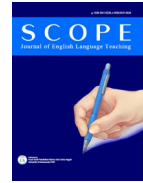




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Research Article

Teacher's Perspectives Towards English Discoveries Platform at Universitas Muhammadiyah

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KEYWORDS

Perspectives;
 Teachers' perspectives;
 Learning Platform;
English Discoveries.

A B S T R A C T

Integration of technology in education, particularly through platforms like *English Discoveries*, has transformed language learning practices at Universitas Muhammadiyah Surabaya. *English Discoveries* provides a multimedia-based English learning platform that supports the development of comprehensive language skills. This study aim to describe teachers' perspectives on the English Discoveries platform, identify the types of challenges teachers face in implementing the English Discoveries platform, and find out the solutions provided by teachers in overcoming challenges in implementing digital literacy on the English Discoveries platform. This mix method study explores the perspectives of 7 teachers implementing the *English Discoveries* platform as learning media. Through questionnaires and interviews as the instruments of this study, teachers' experiences and opinions were collected, revealing insights into their perceptions of platform usability, impact on student engagement, and improvement of English language skills. Findings of this research highlight that teachers at Universitas Muhammadiyah Surabaya have a positive perspective on the English Discoveries platform, with many supporting its use in the learning process because of the convenience it offers, such as online presence and digital checking of assignments. Nonetheless, they faced several challenges in implementing this platform, including sudden logout issues, the need for a very stable internet connection, and excessive feature complexity. To overcome these challenges, the teachers suggested the need for better support from platform managers, feature simplification, and a reliable data backup system to maintain data security and continuity, as well as ensure the platform supports various devices well. In summary, English Discoveries enhances learning, engages students, and improves teaching efficiency despite technical challenges.

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INTRODUCTION

Technology is a crucial element in human life, especially in the education sector which continues to grow (Indah Purwanti, 2020). Examining English role on global scale reveals the increasing importance of mastering language (Hariri, 2019). Moreover, Language learning requires a long-term commitment because becoming proficient in a particular language takes time and is a continuous process (Mayasari, 2019). According to Sahronih (2019), In principle, teaching requires art because it cannot be separated from the environmental context. Teachers can increase students' enthusiasm for learning by developing learning strategies that function as external incentives for students to learn, which include various methods and media used during the learning process (Puspitarini & Hanif, 2019). Therefore, the technology plays a significant role in education by providing easy access to information, fostering greater interest in learning, and enhancing the retention of information, it also allows for robust information storage, better presentation of information, and makes teaching more interactive and knowledge sharing easier.

According to Risani (2020), in the Industry 4.0 era, it is expected that teachers provide facilities for students throughout the learning process. This emphasizes the importance of social interaction in the learning process, helping create a learning environment that has a positive impact on achieving effective learning objectives (Hamsia, 2020) because, developing learning materials in a digital platform requires meticulous planning, especially when teaching English (Syahputra & Saragih, 2021). Learning media refers to all types of materials or tools that can be used to convey messages and stimulate minds, strengthen enthusiasm, attract attention and motivate students, with the aim of promoting their learning process (Asri & Habibah, 2018). In addition, leveraging modern technology to create interactive and engaging educational content can significantly enhance students' understanding and retention of complex concepts.

Traditional teaching methods have given way to technology-driven instructional aids in the emergence of interactive learning platforms (Sana, 2024). Therefore, Foster innovation at the university, it is crucial to enhance interconnectedness during times of crisis or change (Mashau & Nyawo, 2021). In this context, digital tools and resources play a significant role in maintaining continuity

and adaptability. Learning platforms are a method for designing teaching that optimizes the organization of content and interaction with students, and are widely used by universities (Gonzalez, 2019). People are allowed to access various learning materials, participate in various learning activities, and carry out learning practices, all without being charged any fees (Sari & Oktaviani, 2021).

The use and implementation of platforms must be critically assessed as the educational landscape changes in order to ensure that they meet the requirements and expectations of all parties involved, including administrators, teachers, and students (Amiri, 2024). Various platforms can be used effectively in the online learning process; these include applications, websites, social media platforms, and learning management systems (LMS) (Made Yeni Suranti, 2020). Using platforms as learning environments that complement curricula, learning aids, and services is one way to achieve digital learning. In order to enable students to learn and access the learning resources at any time and from any location, this saves time and money (Songkram, 2023). Of course, digital learning platforms play an important role in improving education. They have evolved from stand-alone projects to interconnected tools and programs to address personal and global challenges.

