

Improving Students' Writing Ability In Narrative Text Through Short Animated Stories At Grade VIII^D OF SMPN 1 Uepai

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ABSTRACT

The development of information and communication technology has brought great changes in the world of education, including in the process of learning English. Amidst the rapid development and importance of technology and digital literacy in education, there are still many challenges and obstacles experienced by English teachers who have limited technological skills, especially in the process of integrating technology into learning at SMPN 1 Wonggeduku. These problems are not only related to low technical competence, but also limited supporting facilities, lack of continuous training, and psychological constraints such as lack of self-confidence. Therefore, this study aims to find out more about the challenges and constraints experienced by English teachers who have limited technological skills. This research uses a qualitative approach with a case study design, with data collection through interviews, observation, and documentation involving two English teachers. In addition, the subjects of this study were English teachers at SMPN 1 Wonggeduku, totaling 2 people. Then, the data in this study were analyzed through three stages, namely data reduction, data display, and conclusion drawing. The results show that the main obstacles lie in the basic skills of using digital devices, such as laptops and projectors, as well as difficulties in operating learning applications. In addition, the limited internet network, the lack of supporting devices in each class, and the unavailability of technology experts also exacerbate the problem.

Keywords: *Challenges and Obstacles, English Teachers, Technology Skills, Teaching.*

ABSTRAK

Perkembangan teknologi informasi dan komunikasi telah membawa perubahan besar dalam dunia pendidikan, termasuk dalam proses pembelajaran bahasa Inggris. Di tengah pesatnya perkembangan dan pentingnya teknologi serta literasi digital dalam pendidikan, masih banyak tantangan dan hambatan yang dialami oleh guru bahasa Inggris yang memiliki keterbatasan keterampilan teknologi, terutama dalam proses pengintegrasian teknologi ke dalam pembelajaran di SMPN 1 Wonggeduku. Permasalahan ini tidak hanya terkait dengan rendahnya kompetensi teknis, tetapi juga keterbatasan fasilitas pendukung, kurangnya pelatihan berkelanjutan, dan kendala psikologis seperti kurangnya rasa percaya diri. Oleh karena itu, penelitian ini bertujuan untuk mengetahui lebih lanjut tentang tantangan dan kendala yang dialami oleh guru bahasa Inggris yang memiliki keterbatasan keterampilan teknologi. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus, dengan pengumpulan data melalui wawancara, observasi, dan dokumentasi yang melibatkan dua orang guru bahasa Inggris. Selain itu, subjek penelitian ini adalah guru bahasa Inggris di SMPN 1 Wonggeduku yang berjumlah 2 orang. Kemudian, data dalam penelitian ini dianalisis melalui tiga tahap, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kendala utama terletak pada keterampilan dasar penggunaan perangkat digital, seperti laptop dan proyektor, serta kesulitan dalam mengoperasikan aplikasi pembelajaran. Selain itu, keterbatasan jaringan internet, kurangnya perangkat pendukung di setiap kelas, dan tidak tersedianya pakar teknologi juga memperparah permasalahan tersebut.

Kata Kunci: *Tantangan dan Kendala, Guru Bahasa Inggris, Keterampilan Teknologi, Pengajaran.*

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INTRODUCTION

The development of information and communication technology (ICT) has brought significant changes in various aspects of daily life, including in the field of education. The presence of ICT makes learning more dynamic, interesting and easy to use. Various digital platforms, such as e-learning, educational videos, educational apps and the use of the internet as a source of information, have made it easier for students to learn whatever they need to know. In addition, teachers can improve the effectiveness of their lessons by using technology to explain material, assess student learning, and interact with students in an engaging way.

This is in line with the research of Fuadah, Mudjenan, dan Hasan (2023) which states that the use of information and communication technology (ICT) in the learning process can improve the quality of learning and have a major influence on changes in teacher teaching methods, by utilizing information and communication technology (ICT), teachers begin to apply teaching methods that focus more on information technology (IT) and can vary the media and learning resources they will use, so that students feel more enthusiastic when the material is taught by the teacher.

