

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion. This research answers two key questions, which are analyzed and explained based on the research data. This chapter provides an overview of how digital learning media are implemented in English classes and examines the challenges teachers face when using digital learning media within the framework of an independent curriculum. Additionally, findings are discussed based on the data collected from observations, interviews and documentation.

#### **A. Findings**

This research was conducted with teachers at Junior High School and Senior High School. The research aimed to explore the application of digital learning media in English lessons based on the independent curriculum. To address the first research question, the researcher examined how digital learning media is implemented in the classroom through observations with teachers. The second research question focused on identifying the challenges faced by teachers when using digital learning media in English classes under the independent curriculum. To answer this, the researcher conducted interviews with English teachers. Additionally, documentation in the form of classroom photos, field notes, and textbooks was utilized to support the findings. The data collected during the research are presented below.

## **1. The implementation of digital learning media for English classes within an independent curriculum**

Based on the data obtained through observation, and documentation, there are several digital learning media that teachers use when teaching English in the classroom. The findings are explained below.

### **a. Wordwall**

Wordwall is an online educational game that can be a tool in language teaching and learning. This application already provides many game features that can be used. By using this application, teachers can provide exercises to students and students perform activities according to the instructions given.

Based on the findings, teacher integrates this digital learning media into lessons as an assessment tool and interactive activities. Based on classroom observation, teacher used Wordwall in the middle learning process which is the material taught is about narrative text. Where the teacher gives an example of a story about “The Legend of Crying Stone”. The language skills used are reading skills and viewing skills. Here are some of the steps taken by the teacher B in implementing Wordwall in class.

#### **1) Preparing the Necessary Devices**

Based on the observation, the teacher prepares a laptop that has been connected to the internet so that it can access the

Wordwall application. Then, the teacher connects the laptop to the projector that has been prepared previously so that all students can see the game display clearly. The teacher shows screen in the form of (matching game) in the Wordwall application using the projector.

## 2) Explaining the Rules of the Game

Before starting the game, the teacher explains how the “Matching Game” works, which is matching the picture with the corresponding description. Students must match the picture on the left with the corresponding description on the right. After that, students are called alternately to come forward to the front of the class. Each time there are five students to doing game about the material that has been learned (narrative text).

## 3) Actively Involving Students

After knowing the rules of the game, students are selected in turn to come to the front of the class and match the picture with the appropriate explanation. Then, students are told to point or drag and match the picture with the explanation. Students show the answer by touching the screen and the teacher runs the carousel. All students looked excited in answering the questions given in the game. Some students immediately found the answer and some also needed time to think and then get the answer.

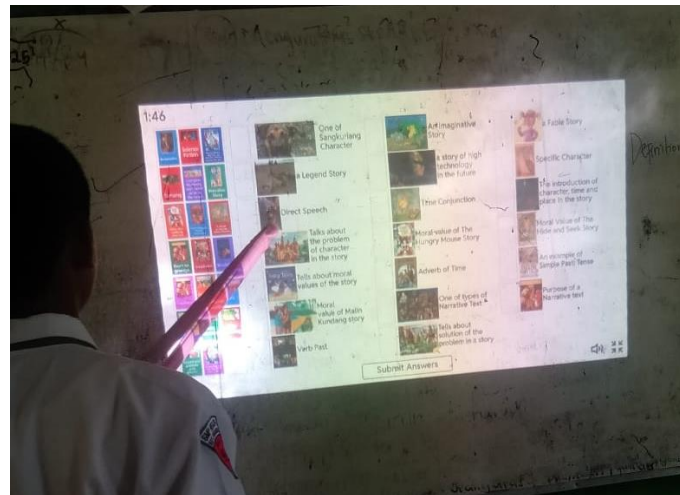


Figure 4.1 Matching Game

#### 4) The Teacher Provides Guidance

If there are students who have difficulty in matching pictures and do not know the meaning of the questions, the teacher provides guidance and helps students not to feel difficult and can ask for help if needed.



Figure 4.2 Provides Guidance

### 5) Providing Feedback and Discussion

After all students have answered the questions, the teacher will check the results of the students' answers. If the answer is correct, the Wordwall system will give immediate feedback and get one point. If the answer is wrong, the student goes back to the back and tries again later after 2-3 students waiting at the back have finished working. If the answer is still wrong, the teacher explained the incorrect part.

Based on the findings, this activity also reflects the characteristic of the independent curriculum, which is developing students' character and soft skills, particularly creativity, critical thinking and independence through interactive student-centered learning.

#### **b. Quizizz**

Quizizz is a digital learning media platform that allows teachers to create interactive and engaging quizzes for students. Teachers can create interactive quizzes using various question types, such as multiple choice, true-false, and essay. Based on the findings, teachers integrate this digital learning media into lessons as an assessment tool and interactive activity. Based on classroom observation, the teacher used Quizizz at the beginning learning process to find out students' understanding before explaining the material to be taught. The language skill used is reading skill. Here

are some of the steps the teacher A took in implementing Quizizz in the classroom.

### 1) Preparing the Necessary Devices

Based on the observation, students were responsible for setting up the LCD projector and ensuring it functioned properly. While some students handled this task, the teacher prepared the Quizizz activity on the laptop, making sure it was accessible. Students were then instructed to prepare their mobile phones and check their internet connection to ensure they could access Quizizz. For students without mobile phones, the teacher provided guidance, instructing them to pair up with classmates who had devices so they could participate in the quiz collaboratively.

### 2) Explaining the Quizizz Rules

The teacher instructed students to open Google on their mobile phones and navigate to the Quizizz website. The teacher then displayed a game code for students to enter in order to access the quiz. Once logged in, students were directed to answer questions related to narrative text through various game modes, including multiple-choice and true-false questions.

