media can be used easily and can improve academic performance, which means that social media has become an important part of learning (Alenezi & Brinthaupt, 2022). This statement was obtained after the researcher used a qualitative design and carried out thematic analysis of the data. To obtain data, researchers used semi-structured interviews conducted with 35 undergraduate students. Besides that, teachers argue that they accept and recognize technology in their daily lives, but in terms of teaching, teachers are still trying to use more technology in the learning and teaching process (Cementina, 2019). This study uses a survey approach and case study principles. In collecting data, this study used questionnaires and semi-structured interviews conducted with Chinese, English and Filipino language teachers.

From several previous studies it can be concluded that the development of the mindset of teachers is important. Then teachers and students believe that computer media can enhance the learning and teaching experience. Previous studies did not clearly address the role of computer media in leading teachers and students to believe that computer media can enhance the learning and teaching experience. Therefore, to fill the research gap, in this study I will investigate the role of computer media in the mindset of EFL teachers on teaching. What distinguishes this research from previous studies is that this research only focuses on teacher experience and investigate in more detail the roles of computer media that can influence the mindset of teachers in teaching. Not only that, the design that I used is also different from previous research, namely using a narrative inquiry design because this research is based on the experience of EFL teachers.

Research Method

In this research, I have used narrative design. This research was also carried out in one of the senior high schools in Jember. The participants in this study were two

English teachers including 1 female teacher and 1 male teacher. These teachers were interviewed using semi structured interviews. After the data is collected, I analyze it using six phases in thematic analysis based on (Braun & Clarke, 2006).

Finding

To discover these findings, I have conducted semi-structured interviews with two English teachers from senior high schools in one of the regions in Jember. The names of teachers who are resource persons will be disguised and changed to T1 and T2. As in the interview data that I have included in the table above, it shows that I have conducted interviews twice each with T1 and T2 from Monday, March 6, 2023, Wednesday, March 8, 2023, and Saturday, April 1, 2023. The interview has a duration ranging from 8 minutes to 22 minutes which has a total of 22:39 minutes for T1 and T2 has a total of 45:23 minutes respectively. From the results of the analysis using thematic analysis, I have found 6 themes with 12 sub-themes. More details can be seen through the table below :

Table 1. The Role of Computer Media in EFL Teaching

Themes	Sub-themes
Managing Time	Time efficiency
	Flexible submission of task
Improving the Quality of Instruction	Varied Media
	Creativity Increase
Encourage active classes	Independent learning
	Minimize student boredom
Controlling assignment	Assigning task
	Task collection
Providing innovation	Easy access to all sources
	Controlled Mood
Tools for interaction	Forum for discussion
	Giving feedback

The table above finds the roles of computer media according to the experiences of the two teachers I have interviewed while using computer media when teaching

English. In the roles found, computer media provides benefits for teachers to teach English. To find out more, see the explanation below :

Managing Time

Time management is a plan or control of time in carrying out certain tasks to increase efficiency. In the process of teaching and learning, the teacher must also be good at managing time so that the learning and teaching process runs effectively and efficiently. Nowadays, teachers can easily manage their time because of computer media. Computer media in education now acts as a timer because of the character of computer media that can be accessed anytime and anywhere. Teachers I have interviewed also said that :

"Which obviously helps a lot. It helps a lot in terms of time management. The time management was very helpful. For example, like this, when I want to explain about eh... analytical exposition material. Well, I told them to find out first what is analytical exposition on Google or wherever it's up to you. Then they look for the material at home, so we met at the school, they already had supplies if there were any shortages, I just had to add what I had prepared. That's very helpful."

The statement above proves that computer media really plays a role in time management. By asking students to look for material first. Then, the teacher does not need to explain from the beginning and only emphasizes important points or explains things that students do not understand. That way, time is used more effectively and efficiently.