The benefits of technology in learning perceived by students include the use of technology in education, including increasing student engagement with materials, developing more interactive teaching methods, and improving learning efficiency. With the availability of e-learning platforms, adventure schools and educational apps, students and teachers can interact without being limited by time and space. In addition, the use of multimedia tools such as instructional videos, simulations, and technologies like virtual reality (VR) and augmented reality (AR) can help students understand the subject matter more effectively. On the other hand, technology also makes learning more personalized, allowing each student to learn according to their own abilities and pace.

This is in line with research conducted by Mukarromah dan Andriana (2022) which states that the use of media in the learning orientation stage contributes to increasing the effectiveness of the learning process and assists in delivering learning objectives and messages. In addition, the presence of media can also arouse students' interest and motivation, as well as support their understanding of the material by presenting accurate and interesting information.

As for teachers, technology provides various benefits in teaching, learning, assessment, and educational administration. With technology, teachers can access a wider range of learning resources and present materials in an interactive and easy-to-understand manner. Teaching methods become more flexible, such as blended and project-based learning. In addition, technology supports student administration and evaluation through the Learning Management System (LMS), which makes it easier to give assignments and monitor learning progress. Evaluation also becomes more objective and transparent thanks to automated evaluation applications and educational data analysis.

This is in line with research conducted by Aulia et al., (2025) shows that the utilization of technology brings significant changes in the duties of teachers, allowing administrative efficiency as well as the application of innovative teaching methods tailored to individual needs. Technological advances also help educators facilitate more effective learning tools, improving student academic achievement.

Based on the benefits of technology that have been mentioned, it can be concluded that technology has a very crucial role in the learning process. The development of the digital world is an urgency for educators and students to not only understand, but also be able to master technology to increase effectiveness and efficiency in teaching and learning activities.

The urgency of mastering technology in education is becoming increasingly important with the development of interactive and flexible digital learning methods. Technology enables uniform delivery of materials, supports distance learning, and expands access to various learning resources. For educators, mastery of technology creates an innovative learning environment and improves student motivation and learning outcomes. Meanwhile, for students, technology skills

not only help with material comprehension, but also develop 21st century skills such as critical thinking, collaboration and creativity.

However, while technology has great potential in education, there are still challenges in its application. Teachers often face obstacles such as lack of infrastructure, especially in remote areas where there is minimal access to technology devices and the internet. In addition, low digital skills are a significant barrier, as not all educators are able to operate technology effectively. Lack of training and mentoring makes the integration of technology in learning difficult. Resistance to change is also a limiting factor, with some teachers reluctant to abandon traditional methods due to concerns over the effectiveness of technology and its impact on classroom interactions.

This is in line with research conducted by Az et al., (2023) stated that the use of ICT in the education sector often experiences various obstacles, including the lack of ICT infrastructure procurement in various regions, the utilization of old technology equipment, and the absence of availability, as well as the high cost of procurement and utilization of ICT facilities.

This phenomenon was also experienced by a teacher at SMPN 1 Wonggeduku, where based on pre-observation results, the teacher admitted to having difficulties in using a laptop, especially when creating learning modules. The difficulties include various technical aspects, such as inserting images into the module, compiling tables, and basic skills in operating word processing software. Even in more basic matters, such as changing capital and lowercase letters when typing, the teacher still experienced confusion.

Based on the above problems, the researcher raised this research with the title "Challenges and Obstacles Faced by English Teachers with Limited Technology Skills in Using Technology for Teaching (*A Case of Study at SMPN 1 Wonggeduku*)". This research was conducted in order to find out more about the obstacles and challenges experienced by the teacher. The purpose of this study is to analyze in detail the challenges and difficulties faced by English teachers at SMPN 1 Wonggeduku in utilizing technology in the teaching process. By understanding the factors that become obstacles, it is hoped that this research can provide more comprehensive guidance for teachers in their efforts to improve the effectiveness of technology-based teaching in the school.

LITERATURE REVIEW

Data and Sources Data

1. Data

The data in this research are texts or writings that researchers take based on the results of interviews and observations.