### 3) Playing the Game

The teacher ensured that all students had successfully joined the Quizizz session using the provided code. Once

everyone was logged in, the teacher started the game. Students answered quiz questions individually, while those without mobile phones participated in pairs or small groups. As the game progressed, students demonstrated enthusiasm and engagement in responding to the quiz questions.

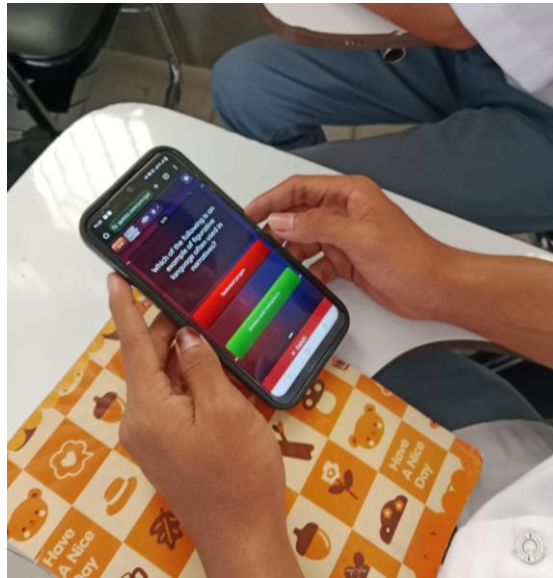


Figure 4.3 Quiz Questions

#### 4) Supervising Students

Throughout the game, the teacher moved around the classroom to monitor student participation and ensure that everyone was actively engaged. Additionally, the teacher tracked quiz results in real time using the leaderboard feature and provided immediate feedback to enhance students' understanding of the material.



Figure 4.4 Leaderboard

### 5) Reflection

After all students had completed the quiz, the teacher ended the game and displayed the final results, announcing the winners. Following this, the teacher summarized the key points from the quiz and facilitated a reflection session, allowing students to share their experiences using Quizizz as a learning tool.

Based on the finding, the implementation of Quizizz supports the characteristic of independent curriculum, which is focusing on essential material. By assessing students' prior knowledge, the teacher ensures that the lesson emphasizes core competencies in literacy and comprehension,

### c. AI (Artificial Intelligence)

The use of Artificial Intelligence (AI) in education is growing and being implemented in various aspects of learning.



One form of utilization is the use of AI models such as Gemini, developed by Google, and GPT, developed by OpenAI, as digital learning media in the classroom. These two technologies have advanced capabilities in understanding, generating and analyzing texts, so they can serve as effective tools for teachers and students in the learning process.

Based on the observation, the teacher integrates this AI-based digital learning media into group activities in the classroom. Additionally, the teacher used AI at the end of learning process. In the lesson, the teacher applied two AI models, Gemini and GPT, to help students more understand the material about narrative text. The language skills focused on in this activity are reading and presenting. Here are some of the steps the teacher A took in implementing AI in the classroom.

#### 1) Preparing the Necessary Devices

Based on the observation, before starting the activity, students are asked to prepare their respective devices, such as mobile phones, and ensure a stable internet connection. The teacher also checks to make sure that all students can access AI through their devices.

#### 2) Assigning Tasks to Students

The teacher divides the class into small groups of four to five students. Each group is then asked to access either Gemini

or GPT on their devices. The teacher assigns them the task of researching the definition, structure, and linguistic elements of narrative texts using AI assistance.



Figure 4.5 Group Practice

### 3) Making a Summary of the Material

After gathering information from the AI, students are guided to identify key concepts related to the given task. They then analyze and summarize the material in their own words before compiling it into a digital document, such as Google Docs, for further discussion.

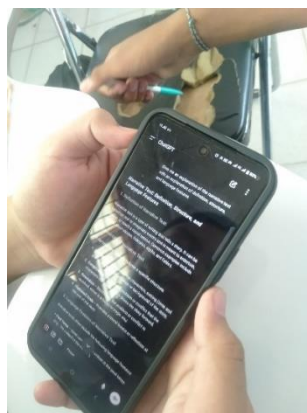


Figure 4.6 GPT

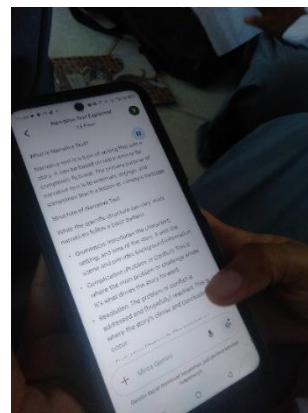


Figure 4.7 Gemini

#### 4) Teacher Supervision and Guidance

Throughout the activity, the teacher monitors students to ensure they are not merely copying AI-generated information but actively understanding and processing the material. If students encounter difficulties, the teacher provides additional guidance through examples or by clarifying complex concepts.

#### 5) Presenting Results

After completing their tasks, each group presents their findings, including the information obtained from Gemini or GPT. The presentation is followed by a discussion session, where the teacher and other students provide feedback and ask questions to deepen their understanding of narrative texts. Students have the option to present their work in either English or Indonesian, based on their ability.



Figure 4.8 Presenting

Based on the finding, this implementation illustrates the characteristic of the independent curriculum, namely in curriculum design. Students were given autonomy to explore materials using AI at their own pace and collaborated in groups, which reflects a personalized and adaptive learning approach.

#### **d. YouTube**

YouTube is a video sharing platform that can be utilized as digital learning media in the classroom. The platform provides various types of videos that support the learning process, such as educational videos, tutorials and other learning resources. Moreover, in the context of language learning, YouTube can be used to develop various language skills, not only one particular aspect, but also all skills in English.