Related to time efficiency, time efficiency means how someone uses the time provided to do their job and achieve what is targeted. in the process of learning and teaching using time efficiently is important because it can optimize learning. The teacher also realized this by saying something like the data below :

"I am using this social media when compared to before it is indeed much more helpful and more profitable. In terms of time, in terms of preparation, preparing examples, then the development is also much wider. So I feel I have to accept that the student's strengths are sometimes indeed, what is the name? Can surpass us as teachers, what is the term? Is the only source that must be at stake there."

In addition, teacher also use computer media to save time in presentation activities as follows :

"I teach others that are like procedures in their practical form, for example "how to make something", for example, they cook or something else, eh... they make a video then how they explain the steps. So, starting from eh.. for example... eh.. how to make

fried chicken. Then they name the ingredients. After that the video link was sent to my WhatsApp, I just have to watch and rate it. So it's easier for me to judge than having to wait for them to present one by one, it takes time and our mood can be different for a long time, but if it's that way, I can watch it at any time because the recording is available.

This statement proves that sometimes teachers have problems managing time. As we know, the number of students per class usually reaches 25-30 students. Of course this raises obstacles for the teacher when asking students to present their work one by one to the front of the class which is quite time consuming. Therefore, the existence of computer media is quite helpful for teachers in dealing with obstacles like this and collecting assignments through computer media is certainly more efficient. Because the time available between lessons can be used for other things such as explaining the material in more depth, discussion or question and answer.

Apart from providing advantages such as time efficiency in learning, computer media with its timeless character also provides advantages when submitting assignments. Collection of assignments through computer media is flexible, which means assignments can be collected at any time outside of school hours according to the time limit set by the teacher. This is shown in the data below :

"But with social media they can study 1x24 hours even at home they can study. Sometimes I also give a deadline for collecting assignments at 24.00 WIB so that wherever and whenever they can still study even if they are not accompanied by a teacher."

In the statement above, it shows that teachers take advantage of computer media which is not limited by time so that teachers also use it to provide loose deadlines for submitting assignments to students. With the time limit until midnight, it can give students the opportunity to study at home so that student learning time increases apart from school. In addition, with a longer duration of collecting assignments, it can make students work on assignments optimally and the teacher is able to achieve the target of teaching.

Improving the Quality of Instruction

In teaching and learning activities, the teacher is the main character who must have the knowledge and ability to teach. The teacher's teaching ability must be improved every day. This increase in teacher ability can also be obtained through sharing experiences with fellow teachers, reading books, or searching for computer media content related to education. In improving the quality of teaching in the era when computer media played a role in this learning and teaching process, teachers

also kept up with the times and tried to take advantage of computer media. This is shown in the data below :

"Yes. With the development of technology I always keep up with the times. I also use social media to provide learning to students. Then I also give them the opportunity to submit assignments through social media."

In this statement it can be concluded that the teacher remains abreast of the times. The open character of computer media makes computer media easily accessible and computer media has a wide reach. From this broad reach, teachers use it to find material, knowledge, or information. From the amount of knowledge that teachers get through computer media, of course, it has an influence on how to teach English.

Computer media develops by having many types of applications in computer media. Within the scope of education, teachers and students are also helped by the many types of computer media applications, especially teachers. The teacher uses several different applications to support the learning and teaching process as shown in the data below :

*"There are several social media that I use. **The first thing I use that I give to students is I use the Google form.** This has to do with student assignments where I can give students a deadline, for example, three days and end at 24:00. **The second I use Kahoot.** I use Kahoot when I give quizzes to students whose teaching and learning activities run in the room (in class). **Then the third I use quipper school.** I also use Quipper School to give quizzes to students when students study material related to quizzes. **Then the fourth I also use a YouTube account for students.** Which YouTube account is used to upload student work in the form of videos. With students uploading themselves then the link is sent to me."*

Apart from the applications above, other teachers also use other Computer media such as WhatsApp to support the learning and teaching process. The teacher explained that :

*"I teach others that are like procedures in their practical form, for example "how to make something", for example, they cook or something else, eh... they make a video then how they explain the steps. So, starting from eh... for example... eh... how to make fried chicken. Then they name the ingredients. **After that the video link was sent to my WhatsApp, I just have to watch and rate it.**"*

From the teacher's statement above, it shows that the teacher uses five different computer media to support the learning and teaching process. The five computer media certainly have different functions as explained above. Therefore, by using computer media, teachers are able to use a variety of media so that learning is more enjoyable.

