

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher discusses about the finding of the researcher. The finding presents about what the researcher found during the research. The researcher collects the data from interview and documentation which were discuss based on theory in the previous chapter and the research problem. The findings include the descriptive analysis of Digital Pedagogy in the 4.0 Era: A Framework for Integrating Innovative Media in Teaching of English at SMPN 2 Pamekasan

#### **A. Research Finding**

In this section, the researcher will explain the research finding of Digital Pedagogy in the 4.0 Era: A Framework for Integrating Innovative Media in Teaching of English at SMPN 2 Pamekasan. In this case, the researcher will explain the result of research, those how the integration of digital pedagogy inserted student's to English learning activities at SMPN 2 Pamekasan and how the student's response to the integrative of digital pedagogy in the process of student's English learning activities.

In the researcher observation found the data about English learning activities, first observation the researcher asking permission from the teacher concerned to make observations The second observation the researcher entered the class for observation while paying attention to how teaching and learning activities in the classroom using digital media, the students used the digital media well and the operation was quite good because the students were

familiar with digital media. Then in the third observation the researcher tried one by one students to apply how they used digital media in learning.

To obtain the data related to the Digital Pedagogy in the 4.0 Era: A Framework for Integrating Innovative Media in Teaching of English at SMPN 2 Pamekasan, the researcher uses semi structured interview in collecting the data because it easier for the researcher to ask the question and questions can be asked randomly, even new questions are allowed, also provide space for the researcher to ask any questions as long as they are in line with the established topic. The researcher cannot do the observation because to answer the research problem just need interview only.

The researcher comes to the field and interview with the English teachers and English students of SMPN 2 Pamekasan directly so that the researcher gets information based on English teachers' and English students experience. The researcher conducted this research on August 21<sup>th</sup>-August 29<sup>th</sup> 2024. The researcher chooses three the English teachers and three students at SMPN 2 Pamekasan to do interview.

In this case the researcher will explain the result of research, those are digital pedagogy in the 4.0 era: a framework for integrating innovative media in teaching of English about the integration of digital pedagogy inserted student's to English learning activities and the student's response to the integrative of digital pedagogy in the process of student's English learning activities

## **1. The Teacher's Integrated Digital Pedagogy for Student's English Learning Activities at SMPN 2 Pamekasan**

Based on the researcher observation at SMPN 2 Pamekasan, the use of integrated digital pedagogy in English learning activities focuses on blending traditional teaching with digital tools. This approach makes learning more engaging and interactive. Teachers use online platforms to share resources, facilitate discussions, and track student progress. Digital activities, like language games and quizzes, help students practice their skills in a fun way.

Additionally, students have access to e-books and multimedia content, which expose them to various English contexts. Teachers also use digital assessments for immediate feedback, allowing students to understand their progress better. Overall, this method encourages student-centered learning, helping learners take an active role in their education while preparing them for a digital future.

The researcher conducted the interview with Mr. Seger, the researcher conducted the interview with some question that had been prepared. And eventually would be answered by Mr. Seger as an informant and as the English teacher at SMPN 2 Pamekasan who use the teaching media in class. There were some questions that the researcher asked to Mr. Seger, such as "What digital tools and media do you currently use in teaching English?". And he answered:

"Each teacher should use the coaching media. But in my opinion, I exploit actual coaching media for the 7th-grade cloth, the first

chapter is an introduction, then the second one is a bankruptcy on singular or plural so, for an creation its exercise directly with college students. like the greeting bankruptcy, students will immediately practice in front of class if best for best sure chapters. Then in bankruptcy foir there are family members. I use various kinds of learning media such as youtube, whatsapp and direct events as learning media. The learning tools I use are cellphones, computers and projectors but more often use cellphones because they are commonly used and are more conducive to using them.”<sup>1</sup>

After that the researcher continued with a new question about “how do you integrate digital media in learning?”