Based on the observation, teachers have integrated this digital learning media into the learning process as an evaluation tool, interactive activities, as well as group-based activities. In addition, the teacher used YouTube in the middle learning process. In the classroom observation, the material taught on that day was related to narrative text. Teacher A showed a video titled The Legend of Crying Stone, while Teacher B showed a video of The Ant and The Dove. The language skills trained in this lesson are viewing and presenting. The following are the stages taken by teacher A in implementing YouTube in the classroom.

### 1) Showing YouTube on the Projector Screen

The teacher opens the YouTube application through a laptop that has been connected to the internet and shows the video through the LCD projector. The video shown, The Ant and The Dove, is an example of narrative text that aims to introduce the elements of the story to students.

### 2) Playing the Learning Video

When the video is successfully shown, the teacher directs the students to listen to the content of the story carefully. The video contains the story of The Ant and The Dove, which contains moral messages that students can learn from. In addition, this video has been equipped with subtitles in English and Indonesian to help students understand the content of the story better. To improve understanding, the video was played three times.



Figure 4.9 The Ant and The Dove

### 3) Group Task

After watching the video, students are asked to form groups of 4-5 students. The teacher then explains the task to be done, which is to analyze the structure of narrative text based on the video that has been played. The task has been prepared in the form of a worksheet displayed through the LCD screen. In the process, students discuss and exchange opinions to better understand the structure of the text.

### 4) Teacher Guidance in the Learning Process

While students are working on group assignments, the teacher actively provides guidance and direction. Some students ask about the meaning of certain words in the video, while others ask for further explanation of the assignment. The teacher acts as a facilitator to ensure that each student can understand the material well.



Figure 4.10 Teacher Guidance

## 5) Collection and Presentation of Work

In the final stage, students are asked to collect the group work that they have completed. Furthermore, one of the groups is chosen to present the results of their analysis in front of the class. This activity aims to train students' speaking skills and strengthen their understanding of the structure of narrative text.

On the other hand, here are some steps that teacher B took in implementing YouTube in the classroom.

### 1) Connecting YouTube on the LCD

Based on the observation, the teacher sets up the LCD projector, connects it to the laptop, and ensures the device is connected to the internet to access YouTube. Once everything is ready, the teacher plays a video titled The Legend of Crying Stone to support the learning process.

### 2) Playing the Learning Video

Once the video appears on the screen, the teacher instructs students to focus on the story's content. The video narrates the legend of crying stone, a well-known folklore from Kalimantan, which conveys important moral lessons. Additionally, the video includes English subtitles to enhance students' comprehension.

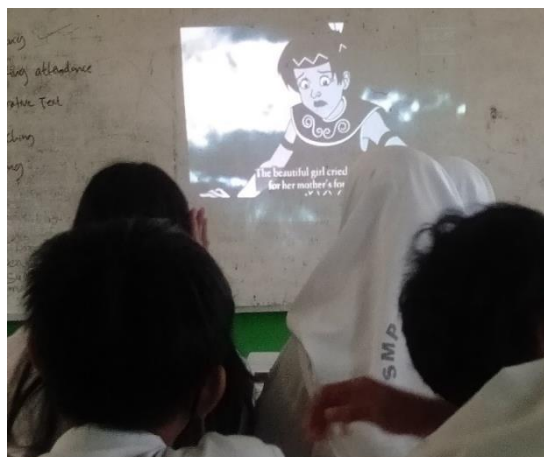


Figure 4.11 The Legend of Crying Stone

### 3) Asking Questions

While the video is playing, the teacher poses several questions midway through to assess students' understanding. Students are required to provide accurate answers based on the information presented in the video. After the video concludes, the teacher asks further questions related to the structure of a narrative text, including character roles, plot, and moral lessons. The students then respond based on the content of the video they have watched.

### 4) Summarizing the Video Content

Following the question-and-answer session, the teacher facilitates a discussion to help students summarize the video. The summary includes key aspects such as the moral lesson, the main character, and other essential narrative elements.

Based on the finding the use of YouTube in this activity supports the characteristic of the independent curriculum, as it



fosters students' character development through discussion of moral values in narrative text and promotes collaboration through group analysis as well as focusing on story structure and key narrative elements.

**e. PowerPoint**

PowerPoint is a presentation software used to deliver learning materials visually and interactively. In the context of digital learning, PowerPoint allows educators to present information more engagingly by incorporating text, images, audio, video, and animations. Based on findings, teachers integrate this digital learning media at the beginning learning process as part of interactive activities. Classroom observations indicate that the material being taught is recount text, with a focus on developing reading and speaking skills. The following are the stages taken by Teacher B in implementing PowerPoint in the classroom.

**1) Preparing the Necessary Equipment**

The teacher instructs students to set up the LCD projector and ensures that the device functions properly to display the PowerPoint slides clearly. Once the setup is complete, the teacher connects the laptop to the projector to begin the presentation.

## 2) Presenting the Lesson

After ensuring that all equipment is working correctly, the teacher begins presenting the recount text material using the prepared PowerPoint slides. Students are expected to pay close attention to the explanations provided in the slides. The material covers the concept of recount text, which is a type of text that recounts past events or experiences. The teacher explains the content systematically across the slides.



Figure 4.12 Recount Text

## 3) Interactive Activities

To enhance engagement, students were previously assigned to write a recount text based on their personal experiences. During this session, the teacher selects students to present their stories in English. The selection process is done using a spinner application containing the students' names. After a student shares their experience, the teacher asks three questions related

to the story. Students who answer correctly earn points as a form of recognition for their understanding of the material.



Figure 4.13 Interactive Activities

#### 4) Q&A Session

Following the student presentations, the teacher conducts a Q&A session. During this time, students are encouraged to ask questions about the lesson and discuss any concepts they find difficult to understand.