From the ability of teachers to use various kinds of computer media applications in teaching and learning activities, it can be concluded that teacher creativity is increasing. Creativity is an important thing that must be owned by teachers so that learning is more varied and enjoyable. However, to form this creativity, the teacher also needs references as a support. So with this computer media, teachers think that they are more creative as in the data below :

“With social media, I think it’s beneficial. It means more of this... more.. we are more comfortable, more time, more saved. Then... what’s the name? Ehh... the breadth of knowledge gained is higher. Then.. what else? Ehh.. lots of new things that didn’t exist before, now they can be used. So, the creativity is increasingly visible.”

The teacher's statement above shows that teachers feel the benefits of computer media in terms of time and in seeking new knowledge. So, with the wide range of information provided by computer media, computer media has an influence on teacher creativity. The creativity referred to by this teacher is the ability to use computer media properly and use various computer media applications in the learning and teaching process as shown in the data below :

*“There are several social media that I use. **The first thing I use that I give to students is I use the Google form.** This has to do with student assignments where I can give students a deadline, for example, three days and end at 24:00. **The second I use Kahoot.** I use Kahoot when I give quizzes to students whose teaching and learning activities run in the room (in class). **Then the third I use quipper school.** I also use Quipper School to give quizzes to students when students study material related to quizzes. **Then the fourth I also use a YouTube account for students.** Which YouTube account is used to upload student work in the form of videos. With students uploading themselves then the link is sent to me.”*

From the statement above, it shows that teachers are able to use various kinds of applications with different functions. So, it can be said that the teacher is quite creative because the teacher uses more than one application.

Encourage active classes

An active class is a class that has students who are responsive to the teacher, such as actively asking questions. As a teacher, definitely want to have students who are active in class. To increase student activity in the class is something that must be done by the teacher. Therefore, teachers must have their own strategy to overcome this problem as in the data below :

*“Class conditions are more active. **Being active means they don’t get bored. If they just listen to the teacher’s lecture, they get bored. If they are left to search***

through social media with various methods they find, be it on YouTube or on Google. That's sure they are more interested."

Teachers have their own way of increasing class activities by utilizing computer media. The students were instructed to explore their own material using computer media so students became active in finding material.

The explanation above is one example of the application of independent learning. In independent learning, students learn on their own by finding out about their own material but are still guided by the teacher. However, the teacher does not guide students 100% and only adds or responds when there is insufficient student knowledge like the data below :

"Which obviously helps a lot. It helps a lot in terms of time management. The time management was very helpful. For example, like this, when I want to explain about ehhh... analytical exposition material. Well, I told them to find out first what is analytical exposition on Google or wherever it's up to you. Then they look for the material at home, so we met at the school, they already had supplies if there were any shortages, I just had to add what I had prepared. That's very helpful."

In this way the teacher encourages students to think critically and understand what material they will learn. So, the teacher does not give a 100% full explanation of the material but instead emphasizes important points. Then if their students do not understand the material they find on computer media, they can ask questions at school. Of course, asking questions makes the class more active.

In addition to providing independent learning to students so that students actively ask questions in class, teachers must also have their own strategies to overcome the problem of boredom in students. This student boredom usually appears during the last hours of learning like the data below :

"Okay. It has to do with content because, uhh... now it's entering the global 4.0 world, right? Ehh.. well there uhh I also often see good teaching methods on Youtube and then I apply them in class. Especially ehh.. material related to games. Because students, ehh.. if at the last hours they feel bored especially in high school it's a full day until 15:20, 15:30. So, ehh.. if the English hours will be in the last hours ehhh.. I'll make it more fun. So, the packaging of the material is combined with the game."

From the explanation above, the teacher thinks that minimizing student boredom depends on how the teacher packages the material. The teacher uses one method, namely using games combined with material to minimize student boredom. So,

classes can run smoothly and pleasantly even though learning English is in the last hours.