2. Sources Data

The data sources used in this research are divided into two types, namely:

a. Primary Data

Primary data in this study was obtained directly from English teachers at SMPN 1 Wonggeduku who experienced challenges in using technology for teaching. Data were collected through in-depth interviews, direct observation, and documentation related to their lessons. With this method, the researcher was able to explore the teachers' experiences, constraints, and factors that influence the limitations of their technology skills in a more in-depth and contextualized manner.

b. Secondary Data

Secondary data in this study were obtained from various sources, namely the vice principal at SMPN 1 Wonggeduku. These sources are used to strengthen the theoretical basis of the research and provide a broader picture of how technology can support the teaching process, as well as compare findings in the field with the results of previous research.

Data Collection Instrument

To obtain data for this research, researchers used observation, interviews, and documentation.

1. Observation

Prawiyogi et al., (2021) stated that observation or also known as observation includes the activity of focusing on an object by utilizing all the senses. Therefore, observation is a way to collect data. data that utilizes the five senses accompanied by detailed writing about the object of research. Therefore in this research, observation was carried out by directly observing the object of research to obtain detailed information. Through this method, researchers can see firsthand how a phenomenon occurs and record important things related to the research.

2. Interview

Prawiyogi et al., (2021) stated that interviews are used as a data collection technique when researchers want to conduct preliminary research to determine the issues that need to be studied, and when researchers want to understand more detailed aspects of respondents. Interviews are used as a way to get more in-depth information from respondents. In this study, researchers used semi-structured interviews to obtain information related to the reasons why teachers stutter with technology.

3. Documentation

Prawiyogi et al., (2021) stated that documentation is a direct observation to obtain data obtained by researchers based on the discussion. This is done to get a real picture in the field and obtain from direct sources from teachers about the relationship between school organizational culture regarding the encouragement of teacher performance itself. In this research, researchers used documentation in the form of photographs and voice recordings of research subjects when interviewed.

Data Analysis Technique (Data Processing)

In this research, researchers used data analysis techniques using the theory of Matthew B. Miles (1994) which is divided into three stages, namely:

1. Data Reduction

In the data reduction stage, researchers select, simplify and sort the raw data obtained from the field. The aim is to emphasize important data and delete irrelevant information, so that the simplified data provides a better understanding and helps researchers in the next process.

2. Data Presentation (Data Display)

Once the data has been reduced, the next step is to present the information in a structured format, such as tables, graphs, diagrams or descriptive narratives. This presentation facilitates understanding of the information obtained and supports researchers in planning the next step. In the data presentation stage, researchers used descriptive narratives.

3. Conclusion Drawing/Verification

Based on the data that has been collected, the researcher draws conclusions and conducts checks. Researchers analyze the data that has been displayed to identify patterns or themes that form. Initial conclusions drawn are provisional and will be checked throughout the research process to ensure their accuracy and consistency.

4. Data analysis results

The results of the data analysis in this study show that the biggest challenge faced by English teachers at SMPN 1 Wonggeduku in utilizing technology lies in three main aspects. First, limited skills in using learning tools and applications, where teachers still have difficulty operating basic devices such as laptops and learning support applications. Second, infrastructure limitations which include the lack of availability of adequate

technology devices and unstable internet access. Third, teachers' low confidence in applying technology in learning, triggered by anxiety and fear of mistakes in using technology.

These factors are closely interrelated and significantly affect the low level of technology utilization in the learning process at school. This finding was strengthened through a data verification process conducted by triangulation, both in terms of sources - comparing the results of interviews with teachers and principals - and in terms of techniques, by combining direct observation and photo documentation in the field.

Based on these results, the researcher concludes that efforts to improve the utilization of technology in learning at SMPN 1 Wonggeduku require strategic steps that include intensive technology skills training for teachers, provision of adequate facilities and infrastructure, and continuous mentoring. Thus, teachers are expected to build confidence and better ability in integrating technology into the teaching and learning process.

As a concrete solution, some steps that can be taken include: first, conducting practical and sustainable technology training, focusing on the basic skills of using educational software, such as creating digital teaching materials, managing virtual classes, and using interactive learning media. Second, improving supporting facilities for technology-based learning by providing adequate hardware such as laptops and projectors, as well as ensuring a stable internet connection in the school environment. Third, providing assistance and mentoring on a regular basis, either through peers who are more proficient in technology or by bringing in external resource persons, so that teachers get direct guidance when facing difficulties. In addition, building a teacher learning community can also be a forum for sharing experiences and practical solutions in utilizing learning technology. By implementing these solutions, it is expected that teachers will not only be more skilled, but also more confident in utilizing technology to improve the quality of learning at school.