#### 5) Summarizing the Lesson

To conclude the session, the teacher summarizes the recount text material by asking students questions regarding its definition, purpose, structure, and linguistic features. This process serves not only as a recap but also as an assessment of students' comprehension of the lesson.

Based on the finding, the activity also supports the characteristic of the independent curriculum by focusing on core language content (recount text) while giving students flexibility to express their experiences through structured presentations and interactive questioning.

## **2. The challenges faced by English teachers when using digital learning media in the English class within an independent curriculum implementation**

This study identifies the challenges that English teachers faced when using digital learning media in English class based on the implementation of the independent curriculum. Based on the interviews conducted, some of the main obstacles have been revealed by the participants, namely two English teachers. The results of interviews between researchers and teachers as participants are described to provide in-depth understanding. The following is the data from the interview:

### **a. Limited Access or Internet Connectivity Among Students**

The teacher explained that using digital learning media such as Quizizz, AI and also YouTube requires a stable internet connection. However, at this school, not all students have sufficient internet data. The school has not yet provided free Wi-Fi specifically for students, so they have to rely on their own data, which can be a financial burden. Students who do not have enough

data often share it with their peers or receive assistance from teachers. Teacher A stated:

*“..... connectivity requires internet quota; well, the school also cannot fully provide free internet quota to students. So automatically sometimes students spend their own funds for quota to access the media....”*

Meanwhile Teacher B said:

*“.... I usually tell them in advance that they have to provide internet quota. However, usually, if there is no internet quota, students share the quota with the teacher, the teacher provides a lot of internet quota. Wi-Fi is available but for the public only....”*

Based on the finding, this challenge identified related to the characteristic of the independent curriculum, which emphasize the development of Pancasila student profiles through various soft skills and character-building activities, particularly via project-based learning (PjBL). As PjBL serves as a core instructional strategy within this framework, it often necessitates reliable internet access for activities such as research, collaboration and information retrieval. However, limited access to the internet among students poses a significant barrier to their active participation in such learning processes. Consequently, this limitation hampers the cultivation of essential character traits, including independence, collaboration, and critical thinking.

#### b. Inequitable Access to Digital Devices

Beyond issues related to internet connectivity, unequal access to appropriate devices poses a significant barrier to digital

learning. Not all students possess smartphones required to engage with digital learning platforms such as Quizizz, GPT, or Gemini. Some students may lack personal devices entirely, while others may own smartphones that are incompatible with certain educational applications. Teacher A said:

*“.... not all students have smartphones, then the cell phones themselves sometimes do not support certain media....”*

Based on teacher' statements it shows that teacher faced difficulties ensuring all students can participate equally, as not every student owns a smartphone or a compatible device. Even when students do have smartphones, those devices may not support certain educational applications, limiting the tools a teacher can effectively use. The lack of uniform access can result in some students being left behind, making it harder for teachers to deliver inclusive and equitable instruction through digital platforms.

Based on the finding, the challenge is related to the characteristics of the independent curriculum, namely Pancasila students' various soft skills and character development through project-based learning because student involvement in digital media (e.g. Quizizz, AI, YouTube) is very important in the implementation of PjBL. When not all students have adequate devices, their opportunities to actively participate in collaborative projects or tasks are uneven, contrary to the principles of

inclusiveness and equality emphasized in independent curriculum learning.

c. Professional Development Chance that Focusses on Digital Learning Media

The Teacher also highlighted the limited use of digital learning media by educators. Most teachers only use apps such as Quizizz and WordWall in the teaching-learning process. This happens because many of them have not attended training to use other digital learning media. In fact, with the increasing number of technology-based learning platforms available, this kind of training is very important so that teachers can explore various teaching methods that are more interactive, innovative, and in accordance with the needs of students in the digital era. Teachers should continue to improve their skills in using technology to be more effective in teaching with digital learning media. Teacher B said:

*“.....In fact, I only use WordWall and Quiziz, I think it is very mainstream and I am limited to other sources that are as interesting as WordWall and Quiz, well I have never participated in other trainings....”*

*“.... If it's a special professional development that is digital, I never did, I got it because I studied it myself and learned with friends....”*

Based on the finding, this challenge related to one of the key characteristics of the Independent Curriculum, namely flexibility in school curriculum design. The independent curriculum grants teachers the autonomy to develop and adapt

teaching materials based on their specific educational contexts. However, the lack of adequate professional development and training hinders teachers from fully utilizing this flexibility. Without sufficient knowledge and skills in exploring various digital learning media, teachers face difficulties in designing effective and contextually relevant learning experiences.

d. Inadequate Facilities to Support Digital Learning

Both teachers use digital learning media, most of which require a projector to display the content in front of the class during lessons. They explained that the facilities and infrastructure supporting digital learning at the school still need improvement. One example is the absence of permanently installed projectors in classrooms. This forces students to retrieve projectors from the teacher's office and set them up themselves whenever they need to use them. This process takes several minutes, which could otherwise be used for learning. This situation not only inconveniences the students but also disrupts the learning process, which should ideally be more efficient. Teacher B stated:

*“.....Our school can be said to be good, but the facilities and infrastructure to make it digital right here the projector is not permanent in the classroom right, you have to go to the office to take it and then install it and it takes more than 5 minutes....”*

In addition, Teacher also stated that the use of projectors by multiple people, without a fixed facility in each classroom, can



accelerate the breakdown of the device. Projectors that are moved around are more prone to technical problems due to repeated use by different hands. As Teacher A said:

*“... For devices like LCD projectors, the school hasn't provided one for every classroom. And when the projector is handled by many people, it tends to wear out or get damaged faster...”*

Based on the findings, this challenge connected with the Independent Curriculum characteristic of flexibility in school curriculum design. While the curriculum allows teachers to adapt and design learning activities based on the specific context of their schools, this flexibility must be supported by adequate infrastructure. In situations where essential facilities such as permanently available LCD projectors are lacking, it becomes difficult to implement innovative and contextually relevant learning processes. As a result, the intended benefits of curricular flexibility cannot be fully realized.

e. Class Size and Number of Classes Taught

Furthermore, the findings indicate that one of the challenges in implementing digital learning media in English instruction is the large number of students in each class. Teacher B reported that the average number of students in the four classes she teaches is approximately thirty students per class. This situation poses a challenge in ensuring that all students can fully benefit from the use of digital learning media. Teacher explained that with

such a large number of students, the effectiveness of implementing digital learning media cannot reach hundred percent.