Controlling assignments

The teacher's task besides teaching material to students is to give assignments as a measuring tool to what extent students understand the material and as learning material when outside school hours. After giving assignments, of course the teacher does not just let go. However, the teacher must provide input or responses to student assignments, the term of which is to control student assignments, such as the data below :

"Ehh, for myself, the social media that I use most often is Facebook, then Instagram and WhatsApp. I generally use it to monitor student progress when on social media using the work they have made. I check if there are many comments, likes, and so on. Usually I ask students to upload their work, ehh.. to screenshot it as proof that their work is indeed a lot of their friends who respond."

The statement shows that teachers use computer media to monitor the progress of student assignments. Therefore, with the presence of computer media, it makes it easier for teachers to control student assignments from giving to collecting assignments.

In giving assignments before and after the existence of computer media, this was very different. In the past, giving assignments was only through books or writing from the blackboard. However, now assignments can be made through an application and assignments can also be varied, such as quizzes. This can be seen in the data below :

"There are several social media that I use. The first thing I use that I give to students is I use the Google form. This has to do with student assignments where I can give students a deadline, for example, three days and end at 24:00. The second I use Kahoot. I use Kahoot when I give quizzes to students whose teaching and learning activities run in the room (in class). Then the third I use quipper school. I also use Quipper School to give quizzes to students when students study material related to quizzes."

In this statement the teacher uses a variety of applications to give assignments. Assignments can also be in the form of quizzes. By using these applications, teachers can easily control student assignments and provide assessments because these assignments will be sent directly to the teacher.

After giving assignments, of course, these assignments must be submitted to the teacher to get grades and input. In addition to giving assignments, collecting

assignments in the era of computer media now also utilizes computer media. As shown in data below :

*"After that, I asked questions about the contents of the song. **It can be sent via WhatsApp so I can listen and observe how their pronunciation is and how they understand the depth of the song via WhatsApp.** So they just send it through it. I teach others that are like procedures in their practical form, for example "how to make something", for example, they cook or something else, eh... they make a video then how they explain the steps. So, starting from eh... for example... eh... how to make fried chicken. Then they name the ingredients. **After that the video link was sent to my WhatsApp, I just have to watch and rate it.**"*

So, this statement shows that teachers feel helped by the presence of computer media in terms of collecting assignments. With computer media, collecting assignment is easier and more practical. In addition, the teacher can view and assess the assignments submitted anytime and anywhere.

Providing innovation

In the learning and teaching process, of course the teacher must have innovation and creativity in teaching so that learning is more enjoyable. With computer media that has an open character, computer media has a role as a provider of innovation. Because of the large amount of information accessed, teachers feel they are more varied as in the data below :

*"Because there are many guides that we get from social media **so we can be more varied.**"*

From this statement the teacher said that they were more varied. This variety means that teachers are able to use various kinds of computer media applications and apply them in the process of learning and teaching English. In addition, teachers also use computer media to find material, knowledge, or information that can support the learning and teaching process.

Over time, computer media applications are increasingly making computer media a source of information that has a wide reach. The openness of this source is also used by the teacher to support the process of learning English in class like the data below :

*"From YouTube I also often. From my reading too often. I like to read too first. **For now, that's enough from YouTube, that means helping about... what's the name? Eh... how to deal with children means psychologically at this time because in this era, of course, it's not the same as before, so we can't use the***

approach that used to be used now. Then the second relates to the learning technologies... what is it called? Also often we... what? Adopt from there."

From this statement, teachers use computer media to seek knowledge, new information about the teacher's approach to students, and teachers also adopt teaching strategies from computer media. Therefore, the teachers have many new innovations in teaching English using computer media.