Verification of Research Data

In this research, researchers used triangulation methods, namely source triangulation and technical triangulation. The source triangulation in this study will be taken from the teacher, and the vice-secretary. The triangulation techniques in this research were taken through observation and interview techniques.

FINDINGS AND DISCUSSION

After conducting the research, the researcher found that there are challenges faced by teachers in integrating technology in education and what inhibiting factors influence the effective use of technology in learning activities. Then, based on the results that have been presented previously obtained from the results of interviews with research subjects, namely English teachers at SMPN 1 Wonggeduku, the challenges faced by teachers in integrating technology in education and inhibiting factors that influence the effective use of technology in learning activities, include the following:

Challenges faced in integrating technology in education

Based on the results of research conducted on English teachers at SMPN 1 Wonggeduku, it can be seen that the challenges faced in integrating technology in education are: Limited Basic Technology Skills, Fear and Lack of Self-Confidence, Lack of Guidance or Training, Habits in Conventional Methods, Closed Mental Attitude towards Change. This can be seen from the interview data that has been conducted with teachers which shows that there are 5 data that show that Teachers' Challenges in Integrating Technology in Education

Based on the results of interviews with several teachers and vice principals, it was found that teachers face various challenges in integrating technology into the learning process. These

challenges come from various factors, both in terms of skills, psychology, and lack of adequate system support. Here is a complete explanation: Limited Ability and Technological Skills

One of the main challenges faced by teachers is the lack of ability in using devices and technology. Several teachers said that they even had difficulty operating basic devices such as laptops or LCD projectors. Especially when they have to use projectors and laptops to create teaching materials such as modules, they feel confused because they have never received appropriate training.

This shows that many teachers, especially those without a technological background, still have significant limitations in technical aspects. Without proper training or mentoring, these teachers will continue to face difficulties in optimizing the use of technology in the classroom.

Fear, Lack of Confidence, and Trauma of Failed Experiences Psychological factors are also significant barriers. Some teachers are afraid of making technical errors while teaching, such as pressing the wrong button, an application that does not run properly, or a device that suddenly stops working. This fear causes a great lack of confidence, so that teachers are hesitant to try again.

The lack of relevant and comprehensive training is also a major cause of teachers being unable to keep up with technological developments. They need training that starts from the most basic things and is implemented gradually according to their respective abilities. However, in reality, many schools have not provided adequate training programs, both in terms of content, methods, and ongoing guidance.

Without proper training, teachers find it difficult to learn independently because they do not know where to start. In fact, some teachers complained that no one could provide direct guidance when they experienced obstacles.

Dependence on Conventional Learning Methods Most teachers, especially those who have been teaching for a long time, feel more comfortable with traditional learning methods such as writing on the board, direct lectures, and distributing materials in photocopied form. Because they have been accustomed to these methods for years, they feel more confident and believe that the old ways are still effective.

This comfort indirectly makes teachers reject or reluctant to try new approaches that involve technology, even though the potential for technology to support the learning process is very large. Dependence on conventional methods is a challenge in itself in efforts to encourage the digitalization of education.

A mental attitude that is not ready to face change. Another challenge that is no less important is the mental attitude of teachers who are still closed to change. There are some teachers who feel that changes towards the use of technology are something complicated and not in accordance with their teaching style. This attitude causes them to close themselves off from opportunities to learn and develop.

In fact, the development of the world of education demands adaptation, including in the use of information and communication technology. An attitude that is too passive towards change will make teachers increasingly left behind in terms of mastery of technology and the ability to respond to the challenges of the times.

This study is in line with the research of Urai Salam et al. (2023) which shows that teachers experience difficulties due to lack of digital competence, limited appropriate teaching materials, lack of training, and limited infrastructure such as adequate internet connections and devices. Furthermore, research by Champa et al. (2019) states that the main obstacles include lack of training on ICT integration, low competence in using technological devices, limited supporting tools and software, and minimal digital-based learning materials.