However, with repeated use, students gradually became more familiar with the media and were able to participate actively in digital-based learning activities. Therefore, the continuous application of digital learning media can enhance student engagement, even in classrooms with a large number of students.

As expressed by Teacher B:

*“.... Yes, the obstacle is because of the large number of students, on average I teach from class 9G 9H 9I 9J, an average of 30 students per class, so to ensure that students benefit it cannot be maximized hundred percent. However, if I use Wordwall repeatedly in the class, I can see that all students are adept at playing games in Wordwall and are not confused, which is usually a bit difficult at the beginning of the meeting ....”*

Based on the finding, this challenge is associated with one of the core characteristics of the Independent Curriculum, namely a focus on essential material. This principle is intended to promote deeper, more meaningful learning by prioritizing core content over superficial coverage. However, large class sizes and heavy teaching workloads hinder teachers from delivering material in a focused and in-depth manner. This challenge becomes even more pronounced when using digital-based learning approaches, which often require individualized guidance and attention.

f. Tight Teaching Schedule and Limited Time Preparation

In addition, the teacher explained that a tight teaching schedule limits the time available to develop varied digital learning materials. This situation leads to a sense of monotony in the learning process. For instance, when using Wordwall for matching games, the images displayed are often repeated due to a lack of time to update them. A similar issue occurs with presentation media such as PowerPoint, where the displayed content becomes less varied because of the limited time available for updates and material development. Therefore, the limited preparation time available to teachers is one of the factors that hinders innovation in the use of digital learning media in English classes. As Teacher B said:

*“..... actually, has something to do with this, the teaching schedule is quite busy, so making varied digital learning media is a bit difficult. So, it seems monotone, for example when matching games in the use of Wordwall for the images displayed I do not update because I have not had time to update other images, so when played the images are repeated, then PowerPoint is also like that. So, because of the limited time, the creation is not very varied ...”*

Based on the finding, this challenge is linked to one of the characteristics of the Independent Curriculum, namely a focus on essential material. The Independent Curriculum encourages teachers to design in-depth and meaningful learning experiences. However, tight teaching schedules and limited preparation time

often result in the use of monotonous digital learning media. As a consequence, the learning process becomes less interactive and engaging, thereby hindering the optimal exploration of essential content.

## **B. Discussion**

After presenting the data in the description above, the researcher proceeds to analyze the findings that have been described. This study aims to answer two research questions. Following the data analysis process, the researcher presents the findings and connects them to relevant existing theories. The discussion of these findings is provided below.

### **1. The Implementation of digital learning media for English classes within an independent curriculum**

#### **a. WordWall**

The use of Wordwall in the classroom shows the application of gamification in learning English, which according to Deterding et al., (2011), can increase student motivation and engagement. The matching game activity provided an interactive environment where students actively participated in identifying narrative text elements. The use of Wordwall as an interactive platform supports the implementation stage described by Hasan et al., (2021), where teacher ensure all media and tools are ready, clearly communicate the learning objectives, and explain students' responsibilities during the sessions.

The teacher prepared the equipment (laptop, internet connection, projector) before class, explained the rules clearly, and actively involved students in matching activities related to the narrative text. The excitement and participation observed reflect Santika's (2023) finding that digital resources create a more engaging and enjoyable classroom environment. Moreover, the teacher's provision of guidance during the activity corresponds to Hasan's (2021) follow-up phase, ensuring students' understanding and giving immediate feedback when difficulties occurred.

Besides that, in implementing Wordwall in the classroom, the teacher carried out several steps, including preparing the necessary devices by setting up a laptop connected to the internet and a projector to clearly display the game to all students. This preparation is consistent with the recommendation by Singhal et al., (2019) who highlighted the importance of device readiness in enabling a gamified learning setting. The teacher also engaged students by calling them to the front of the class, one by one, to match images with the appropriate descriptions. This approach effectively encouraged students' extrinsic motivation through hands-on involvement and visible achievements during the activity.

The students' excitement and enthusiasm during the game demonstrated the impact of gamification in enhancing both extrinsic and intrinsic motivation, as supported by Singhal et al.,

(2019). In addition, the teacher offered assistance when students struggled, reflecting the importance of monitoring progress and creating a supportive, inclusive classroom atmosphere-another central element in gamification theory. Additionally, the use of Wordwall aligns the first characteristic of the independent curriculum, which focuses on developing the character of Pancasila students through active learning (Riyan Rizaldi & Fatimah, 2022). By encouraging collaboration, critical thinking, and enthusiasm during learning, Wordwall helps foster character values such as independence, critical thinking, and creativity, as expected in project-based and student-centered learning environments.