In addition, computer media also has a role in controlling the teacher's mood. Mood itself has the meaning of a person's emotional state. As a teacher, of course controlling mood is a must. If the teacher's mood is good, then the teaching and learning process will run well and the class atmosphere will be fun. However, when a teacher experiences stress, fatigue, or even a depressed mood, their ability tends to decline and they are not qualified to interact with students. The teacher's mood can also change according to the conditions experienced, as in the data below :

"After that the video link was sent to my WhatsApp, I just have to watch and rate it. So it's easier for me to judge than having to wait for them to present one by one, it takes time and our mood can be different for a long time, but if it's that way, I can watch it at any time because the recording is available."

From this statement it can be seen that the teacher's mood is able to change according to the conditions as in the statement above which shows that the teacher experiences mood changes when she has to wait for student presentations. However, with computer media, teachers do not have to wait because student work is collected through computer media so that the teacher can check it at any time without feeling pressured.

Tools for interaction

Apart from having a role as I mentioned above, computer media also has a role as a tool for interaction. The teacher also uses computer media applications to communicate as in data below :

"Yes, I am clear indeed, what? use YouTube to find material then WhatsApp it does, what? Ehh.. surely we use it for communication."

In this statement the teacher said that the teacher used computer media to communicate. Of course, communicating with computer media makes it easier for teachers to interact with colleagues and students.

In addition, computer media is also used as a discussion forum. This forum is a forum for discussion in order to exchange understanding. In the learning and teaching process, teachers and students can communicate in the form of creating discussion forums to discuss material like the data below :

"Then the second, I usually ask students to upload their work on social media, then I ask students to eh... take a screenshot of their upload. Does anyone comment using English or not? Usually the student, what? Conditioning other friends. When one of them uploads the work, the other friend sometimes gives input and asks in English."

By making computer media into a discussion forum, it can make it easier for teachers to control students and find out students' activeness and understanding of the material being taught by looking at the comments on student assignment results posts.

Giving feedback is a must for teachers to students so that students know whether their work is in accordance with the target they are targeting or not. As well as the teacher is able to measure students' abilities after giving feedback on student work. This is shown in the data below :

"As for the WhatsApp one, uhh... for example... the last one in KD 3.7 is about songs, so we will assess their pronunciation and integration with the music that accompanies it. So, usually I tell them to choose the songs they like, the western songs they like, and then the results are sent via.... what's it called? changed to MP3 then I asked to insert the lyrics. After that, I asked questions about the contents of the song. It can be sent via WhatsApp so I can listen and observe how their pronunciation is and how they understand the depth of the song via WhatsApp."

So, by using computer media teachers are able to provide feedback to students easily. The teacher can also listen to the student's work repeatedly anywhere and anytime to be able to assess it accurately according to the specified criteria.

Teaching English With and Without Computer Media

After discovering the role of computer media, I also found differences in teaching English with and without using computer media to find out the mindset that teachers have after computer media plays a role in the learning and teaching process. For more details, see the table below :

Table 2. Evidence of Teaching English With and Without Computer Media

Teaching English without computer media	Teaching English with computer media
Lenghty preparation	Shorten preparation
Real things as teaching aids	Computer media as learning media
Limited resources	Wide source

Monotonous teaching	Medium varies
Controlled class	Overwhelmed monitoring the use of computer media
Messy mood	Stabilize mood

The table above shows the difference between teaching English with and without computer media. This table was made to find out the teacher's opinion regarding the use of computer media in teaching English and then to find out whether the use of computer media has an influence on the teacher's mindset. More will be explained below :

Teaching English Without Computer Media

Before computer media played a role in education, of course learning English in the past had differences from learning English now. The teacher also thinks that :

*“The lesson plans **are clearly different between the old ones and the newest using social media, it's different.**”*

The teacher explained that the lesson plans used to teach English with or without computer media were different. From the different lesson plans it can be said that the media, strategies, and tools used to teach English without using computer media are different from using computer media.

To do English learning without using computer media tends to take longer in preparation. Preparation itself includes preparing materials, tools and others. As the data below shows that :

*“There are many difficulties where teachers have to be better prepared before entering class related to the media or tools used for teaching. **It takes a very long time so the preparation must be more thorough.**”*

Teachers need more thorough preparation, this means that when teaching English without using computer media, the preparation for teaching is quite long because they need to prepare their own learning media by making it.