“I often use interactive videos from platforms like YouTube or TED-Ed to introduce new topics or reinforce concepts that have already been taught. For example, when teaching grammar or listening comprehension, I will play a short video, then invite students to discuss and answer questions based on the content of the video. In presentation assignments, I encourage students to use PowerPoint, Prezi, or Canva to create more visual and engaging presentations. In this way, students not only learn English, but also digital skills. Before the day of English lessons, I often give a video to watch and then imitate and learn because preparation for learning is important for students so that in learning they can understand and have a handle on knowledge. ”<sup>2</sup>



**Picture 1.1** Mr. Seger is interviewed by Researcher

After the researcher conducted the interview with Mr. Seger as English teacher at SMPN 2 Pamekasan. The researcher took some

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<sup>1</sup> Seger, is as English Teacher at SMPN 2 Pamekasan, Interview, August 21, 2024

<sup>2</sup> Ibid

documentations in the form of photo that had been taken from the researcher's smartphone, and it was done as evidence that the researcher really did research at SMPN 2 Pamekasan and conducted interview with the answer that had been stated by the informan, and this interview enough on Wednesday, August 21<sup>th</sup>, 2024.

Then, on Thursday, 26<sup>th</sup>, the researcher continued to be conducted with Mrs. Atong Dwi Suhartini that had answered the same question as before in accordance with the interview sheet guide, the researcher conducted interview with question that had been prepared and would be answered by Mrs. Atong Dwi Suhartini as an informan and the English teacher at SMPN 2 Pamekasan who use the teaching media in class. The researcher asked to Mrs. Atong Dwi Suhartini, the question: "How digital tools affect teaching and student engagement?", and she answered:

"These digital tools have greatly influenced my teaching methods and increased student engagement in several ways, namely, Tools like Google Classroom allow students to learn independently outside of class. They can repeat material, do extra practice, and learn at their own pace. This gives them more freedom and responsibility in the learning process. Digital tools allow me to provide materials tailored to students' needs. For example, I can give students who are quicker to grasp the material a more difficult challenge, while students who need additional help can be given simpler exercises. Digital tools tend to be more appealing to students because they have grown up in a technology-laden environment. Using videos, educational games and apps keeps them more interested and motivated. I see an increase in student participation and enthusiasm when using these technologies compared to traditional methods."<sup>3</sup>

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<sup>3</sup> Atong Dwi Suhartini, is as English Teacher at SMPN 2 Pamekasan, Interview, August 26, 2024

After that, the researcher continued with next question about “what is your opinion on the effectiveness of digital pedagogy in improving English learning?”

“I see digital pedagogy as a highly effective method of improving English language learning. There are several reasons that support this view, namely, Digital pedagogy allows students to access a variety of rich learning resources, such as videos, podcasts, articles and interactive games. This provides variety in the way students learn, which is important to address their various learning styles and needs. The use of digital tools such as learning videos makes the learning process more interesting and interactive. Students are more motivated to engage in the material due to the more dynamic and fun approach compared to conventional methods. Digital pedagogy gives students the freedom to learn anywhere and anytime. Learning apps such as Google Classroom allow students to practice English outside of class hours, helping them to organize their study time according to their needs. With the use of media such as videos, podcasts and pronunciation apps, students can hear different accents and ways of pronouncing English, thus improving their listening and speaking skills. These tools also help boost their confidence in speaking. Technology allows students to receive instant feedback, either from online quizzes or from language practice apps. Quick feedback helps students correct their mistakes faster and reinforce their understanding. Digital tools also support collaboration between students, such as online discussions or joint projects conducted through digital platforms. This helps students communicate in English in a more real context. Although highly effective, digital pedagogy still needs to be supported with traditional methods, especially in deeper aspects of learning such as text analysis or face-to-face discussions. However, overall, the integration of digital technologies significantly enriches the English learning experience.”<sup>4</sup>

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<sup>4</sup> Atong Dwi Suhartini, is as English Teacher at SMPN 2 Pamekasan, Interview, August 26, 2024



**Picture 1.2** Mrs. Atong Dwi Suhartini is Interviewed by Researcher

After the researcher conducted the interview with Mrs. Atong Dwi Suhartini as English teacher at SMPN 2 Pamekasan, the researcher took some documentation in the form of photos taken from the researcher's smartphone, and it was done as evidence that the researcher really did research in SMPN 1 Pamekasan and gave some questions that had been answered by the informan. This research was carried out on Thursday, August 26<sup>th</sup>, 2024.