#### **b. Quizizz**

Similarly, the application of Quizizz integrated in the beginning of the lesson aligns with Hasan's (2021) preparation stage where teachers review supplementary materials and set up equipment, and also with the implementation stage where objectives and instructions are made clear. The use of mobile phones and real-time quizzes encouraged active participation, consistent with Santika's (2023) claim that the appropriate use of digital tools can make learning more enjoyable. The teacher's supervision and reflection session after the quiz provided an opportunity to consolidate students' understanding, which matches

Hasan's (2021) follow-up activities such as discussions and evaluations.

Apart from that, Quizizz is one of the applications in gamification that can be used in learning English. In implementing Quizizz in the classroom, teachers follow a series of systematic steps. First, they prepare all necessary devices by ensuring the LCD projector is ready, setting up quiz activities on the Quizizz platform, and instructing students to prepare their smartphones and check their internet connections. This approach aligns with the recommendations by Singhal et al., (2019), who emphasized that device preparation is a crucial initial stage in incorporating gamification into learning.

During the activity, teachers apply the principle of experiential learning, highlighted by Singhal et al., (2019) as a key aspect of gamification. Students actively engage by answering quiz questions individually or in pairs. The classroom atmosphere becomes more dynamic, with students showing enthusiasm and a spirit of healthy competition, contributing to the creation of an experiential learning environment. Through this method, students are encouraged to enhance their reading comprehension skills while staying motivated to learn. Additionally, teacher actively monitor student participation throughout the session, in line with the practices advocated by Singhal et al., (2019). Teacher circulated

around the classroom to ensure all students are engaged. The real-time leaderboard feature on Quizizz is also utilized to track quiz results instantly, enabling teachers to provide immediate feedback that helps students identify their mistakes and strengthen their understanding of the narrative text material.

Furthermore, in relation to the independent curriculum, Quizizz supports the second characteristic focus on essential material (Riyan Rizaldi & Fatimah, 2022). By conducting quizzes on narrative texts at the beginning of the lesson, the teacher identifies students' prior knowledge and learning gaps. This diagnostic approach allows the teacher to emphasize essential language skills and tailor subsequent activities to strengthen foundational competencies like reading comprehension and vocabulary mastery.

### **c. AI (Artificial Intelligence)**

The implementation of AI tools such as Gemini and GPT represents an innovative approach to fostering autonomous learning and critical thinking skills. Referred to Huang et al., (2019), AI integration in education allows students to access a broader range of information and supports the development of digital literacy. In this study, students were guided not only to gather information but also to critically analyze and summarize it.



The utilization of AI tools (Gemini and GPT) represents a more advanced integration of technology into English learning. This practice also mirrors Hasan's (2021) stages equipment preparation, assigning tasks clearly, guiding students during activities, and following up with presentations and discussions. The group activities fostered collaboration and critical thinking, while the teachers ensured that students processed the information rather than simply copying, thus maintaining academic integrity. This approach resonates strongly with Santika's (2023) emphasis on identifying strengths and challenges when using digital resources, as students needed to critically engage with AI outputs.

Furthermore, as part of the learning implementation, teachers assign students to utilize artificial intelligence-based platforms, such as ChatGPT or Gemini, to formulate questions related to the given tasks. The responses generated from their interactions with the chatbot are then reorganized by the students into a structured written document. This approach aligns with A Rahman & Nor, (2024) view, which asserts that AI-powered tools like ChatGPT can serve as effective assistants in supporting students to pose questions concerning the main ideas of a text. Through the use of chatbots, learners are able to engage with texts via interactive conversations with AI. When applied appropriately,

students take the lead in their critical thinking and discussion processes, while the AI acts as a facilitator, much like a teacher.

Similarly, the integration of AI in the learning process supports the third characteristic of the independent curriculum, which emphasizes flexibility in curriculum design (Riyan Rizaldi & Fatimah, 2022). In this finding, students utilized AI tools to conduct research at their own pace and collaborated in groups to organize the gathered information. This approach shifted the teacher's role to that of a facilitator, while students took greater ownership of their learning. Such autonomy reflects the curriculum's emphasis on personalized and flexible learning pathways. The finding also aligns with the independent curriculum's goal of allowing students to progress based on their individual learning pace and needs, thereby promoting more meaningful and student-centered education.

#### **d. YouTube**

YouTube was employed to enhance students' viewing and presenting skills through videos related to narrative texts. In accordance with Hasan's (2021) framework, the teachers ensured all media was ready, communicated learning goals, and engaged students actively by asking comprehension questions and assigning group work based on video content. Playing the videos multiple times and providing subtitles supported different learning needs,

demonstrating adaptation to students' abilities as suggested by Santika et al., (2023). The activities conducted after watching videos-such as summarizing, analyzing text structures, and presenting group work-serve as effective follow-up actions, fostering deeper understanding and reinforcing language skills.

Additionally, the findings shows that both teachers have actively integrated YouTube in learning. This media is used as a tool for comprehension, evaluation, and group activities. This finding aligns with the theory proposed by (Nasution, 2019), theory which states that YouTube can be used in language learning through the stages of dictogloss, namely preparation, video playback, text reconstruction, and closing. In Teacher A's lesson, the steps taken reflected most of the stages of the dictogloss model. Teacher A presented the video *The Ant and the Dove* as an exemplar of narrative text and played it three times for the students to facilitate comprehension. Subsequently, students conducted a group analysis of the text's structural elements and presented their findings. Despite the absence of individual dictation activities, the process remained consistent with the collaborative nature of dictogloss. Teacher A also played an active role as a facilitator, providing direction and answering students' questions. This is in accordance with Nasution's (2019) opinion that teachers should

provide support when students face the most difficult part of the learning activity.

In contrast to Teacher A, Teacher B used a simpler approach, by playing the video of the Legend of Crying Stone and followed by a question-and-answer session and discussion. The goal remains the same, which is to train students to understand the content of the text, story structure, and moral values. Both teachers used translated texts in English and Indonesian to aid comprehension. This supports Almurashi (2016) theory that YouTube is an authentic learning resource that can improve language skills through a combination of images, text, and sound.