One of the reasons for this time-consuming preparation is preparing learning media. Learning media is something that is used by teachers to distribute material to students. The media used when not using computer media to support the teaching and learning process are real things as in the data below :

"Then if not, we will do it. So we make it like... what's the name? We provide origami paper for materials that are... what's the name? Ehh... "how to make something" for example, we actually make the material out of paper, out of cardboard, or something. Until that much I mean at that time. It is quite time and energy consuming. To make the media, we have to try it ourselves first, what's the name? For one example. After that, just show it to the kids. If children don't have the experience for it, it sometimes feels like it's taking a long time to be brought home."

From the statement above the teacher has made several media real things from a variety of different materials. Of course, the media must be prepared from home by the teacher which is quite time consuming. In addition, this type of media using real things does not have much variety.

Teachers use real thing media because of limited teacher references. As we know, in school the teacher is a source of inspiration and knowledge that has a positive and effective impact on student learning. However, during the period of teaching English without computer media, teacher references were limited, as shown in the data below :

"Yes. So what's the name? Before social media existed, ehh... the development of material was not as extensive compared to what already existed on social media. Ehh.. then the subject of our discussion is usually.... what? Very limited but ehhh.. because we are the only resource at school. So, if for example we want to look for other sources, the majority of us have to look at books. So, if our library doesn't have a lot of references, it automatically becomes limited too."

From the statement above the teacher feels that the references are limited because the source of knowledge only comes from books. This has an impact on the teaching and learning process where the discussion material becomes limited.

Because using real things then limited references make teaching monotonous as shown in the data below:

*"Well, the majority do (Less creative). So, sometimes if we don't have enough time to prepare. **Finally, we repeat the material, like teaching the same material in the previous year to be given again to the next generation.**"*

The statement above shows that teachers do need time to prepare teaching. If the teacher does not have sufficient time and adequate facilities to find references and media, repeating the material can occur. Of course this has an impact on learning which ultimately feels boring.

Then in terms of class control. Controlling the class so that the learning environment becomes comfortable is important for the teacher. If the learning environment is calm and conducive then the learning and teaching process will run effectively. During the period before the development of computer media, teachers felt that class control was easier like the data below :

"Yes, before there was social media, our control pattern was easy because all we have to do is see whether the students are working or paying attention and so on, we can see in such a way what it's like to supervise them."

Even though it is easier to control the class when teaching English without computer media, the teacher still has to control the students to focus on learning because students can suddenly get bored because learning is less varied.

As I previously explained about the mood of the teacher when in class is important because it can affect the learning process. Teachers experience mood changes according to the conditions experienced as in the data below :

*"After that the video link was sent to my WhatsApp, I just have to watch and rate it. So it's easier for me to judge than having to wait for them to present one by one, it takes time and our mood can be different for a long time, but if it's that way, I can watch it at any time because the recording is available. **Our moods can sometimes change when waiting for students to present for a long time taking turns. Finally sometimes when we are tired maybe it can be... what is the term? Our criteria can change.**"*

Therefore, maintaining the mood as a teacher is important because when a teacher experiences stress, fatigue, or even a depressed mood, her ability tends to decrease and she is not qualified to interact with her students. And in the end, as the teacher said, the teacher's assessment criteria can change and this can be detrimental to students.

Teaching English With Computer Media

Since computer media plays a role in the world of education, many teachers use computer media as a medium for learning English. But before the teacher uses computer media to teach, the teacher also learns about this computer media first. This is shown in the data below :

*"The first time I developed eh... learning media using social media, **first I had to eh... study before entering class.** So, there is preparation in advance to find out how far the operating process of the media is. And after understanding and mastering the media, I just learned to introduce it to students. After students understand, then I practice it in class."*

So, with the presence of computer media, teachers also accept it and try to learn to use it in the learning and teaching process.