After conducted interview and documentation with Mrs. Atong Dwi Suhartini, on different day on the date August 27<sup>th</sup>, the researcher conducted an interview with several questions that had been prepared and answered by Mr. Mujibur Rahman as an informan and an English teacher at SMPN 2 Pamekasan who use the teaching media in class. The questions: "What additional support or resources do you need to effectively integrate digital media into your teaching?" and this is the answer from Mr. Mujibur Rahman as the informan:

"To effectively integrate digital media into English language teaching, there are some additional supports and resources needed i.e., Some students may not have access to devices such as laptops or tablets at home. Support in the form of providing devices to students in need will go a long way to ensuring every student can fully engage in digital learning. A fast and stable internet connection is essential, both at school and at students' homes. Slow or inconsistent internet access often hinders the use of digital tools,

both for online learning activities and accessing materials. To maximize the potential of digital pedagogy, more in-depth training for teachers is needed. Although I already use some digital tools, I feel additional training on new technologies, digital strategies and innovative teaching platforms would be helpful. More curriculum-relevant digital learning materials are needed. Content such as videos, apps and interactive exercises integrated with school English materials would facilitate the learning process. In schools, it is helpful to have IT staff or teams who can provide quick technical support in case of problems with devices or software. This ensures that learning is not interrupted by technical issues. Classrooms equipped with projectors, interactive boards or other multimedia devices will help in integrating digital tools directly in classroom teaching. With this support, the integration of digital media can be done more effectively and evenly, and have a greater positive impact on student learning. in smpn 2 pamekasan itself, each class is equipped with digital tools, but the development needs to be improved again.”<sup>5</sup>

After that, the researcher continued with next question about “have you noticed any changes in student performance or motivation since adopting digital tools?”, he answered:

“Yes, I have noticed positive changes in students' performance and motivation since adopting digital tools in English teaching. Here are some of the changes I have observed i.e. Students have become more active and engaged in the lessons. Digital tools such as interactive quizzes, videos, and learning apps make them more enthusiastic to participate in class. Visually appealing and interactive media make learning more fun. Students are more motivated to learn, especially as many digital tools incorporate elements of play (gamification). I see that students are more likely to study independently outside of school hours. With access to online materials and exercises, they can learn at their own pace and convenience, without always relying on the teacher. This improves student performance as they can revisit material they haven't understood. Digital tools allow students to get immediate feedback after completing an assignment or quiz. This quick feedback helps students immediately know where they went wrong and correct them, thus improving their understanding of the material. Students also become more skilled in using technology. In addition, with collaborative tasks conducted through digital platforms, students

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<sup>5</sup> Mujibur Rahman, is as English Teacher at SMPN 2 Pamekasan, Interview, August 27, 2024



learn to work together more effectively on group projects, even in a virtual environment. For some students who initially lack confidence in speaking up in class, digital platforms give them the opportunity to participate without feeling awkward, for example through discussion forums or chats. This helps to increase their engagement in the learning process. However, despite the many positive changes, there are also challenges, especially for students who lack access to devices or the internet. For them, additional support is essential to ensure they are not left behind”.<sup>6</sup>



**Picture 1.3** Mr. Mujibur Rahman is Interviewed by Researcher

## **2. The Student’s Response to the Integrated Digital Pedagogy as a Framework in the Process of Student’s English Learning Activities at SMPN 2 Pamekasan**

Based on the observation the students response to digital pedagogy is happy and enthusiastic in undergoing English learning because by using digital media students will find it easier to find and find out information related to learning.