In addition, the use of YouTube in the classroom aligns with both the first and second characteristics of the independent curriculum (Riyan Rizaldi & Fatimah, 2022). Firstly, video content that presents moral values, followed by group discussions, promotes character development in line with the Pancasila student profile through reflective and value-based learning. Secondly, by guiding students to focus on story structure and key narrative elements, the teacher emphasized essential material without overloading them with information. This approach not only supports students' comprehension of core content but also highlights how multimedia and contextual learning can enhance engagement.

#### **e. PowerPoint**

Lastly, the use of PowerPoint presentations in teaching recount texts reflects thorough preparation and systematic content delivery, corresponding to Hasan's (2021) preparation and implementation stages. The teacher facilitated interactive activities, such as student storytelling and quizzes, encouraging active participation. Through the Q&A sessions and summarization of the lesson, the teacher reinforced key concepts, ensuring that students internalized the material, thus aligning with the follow-up stage described by Hasan (2021). Moreover, involving students in presenting their experiences and answering questions fostered an engaging learning environment, as advocated by Santika (2023).

Similarly, using PowerPoint is not only to deliver the material visually, but also becomes part of an interactive activity that involves students actively. This is in line with the theory proposed by Podgórska, (2023) which stated that PowerPoint can be an effective tool in language learning if used creatively and student-centered. At the beginning of the lesson, the teacher uses PowerPoint to present a systematic explanation of recount text, in line with Podgórska's (2023) view that the combination of text and visuals helps structure and understand the material. Students then present a recount text based on personal experience, with selection through a spinner app that adds interactivity and participation.

This activity reflects the principle of active learning, where PowerPoint supports interaction rather than dominates. The session continues with questions and answers and discussion to encourage critical thinking, then closes with a summary of the structure and linguistic elements of recount text. As per Podgórska (2023), PowerPoint acts as visual scaffolding that helps students' focus and memory. In this way, the teacher's use of PowerPoint not only supports the delivery of material, but also encourages student engagement through interesting and structured activities. This proves that, in accordance with Podgórska's (2023) theory, PowerPoint can be an effective learning media if used wisely and creatively. Teacher succeeded in making PowerPoint a tool, not the centered of learning, so that interaction and collaboration remain a major part of the teaching and learning process.

In relation to the independent curriculum, PowerPoint supports the third characteristic, flexibility in curriculum implementation (Riyan Rizaldi & Fatimah, 2022). The teacher adapted the material to suit classroom conditions and involved students in retelling personal experiences, allowing for differentiated instruction. Although more teacher-centered, PowerPoint was used as a tool to support active learning and student participation. This flexibility in strategy and pacing is

aligned with the curriculum's emphasis on contextual and adaptable lesson design.

## **2. The challenges faced by English teachers when using digital learning media in the English class within an independent curriculum implementation**

### **a. Limited Access or Internet Connectivity Among Students**

The findings revealed that stable internet connectivity remains a challenge in implementing digital learning media. Both teachers acknowledged that students often relied on personal mobile data, which can be financially burdensome. Furthermore, the school did not provide free Wi-Fi specifically for student use. This finding is consistent with previous studies Salam et al., (2023) that reported internet connectivity as a primary obstacle in digital learning, particularly in schools with limited technological infrastructure.

Without free Wi-Fi access or sufficient internet quota, students face additional financial burdens, which in turn affects their ability to participate fully in digital learning activities. Without reliable internet, students' opportunities to access digital learning platforms such as Quizizz, YouTube, and AI-based tools are significantly restricted. This is in line with the view Lukma & Nurjanah (2023) that in order to utilize the Quizizz platform effectively, it is imperative to ensure the stability of the internet

network. Additionally, Cahyana (2020) mentioned that the problem occurred while implementing YouTube video in classroom which obtained by teacher and students is the lack of internet connection and the other facilities.

Besides that, this challenge relates directly to the first characteristic of the independent curriculum, which is the use of project-based learning to foster a Pancasila student profile (Riyan Rizaldi & Fatimah, 2022). This pedagogical approach requires teachers and students to engage in activities such as digital collaboration. However, limited internet access among university students severely limits their ability to participate in these activities. As a result, the development of key character values such as independence, collaboration, and critical thinking is hindered, thus undermining the intended outcomes of PjBL.

b. Inequitable Access to Digital Devices

In addition to internet access, unequal ownership of compatible digital devices was reported as a serious obstacle. Some students either lacked smartphones or owned devices that were incompatible with certain educational applications. This reflects the "digital divide" discussed by Paling et al., (2024) and Akbar et al., (2023), where socioeconomic disparities limit students' access to technology. Teachers face difficulties in delivering inclusive



digital learning experiences, as the variety of student-owned devices affects the ability to use interactive platforms effectively.

The digital divide not only hinders participation but also impacts students' learning outcomes and engagement in technology-integrated classrooms (Dijk, 2020). This finding supports Rabani et al., (2023) study, which highlights that one of the primary challenges in implementing technology in Indonesian education is inadequate infrastructure. Although technology is present in many schools and universities, limited internet connectivity and a shortage of essential tools such as computers and mobile devices often impede its effective use in the learning process.