In addition, this study is also supported by research conducted by Herdina et al. (2023) which also stated that although teachers have a positive perception of the use of technology, they also face challenges such as limited training, lack of technical support, and low confidence in using digital tools. This is also seen in this study, where teachers at SMPN 1 Wonggeduku stated

that they felt hesitant and not confident when they had to operate devices such as laptops and projectors. Some teachers also admitted that they were afraid of making technical errors when teaching using technology, so they preferred to return to using conventional methods that they had mastered.

In connection with the above, The results of this study are also in line with the TPACK (Technological Pedagogical Content Knowledge) theory developed by Mishra and Koehler (2006). The theory explains that in order for teachers to be able to integrate technology effectively in the learning process, they need to master three main components, namely Content Knowledge (CK) or mastery of subject matter, Pedagogical Knowledge (PK) or knowledge of teaching strategies and methods, and Technological Knowledge (TK) namely the ability to use technology as a learning tool. These three elements must be possessed in a balanced manner so that the teaching and learning process can run optimally in the digital era.

However, based on the results of interviews conducted with teachers at SMPN 1 Wonggeduku, it was found that the main problem faced by teachers lies in the Technological Knowledge (TK) aspect. The teachers already understand the content of the English material and have experience in delivering material using conventional methods, but still have difficulty in using digital devices such as laptops, LCD projectors, and learning applications such as Google Classroom or Zoom. Some teachers even admitted that they were still confused about the basic operation of these devices, and were afraid of making mistakes during the learning process. This shows an imbalance between the mastery of CK and PK with TK, as explained in the TPACK theory.

This inability in the technological aspect then has an impact on the low level of teacher confidence, as well as the tendency to continue using conventional learning methods. The lack of appropriate technology training, limited facilities, and minimal technical support in schools further strengthen the obstacles experienced by teachers in integrating technology. Thus, the results of this study indicate that without adequate mastery of TK, teachers cannot effectively integrate technology with pedagogy and content, so that the integration of technology in learning is not optimal.

Barriers and factors affecting the use of technology in education

From the results of interviews with research subjects, it can be seen that there are 5 data related to what inhibiting factors influence the effective use of technology in learning activities. Based on the results of interviews conducted with two English subject teachers and one vice principal at SMPN 1 Wonggeduku, it was found that there are a number of factors that are obstacles to the effective use of technology in learning activities. These obstacles arise not only from limited facilities and infrastructure, but also related to teacher readiness in terms of time, technical support, and the need for appropriate training.

One of the most prominent issues is limited access to technological facilities. Although the school provides some technological equipment such as laptops and projectors, their availability is not evenly distributed across classrooms. Teachers who wish to use projectors often have to borrow them from the teachers' room or laboratory, which is considered inconvenient—especially when the equipment is not in good condition. Moreover, some classrooms lack adequate electricity supply, and the internet connection within the school is frequently unstable. These technical limitations make it difficult for teachers to implement technology smoothly during lessons, leading many to rely on traditional teaching methods they are more comfortable with.

Another significant barrier is the lack of preparation time. Teachers expressed that using technology requires more time to prepare, as they need to learn how to operate devices, connect them properly, and understand how to use educational applications. With their time already occupied by lesson planning, grading, and other administrative duties, many teachers find it more efficient to stick to manual teaching methods that they are already familiar with.

From the interviews, it also became clear that support from the school in terms of technology integration exists but remains minimal. There are no dedicated IT staff or technical assistants available to help teachers when technical issues arise during teaching. As a result, teachers must rely on one another for assistance, even though not all teachers are proficient in using technology. This situation often results in delays or even the complete abandonment of the use of technology in the classroom.

Interestingly, age or teaching experience was not perceived as a barrier to adopting technology. Both senior and younger teachers agreed that, as long as there is a willingness to learn and adapt, anyone can use technology in teaching. This highlights that motivation and personal effort are more influential than age in determining a teacher's ability to integrate technology.

As a solution, the teachers emphasized the importance of regular, hands-on training tailored to their specific skill levels. They preferred practical training sessions over theoretical instruction, especially when using real tools they would apply in the classroom. Furthermore, they strongly recommended that schools provide direct technical support or assign a mentor who could assist when challenges occur during lessons. Such support is seen as essential to increasing teachers' confidence and encouraging the more effective integration of technology into the learning process.