This research focuses on the Response Integrative of Digital pedagogy in the process of students in learning activities that used by English teachers at SMPN 2 Pamekasan, teaching media is an object used by the teacher as an intermediary in conveying learning material

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<sup>6</sup> Mujibur Rahman, is as English Teacher at SMPN 2 Pamekasan, Interview, August 27, 2024

explained before, as was done by one of teachers, namely using a smartphone as a medium in conveying the material that will be discuss that day, and this focuses on the Response Integrative of Digital pedagogy in the process of students in learning activities that used by English teachers at SMPN 2 Pamekasan in class such as when using realia, smartphone and tablet as student learning media it will be easier and more responsive and understand about the material, but the size of the realia itself is often a weakness in conveying learning material such as the size of the real object that is too small will be difficult for students to see, smartphone and tablet is also very inadequate because it is often not used in its place, sometimes it is still often used for playing around rather than for learning but that is only a handful of students the rest of whom comply with the rules for using smartphones and tablets. And this is the state from student SMPN 2 Pamekasan namely Devi about using teaching media in class, I question about “ How comfortable are you with using digital tools and media for learning?”, she answered:

“Very comfortable because when using media, students will be more interested and enthusiastic in learning, enjoy more and will not be pressured, because if we only depend on books students tend to feel bored, the digital tools that using teacher is smartphone and tablet, media that using is youtube, google and video education. I very happy and enjoy when in studying use the tools and media digital”.<sup>7</sup>

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<sup>7</sup> Devi, is as English Student at SMPN 2 Pamekasan, Interview, August 29, 2024.

And the next question, I question about “Can you explain how these tools are used during learning and how they affect you and your engagement in the classroom?”, and she answered:

“Digital tools such as online learning platforms (e.g. Google Classroom, Youtube, and WhatsApp) are used to deliver materials, assignments and discussions online. For example, teachers can share PowerPoint presentations, learning videos or interactive modules during the lesson. In addition, tools such as digital dictionary or grammar checker apps are often used to assist students in writing and reading. Digital tools can increase student participation by providing access to a variety of interactive learning resources, such as online quizzes or polls that can be conducted directly during lessons. Students can also be more actively involved in discussions through chat or forum features. However, for some students, the use of digital tools can be challenging if they feel unfamiliar or experience technical issues, which can reduce their level of engagement”.<sup>8</sup>



**Picture 1.4** Devi is Interviewed by Researcher

And the next hour but the same day I interview too one the student namely Angely, the question is “Are there any particular digital tools or activities that you like or find effective?” she answered:

“I as students may like using apps like youtube, google and whatsapp that make it easier to learn vocabulary and grammar in an interactive and fun way. In addition, activities such as discussions through online forums, listening exercises from interactive videos,

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<sup>8</sup> Ibid

are also considered effective as they allow students to learn in real time and get immediate feedback”.<sup>9</sup>

The next question is “What challenges do you face when using digital tools to learn English?”, and she answered about the she experience in the class:

“The challenges students especially me as students too face can vary, including technical issues, such as slow internet connections or unsupported devices. In addition, some students may feel unfamiliar with certain technologies, or struggle to follow the material if there are no clear instructions. Distraction while using digital devices can also be an issue, such as being distracted by notifications or access to social media during lessons”.<sup>10</sup>



**Picture 1.5** Angely is Interviewed by Researcher

## **B. Discussion**

This section presents the discussion based on the finding of the research. The researcher wants to explain and describe the digital pedagogy in the 4.0 era: a framework for integrating innovative media in teaching of English at SMPN 2 Pamekasan. Additionally, there are some research focuses that would be discussed in this section, those are the Integration of Digital Pedagogy Inserted Student’s to English Learning Activities at SMPN 2 Pamekasan and

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<sup>9</sup> Angely, is as English Student at SMPN 2 Pamekasan, Interview, August 29, 2024.

<sup>10</sup> Ibid

the Student's Response to the Integrative of Digital Pedagogy in the Process of Student's English Learning Activities.

### **1. The Teacher's Integrated Digital Pedagogy for Student's English Learning Activities at SMPN 2 Pamekasan**

There are many ways English teachers the integration of digital pedagogy use the teaching media in class, while the media used is also varied by showing the teaching media and explain it to students.

The point of interview with Mr. Seger, Mrs. Atong Dwi Suhartini and Mr. Mujibur Rahman, they have the identical ways to use the coaching media in elegance by means of showing and give an explanation for the coaching media. They show and give an explanation for it the coaching media so the scholars emerge as more appealing and hobby when study the cloth in elegance, the use of coaching media can assist greater instructors to deliver the gaining knowledge of fabric.