After the existence of computer media in the learning and teaching process, teachers find it helpful in managing time from preparing lessons to collecting assignments. In terms of preparing for learning, teachers are of the opinion that computer media helps shorten their preparation before teaching, as in the data below :

"With social media, I think it's beneficial. It means more of this... more.. we are more comfortable, more time, more saved. Then... what's the name? Ehh... the breadth of knowledge gained is higher. Then.. what else? Ehh.. lots of new things that didn't exist before, now they can be used. So, the creativity is increasingly visible."

So, teachers also feel that their time is saved more because of the role of computer media which is easily accessible. Therefore, teachers can also use their free time to explain the material in more detail so that learning is more optimal.

In the era before computer media existed, teachers used real things as learning media. However, when teaching English using computer media, teachers use it for teaching media.

"There are several social media that I use. The first thing I use that I give to students is I use the Google form. This has to do with student assignments where I can give students a deadline, for example, three days and end at 24:00. The second I use Kahoot. I use Kahoot when I give quizzes to students whose teaching and learning activities run in the room (in class). Then the third I use quipper school. I also use Quipper School to give quizzes to students when students study material related to quizzes. Then the fourth I also use a YouTube account for students. Which YouTube account is used to upload student work in the form of videos. With students uploading themselves then the link is sent to me."

Using computer media as a learning medium is a fairly appropriate choice. Because teachers can use several applications to meet the needs according to their wishes.

Computer media that has an open character makes computer media easy to use and easy to access. Of the many types of computer media, computer media is a source that has a wide reach. So this is beneficial for teachers to find sources, materials, information and others like the data below :

"Okay. It has to do with content because, uhh... now it's entering the global 4.0 world, right? Ehh.. well there uhh I also often see good teaching methods on Youtube and then I apply them in class. Especially ehh.. material related to games."

In this way, the teacher's knowledge will increase. And with the increase in teacher knowledge, the teacher's ability to teach also increases so that they are able to provide the best for students.

Teachers use computer media as learning media because there are many types of computer media. Therefore, now the teacher uses a variety of media to teach as shown in the data below :

*"There are several social media that I use. **The first thing I use that I give to students is I use the Google form.** This has to do with student assignments where I can give students a deadline, for example, three days and end at 24:00. **The second I use Kahoot.** I use Kahoot when I give quizzes to students whose teaching and learning activities run in the room (in class). **Then the third I use quipper school.** I also use Quipper School to give quizzes to students when students study material related to quizzes. **Then the fourth I also use a YouTube account for students.** Which YouTube account is used to upload student work in the form of videos. With students uploading themselves then the link is sent to me."*

So, with the many variations of media used and having different functions. This will make the learning process more varied and enjoyable.

As we know, teachers and students now use computer media when learning and teaching. Teachers use their authority to regulate students' use of mobile technology in the classroom. With that, it can be said that students now also frequently use computer media, especially high school students who are indeed allowed to bring cellphones to school. This is done to make it easier for students to use computer media according to the direction of the teacher. However, on the other hand, teachers also have problems when students are ordered to access computer media during learning like in the data below :

*"But yeah, that has a weakness, those who are lazy just copy from their friends. **So, I keep an eye on them sometimes it gets overwhelmed.** Supervising them to stay on the track is very difficult. Got here and there off. Even though I've been a teacher for a relatively long time, so I at least understand more... in terms... how the pattern of the students is, are they right, are they lying, that's visible. But still we miss too."*

The statement above shows one of the hands that teachers face when using computer media in the learning and teaching process. In these conditions the teacher must supervise students properly so that they remain on task.

The stability of the teacher's mood when teaching English using computer media is supported by the role of computer media which is able to manage time. Therefore, the teacher is assisted in saving time and energy as in the data below :

"After that the video link was sent to my WhatsApp, I just have to watch and rate it. So it's easier for me to judge than having to wait for them to present one by one, it takes time and our mood can be different for a long time, but if it's that way, I can watch it at any time because the recording is available."

So, the teacher's mood is indirectly an important thing, therefore the teacher must also find ways to stabilize the mood when teaching. Therefore, the presence of computer media is one way for teachers to help stabilize their mood.