Additionally, the integration of interactive digital media such as Quizizz, YouTube, and AI tools within project-based contextual learning aligns with the first characteristic of the independent curriculum (Riyan Rizaldi & Fatimah, 2022). However, not all students have access to adequate digital devices, leading to disparities in accessing learning resources. This digital divide poses a risk of digital exclusion, which contradicts the inclusive principles upheld by the independent curriculum. Moreover, such inequality can hinder effective collaboration among students in Project-Based Learning (PjBL), as this approach relies heavily on the active participation of all learners.

c. Professional Development Chance that Focusses on Digital Learning Media

Another key finding was the limited participation of teachers in digital-focused professional development. Teachers indicated that they had not received specific training on using a variety of digital tools beyond commonly used apps like Quizizz and Wordwall. Setyawati et al., (2024) noted that continuous professional development is critical for teachers to adapt to technological advancements and effectively integrate digital media into learning. The lack of structured training opportunities limits teachers' innovation and reduces the diversity of media used in classrooms. Apart from that, Rahmawati & Suharyati (2022) emphasized the crucial role of ongoing professional development in enhancing teachers' digital literacy and their ability to integrate technology effectively. Without adequate training, teachers may struggle to fully utilize the potential of digital media to enrich the learning experience.

In Addition, the independent curriculum offers teachers the flexibility to design and adapt instructional materials according to local contexts and the diverse needs of students. However, this flexibility cannot be fully optimized without sufficient training in the effective use of digital media. As emphasized by Riyan Rizaldi & Fatimah, (2022), teacher competence in designing digital

learning experiences is crucial to ensure that flexible learning remains both effective and relevant to students' contextual realities

d. Inadequate Facilities to Support Digital Learning

The study found that although digital tools like projectors were available, they were not permanently installed in classrooms, requiring manual transportation and setup by students. This not only consumed valuable learning time but also contributed to faster deterioration of equipment. Rahma et al., (2023) emphasized that poor facility management and inadequate infrastructure are major impediments to the successful use of digital learning media. Permanent installations and proper maintenance could greatly enhance the efficiency of digital learning. Based on Salam et al., (2023) limited infrastructure and facilities were identified as one of the main barriers to effective implementation of digital media in schools. The use of digital learning media requires reliable hardware such as projectors, computers, and stable Internet access to function efficiently. When these resources are lacking or not well supported, the integration of digital tools into the learning process becomes difficult.

In addition, the shared use of equipment without fixed installations can accelerate wear and technical problems, highlighting the need for more sustainable equipment management. Salam et al., (2023) also highlighted that school policies play an

important role in ensuring the availability and maintenance of digital infrastructure. The success of technology integration depends on the school's commitment to providing and maintaining these facilities. Without sufficient investment and structured maintenance, digital equipment risks becoming a burden for teachers and students.

Apart from that, the flexibility characteristic in curriculum design requires the support of facilities such as LCD projectors, internet connectivity, and learning spaces that support project-based learning and digital media (Riyan Rizaldi & Fatimah, 2022). When schools lack this infrastructure, the flexibility promoted by the independent curriculum becomes difficult to realize in practice. As a result, teachers are unable to facilitate innovative learning that is contextualized and in accordance with the needs of students.

e. Large Class Size and Number of classes Taught

Teacher also reported that the large number of students in each class made it difficult to maximize the benefits of digital media. Managing around thirty students per class made it challenging for teachers to ensure that each student could actively participate. This issue supports Rintaningrum (2023) observation that large class sizes can reduce the effectiveness of technology integration in language learning.

Similarly, is in line with the results of research by Aini & Syahputra (2023) who found that in large classes, teacher experience difficulties in classroom management and providing individualized attention. In the study, it was stated that the larger the class size, the more complex the challenges in maintaining discipline, maintaining student engagement, and providing personalized support or feedback. However, teacher stated that repeated use of digital media can help students adapt, so their engagement increases despite being in a large class. This shows that despite initial obstacles, habituation through consistent use can increase the effectiveness of digital media.

In addition, this challenge is closely related to one of the core characteristics of the independent curriculum, namely its emphasis on essential material to allow students more time for exploration and deeper conceptual understanding (Riyan Rizaldi & Fatimah, 2022). However, when teachers are responsible for teaching multiple classes with a large number of students, implementing an in-depth instructional approach becomes increasingly unrealistic. The heavy workload often compels teachers to rely on conventional teaching methods, which limit opportunities for students to engage actively in meaningful learning processes.

f. Tight Teaching Schedule and Limited Time Preparation

The last challenges is tight teaching schedules left teachers with limited time to develop varied digital content. The findings reveal that one of the primary challenges faced by English teachers in utilizing digital media is the limited time available due to tight teaching schedules. Teacher B expressed that a busy schedule makes it difficult to consistently create and update varied digital learning materials. This condition leads to a repetitive and monotonous learning experience for students. For example, when using platforms such as Wordwall, the same images are reused because the teacher does not have sufficient time to search for or upload new ones. Similarly, PowerPoint presentations become less dynamic over time due to the lack of content updates.

Setyawati et al., (2024) highlighted that limited preparation time and heavy teaching loads are critical challenges that hinder the optimization of digital learning tools. Without sufficient time for innovation, the learning process risks becoming stagnant and less engaging for students. Besides that, Salam et al., (2023) emphasized that time management is one of the crucial factors influencing the success of digital media integration in classrooms. Based on Salam et al., (2023) teachers require adequate time not only for teaching but also for planning, preparing, and evaluating digital learning resources. Without sufficient time allocation, the

quality and variety of digital materials may decline, potentially reducing students' engagement and learning effectiveness.

Besides that, this issue highlights one of the key characteristics of the independent curriculum, namely its focus on essential material (Riyan Rizaldi & Fatimah, 2022). The curriculum emphasizes the development of competencies and character through interactive and student-centered learning approaches. However, due to time constraints and heavy workloads, teachers are often limited to using monotonous forms of digital media. As a result, the learning process becomes less engaging and fails to reflect the core intention of the independent curriculum to facilitate meaningful understanding of essential material.