Media is an middleman that used by humans for a specific reason. there are various media depending of the media motive itself. One kind of media is coaching media, teaching media are intermediaries which can be commonly used by instructors to convey the cloth to be conveyed to their students. studying media is made to make less complicated for instructors to supply material.<sup>11</sup>

Maximum English instructors at SMPN 2 Pamekasan have used coaching media in class. The point of interview with Mr. Seger, Mrs.

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<sup>11</sup> Bolla, "Use of Media as an Instructional Tool in English Language Teaching (ELT) at Undergraduate Level."

Atong Dwi Suhartini and Mr. Mujibur Rahman, choosing the right media coaching media that the teacher will use within the classroom could be very vital due to the fact the usage of teaching media in the lecture room will even have an effect on time, deciding on irrelevant coaching media will waste quite a few students' gaining knowledge of time inside the classroom. As for the usage of coaching media, of course it'll be very helpful to all teachers whilst coaching in class, it's miles important in growing concentration, specially for college students' expertise approximately the gaining knowledge of material in the study room.

In English Learning at SMPN 2 Pamekasan activities in Speaking activities using the media sosial is a WhatsApp and youtube video, before the studying in the night teacher will send one the youtube video with the material about speaking. The students will requested to imitate the video was send with voice note in the group WhatsApp and will corrected and assessed by teacher. In writing activities teacher using the media teaching is a picture, newspaper and real event, students will requested to write about the material which are already request the teacher and write in the book special in writing lesson, students was write lots and was assessed by teacher. In reading activities, teachers will search one text to read by students and students will read the text after read the text teacher will requested to students to recounted the text in front class, sometimes teacher use the video to observed by students after observed students will requested to recounted or write about the video.

## **2. The Student's Response to the Integrated Digital Pedagogy as a Framework in the Process of Student's English Learning Activities at SMPN 2 Pamekasan**

Digital pedagogy is an approach to learning that uses technology to improve the quality of learning. In the context of learning English, digital pedagogy can include the use of language learning apps, interactive platforms and online resources. Studies have shown that students generally have a positive response to the use of technology in English language learning. For example, the use of apps such as YouTube, Google, Zoom and others can increase students' motivation to learn and engagement in the learning process. The main advantage of digital pedagogy in English language learning is the ability to increase student interaction and engagement. Interactive apps can provide game-based exercises, flashcards and listening exercises that make learning more fun and effective. While digital pedagogy has many advantages, there are some limitations and challenges that need to be overcome. For example, differences in access to technology between students can affect the quality of learning. In addition, students also need to be prepared for the changes in learning and writing caused by AI generative technologies. The implementation of digital pedagogy in English learning practices can be done in several ways. For example, using the Moodle LMS platform to deliver easy-to-understand English materials by using animated videos and video learning materials. In addition, the use of technology can also help

overcome barriers in the learning process. Digital pedagogy also focuses on developing the digital competencies that students need to succeed in the digital era. Competencies such as digital literacy, information seeking skills, and technological problem-solving skills are essential to master.

The point of interview based on students namely Devi and Angely is many studies show that students have a positive response to the use of technology in English language learning. For example, the use of language learning apps such as Youtube, google, WhatsApp and video based on the real life can increase students' motivation to learn and engagement in the learning process. Digital pedagogy can improve English language skills through more active and interactive interaction. For example, the use of digital media such as animated videos and video learning materials can make the material easier to understand and fun.<sup>12</sup> The integration of digital pedagogy requires critical thinking skills from students. They should be able to analyze and evaluate information provided through technology, such as web and online resources. Digital pedagogy can increase student engagement and motivation in the learning process. For example, the use of Moodle LMS platform can make students feel more comfortable and happy in learning English. Although the integration of digital pedagogy has many advantages, there are some challenges that need to be overcome. For example, the difference in access to technology between students can affect the quality of learning. In addition, students also need to be prepared

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<sup>12</sup> “Buku Media Pembelajaran untuk Generasi Millennial”



for the changes in the way of learning and writing caused by AI generative technology.