Discussion

The Positive Side of Using Computer Media in Teaching English

As we know, computer media has now become one of the most effective English learning media. Therefore, teachers also accept the presence of social media in the world of education, although teachers still have to adapt and learn to use social media in the learning and teaching process (Cementina, 2019). In previous research, EFL teachers used social media to give lectures, share useful links, and send messages to colleagues and students (Namaziandost & Nasri, 2019). In contrast to previous research, this study found the role of computer media in the mindset of teachers in EFL teaching such as computer media as a time management, which means that by using computer media, teachers can make learning time is more efficient and collection tasks are more flexible. In addition, this study also found the role of computer media as enhancing the quality of teacher instruction, which means that the quality of teachers in teaching is increasing because they are able to use media that are varied, creative, and able to control moods. This is in line with previous research which shows that if teachers and students are able to adapt to changing times, especially in the use of social media, then students and teachers will have a more creative mindset and also have the mindset to adopt new methods originating from social media (Kodrat, 2020; Smith et al., 2016). Therefore, with the many media used by the teacher, the teacher will be more creative in the teaching process so that the learning process is even more enjoyable. In addition, this study also found the role of computer media as a provider of innovation. What is meant by this innovation provider is because computer media has an open character, so that sources of information can be easily accessed by teachers. Information available on computer media is not only about material but also information about how to handle students, approach students, and others. Therefore, if teachers are able to use computer media properly, the positive side of computer media can foster innovation and creativity for teachers. The more teachers have high innovation and creativity, the more teachers are able to encourage active class activities by implementing independent learning using computer media. In this independent learning, students can find their own learning material according to the teacher's instructions. Then, when at school the

teacher only has to explain important points and answer questions from students who do not understand the material they have read. Of course, this question session was able to encourage class activity. In addition, teachers are able to minimize student boredom by using computer media so that students remain active even in the last hours.

In addition, social media is also used as a medium for communication for teachers such as sending messages to colleagues or students (Namaziandost & Nasri, 2019). In this study, computer media has a role as a tool for interaction such as a discussion forum and providing feedback. By using computer media, discussions with friends, commenting on the work of friends, and teachers providing feedback to students are easier. Then in terms of task control. Task control when learning English can be done easily because it is given and collected through computer media. So, the existence of computer media in the learning and teaching process certainly provides a positive side for teachers because it has made it easier for teachers to carry out their duties. The positive sides of computer media also play a role in the mindset of EFL teachers who are increasingly creative, innovative and able to improve teaching English effectively and efficiently.

The Negative Side of Using Computer Media in Teaching English

In all cases, of course, there are positive and negative sides. The previous explanation contains the positive side of using computer media in teaching English according to the teacher's experience. For this reason, this discussion contains the negative sides of using computer media in teaching English according to the teacher's experience. In previous research, it was found that students did not concentrate enough during learning because they got distractions from YouTube, Twitter, and Facebook (Solidjonov D.Z, 2021). In line with previous research, this study also found the same thing, namely teachers feel overwhelmed by monitoring the use of computer media during the learning and teaching process. As we know, students are allowed to bring cell phones to school to support the learning process, especially students who are in high school. However, this is a new challenge for teachers because students are easily distracted and do not concentrate on their assignments but instead go to other sites that have nothing to do with learning. Because each student has a cell phone, the control pattern in the class becomes difficult. Therefore, the presence of computer media does not fully bring a positive side but also brings a negative side. However, in this study, the findings from the negative side were lacking because this research focused on the role of computer media in general and teachers also gave stories about their experiences using computer media during the teaching process mostly from a positive perspective.

Conclusion

The results of this study indicate that the roles of computer media that have been discovered are actually able to influence the mindset of English teachers. Therefore, it can be seen from the results of teachers' opinions regarding teaching with and without computer media, it can be concluded that EFL teachers assume that the roles of computer media help them in the teaching process. So, EFL teachers are able to utilize and access computer media for teaching purpose and make EFL teachers more interactive and creative in their teaching.

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