Since 2019, Universitas Muhammadiyah Surabaya has implemented the *English Discoveries* application as an English language learning platform that is widely used in the campus environment. *English Discoveries* platform is a comprehensive type of English language learning developed by Edusoft Ltd., a subsidiary of ETS (Firmansyah, 2022). The platform provides a variety of learning materials that can improve a variety of English skills, including reading, listening, writing, speaking, grammar, vocabulary and pronunciation (Hamsia, 2020). Through this application, offer numerous chances for enhancing their English proficiency, particularly in speaking, through the utilization of online information technology (Hamsia, 2021). This innovative approach has significantly contributed to the students' overall language development, making it an invaluable resource in their educational journey.

English Discoveries is a range of English learning materials through internet multimedia technology, including courses, activities, and resources to support learners (Abdur Rohim, 2023). English Discoveries covers 4 languages skills listed as listening, reading, speaking, and writing. In this present manuscript, the *English Discoveries* is specified to be used as the materials

for English standardized test format familiarity. The English standardized tests are Test of English as International Communication (TOEIC) and Test of English as Foreign Language Institutional Testing Program (TOEFL ITP). However, it cannot be denied that there are several obstacles in using the English discovery platform, these obstacles will inevitably give rise to various perspectives from teachers, especially at Universitas Muhammadiyah Surabaya.

English Discoveries offers a variety of features that support comprehensive English learning, available features include placement tests to accurately assess students' English level, engaging interactive learning modules with various games, grammar book and audio-visual exercises, as well as real-time tracking of student progress -time to provide timely feedback. *English Discoveries* provides complete and structured learning materials, from listening, speaking, reading, to writing skills, in addition, *English Discoveries* also prepares Teacher Training. Teacher training prepares teachers with tools to successfully implement the *English Discoveries* solution within a variety of implementation models. thereby enabling students to develop their English skills efficiently. These features can be found on the official *English Discoveries* website <http://englishdiscoveries.net/about-english-discoveries/>

Perspective is a particular approach or method in considering something, or a special point of view used to observe a phenomenon, these views or points of view will vary between individuals (Ishak & Mulyanah, 2023). Different perspectives can lead to diverse interpretations and understandings of the same subject matter, enriching the discourse with multifaceted insights. Perspective that influence an individual's actions then influence his own perspective. Therefore, self-concept becomes a trigger for other impacts (Butarbutar & Leba, 2023). This comprehension extends to how teachers generally assess the application of technology, especially *English Discoveries*, in the process of improving English language teaching (Hafifah, 2020).

Teachers' perspectives, encompassing their views, beliefs, understanding, and interpretations of various classroom occurrences, teaching methods, and interactions with students, are highly relevant and crucial aspects within the learning process (Zikrilla Basri & Furqan, 2021) Inspiration in teaching via online platforms, confidence in adopting E-Learning innovations, and teachers' perspectives on online guidelines have a significant impact on the process and level of effectiveness of student learning (Octaberlina & Muslimin, 2020). This underscores the clear fact that teachers who fail to keep pace with contemporary trends will encounter challenges in engaging students' interest and delivering effective instruction (Amalia, 2020). In other

words, in this information age it is our responsibility to always follow technological advances.

The research of teachers' perspectives on the use *English Discoveries* platform at Universitas Muhammadiyah Surabaya is very important to identify the challenges and opportunities in integrating this innovation in the educational curriculum. This research not only reveal the teachers' perspective on the usefulness of technology, but also expand the understanding of how this affects the student learning experience and the overall teaching effectiveness at Universitas Muhammadiyah Surabaya. Thus, the results of this research can provide valuable insights for the development of more adaptive and effective learning strategies in the future.

Some related *English Discoveries* platform researchers mentioning are research conducted by Firmansyah (2022) which result showed that studies indicate that *English Discoveries* facilitates students' learning experiences in blended learning. Despite students having ample time to learn with flexible techniques, internet connection issues pose a hindrance. Thorough lesson preparation and collaboration between teachers and students are crucial in creating an optimal learning environment. In addition, Hamsia (2020) concluded that the relationship between blended learning to take an effort to improve self-regulated learning and learning outcomes in speaking skill. It showed that the implementation of blended learning model can improve self-regulated learning and learning outcomes in speaking skill, Therefore the blended model can be implemented successfully. Then, Purwanti (2020) identified the teacher and students' perspectives when they are using *English Discoveries* in Intensive program. The result of the study between the teachers and the students' perspectives literally showed that the Implementation of *English Discoveries* is the good thing, because they feel some beneficial things when they Implement it.