This finding is consistent with the study by Akbar et al. (2023), which explains that the implementation of educational technology in Indonesian schools is still hampered by infrastructure issues and uneven training opportunities. Similarly, Arridho et al. (2022) noted that the development of technology in education is not always followed by the readiness of its users, especially in terms of skills and confidence.

Teachers at SMPN 1 Wonggeduku also mentioned that preparing technology-based learning takes more time. They need to learn how to operate devices, set them up properly, and understand how to use learning applications, all while still managing other responsibilities such as lesson planning, grading, and administrative work. Because of this, many teachers feel that using traditional, manual methods is more practical under current conditions. This is supported by Az et al. (2023), who pointed out that the lack of practical training and technical support prevents teachers from using technology optimally.

In terms of support from the school, there have been efforts to encourage technology integration, but the support is still very limited. There are no IT staff or designated personnel available to assist teachers when technical issues arise in the classroom. As a result, teachers have to rely on help from colleagues, who may not always have sufficient knowledge either. In many cases, this situation leads teachers to abandon the use of technology altogether in order to avoid disrupting the learning process. This aligns with Eirlangga et al. (2024), who emphasized that the success of technology integration in schools heavily depends on the structural support and internal readiness of the institution.

Interestingly, both senior and younger teachers agree that age is not a barrier when it comes to adopting technology. As long as there is a willingness to learn and adapt, they believe that anyone can use technology in teaching. This supports the findings of Hambali and Natsir (2023), who argue that motivation and openness to change are more important factors than age or years of experience in determining a teacher's ability to integrate technology.

As a solution, the teachers strongly recommend regular training sessions that are practical and tailored to their skill levels. They prefer hands-on training using the actual tools they would apply in the classroom rather than just theoretical explanations. Moreover, they suggest that schools provide direct technical support or assign a mentor who can assist when issues arise during teaching. Support of this kind is seen as essential for increasing teachers' confidence and accelerating the integration of technology in the learning process. This is also highlighted by Hameed and Hashim (2022), as well as Urai Salam et al. (2023), who stress the importance of

targeted training and ongoing mentorship in the successful implementation of digital media in education.

Based on the results of interviews with all research subjects, it can be concluded that this study found that English teachers at SMPN 1 Wonggeduku face several challenges in integrating technology into education. These challenges include limited technology skills, fear and lack of confidence, lack of training and support, reliance on conventional teaching methods, and resistance to change. External factors such as limited facilities, unstable internet, lack of IT support, and time constraints also hinder the effective use of technology. Interestingly, age was not considered a barrier as teachers believed that motivation and willingness to learn were more important. To overcome this problem, teachers recommended direct, practical training and consistent technical support. This finding is in line with the TPACK framework and previous research, which highlights the need for balanced mastery of content, pedagogy, and technology in successful technology integration.

CONCLUSION

Based on the results of the research conducted on English teachers at SMPN 1 Wonggeduku, two main problems were found that hinder the integration of technology in the learning process, namely constraints from the individual teacher's side and constraints originating from the school environment

1. Challenges faced in integrating technology in education

Teachers face personal challenges stemming from limited basic technological skills, fear of making mistakes, lack of confidence, trauma from previous failed experiences, and lack of appropriate training. In addition, the habit of using conventional learning methods and a closed mental attitude towards change also strengthen resistance to the use of technology in learning. This shows an imbalance in the mastery of Technological Knowledge (TK) elements compared to Content Knowledge (CK) and Pedagogical Knowledge (PK), as described in TPACK theory. Nonetheless, teachers indicated that motivation and willingness to learn were more important determinants than age or length of teaching experience.

2. Barriers and factors affecting the use of technology in education

From the external side, the main obstacles faced by teachers include the uneven distribution of technology facilities, unstable internet connections, the absence of technical staff to support the digital learning process, and limited preparation time. Teachers also feel burdened by administrative responsibilities and lesson planning, so they are reluctant to spend additional time learning and preparing for the use of technology. Support from the school is still relatively minimal, especially in the form of continuous technical training and direct assistance when problems occur in the classroom. This condition causes teachers to prefer manual methods that are considered more practical and safe.

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