The difference between the previous research and the upcoming study lies in the utilization of the *English Discoveries* platform in the learning process and the enhancement of English language proficiency. The previous research has utilized *English Discoveries* as an aid in the teaching-learning process and to develop students' English language skills. However, this planned research has a different focus. Its main objective is to gain teachers' perspectives regarding the approaches adopted by teachers, the obstacles they face, and the successes they encounter when using specific platforms like *English Discoveries* in English language teaching. Meanwhile, the novelty of this research provided a valuable contribution in enriching the English language learning technology literature, by exploring the perspectives of teacher at Universitas Muhammadiyah Surabaya on the *English*

Discoveries platform, as well as offering valuable insights for the development of teaching practices.

As users of the *English Discoveries* platform, the researchers felt the effectiveness of implementing the *English Discoveries* platform during learning process in Universitas Muhammadiyah Surabaya (Firmansyah, 2022; Purwanti, 2020; Hamsia, 2020). It makes the researchers are interested in exploring whether the teachers thought similar things during teaching process to provide deeper insight into the role and effectiveness of platforms in the higher education context. Therefore, the researchers formulated the following research questions:

1. What are the teachers' perspectives of the *English Discoveries* platform at Universitas Muhammadiyah Surabaya?
2. What challenges the teachers at Universitas Muhammadiyah Surabaya face in implementing the *English Discoveries* platform?
3. What solutions the teachers at Universitas Muhammadiyah Surabaya provide to overcome these challenges in implementing the *English Discoveries* platform?

This study was to evaluate the effectiveness of the English Discoveries platform in enhancing English language learning at Universitas Muhammadiyah Surabaya. Specifically, it aimed to assess how the platform impacts student engagement, language proficiency, and teaching efficiency within an academic setting. By gathering feedback from teachers and students, the study sought to identify the platform's strengths and limitations, including any challenges related to technical issues and curriculum alignment. Ultimately, the study aimed to provide insights that could inform improvements in digital language learning tools, supporting more effective English language education at the university level.

METHOD

This study used a mixed method due to this approach allows for more comprehensive and in-depth data collection (Molina, 2022). Quantitative methods will collect data through surveys to get a general picture of lecturers' views on the *English Discoveries* platform. Meanwhile, qualitative method was used to get the teachers' perspectives in depth through interviews and focus group discussions. By combining these two methods, it is expected that this research can provide more holistic and accurate results regarding the effectiveness of the *English Discoveries* platform in teaching and learning English at Universitas Muhammadiyah Surabaya.

Source of data of this research was 7 teachers who used the *English Discoveries* platform at Universitas Muhammadiyah Surabaya were chosen because they were

directly involved in using the platform in teaching at Universitas Muhammadiyah Surabaya, Although there are actually 10 teachers using this platform, 3 of them could not be contacted. Then, selected using purposive sampling technique (Helmi, 2023). Data of this research consists of information and insights gathered from the teachers who used the *English Discoveries* platform at Universitas Muhammadiyah Surabaya. These data points include their experiences, feedback, and effectiveness assessments of the platform in their teaching practices.

The instrument of this research was a questionnaire and interview. Questionnaire and interview used for collecting data in which the respondents are given several questions or written statements to answer (Hamsia & Roifah, 2023). The researchers prepared the questionnaire on *Google* form to find out the teacher's responses. The questionnaire had 25 statements consisted of 16 statements on teachers' perspectives, 5 statements on obstacles in implementing *English Discoveries* platform, and 4 statements on strategies for overcoming challenges. Additionally, the interview was semi-structure contained 8 questions. Then, the questionnaire using a Likert scale (Degirmenci, 2021). On the Likert Scale there are 4 statements; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Table 1. Likert Scale Rating Categories

Score	Qualification
4	Strong Degree
3	Disagree
2	Agree
1	Strongly agree

Statements in the questionnaire and interview include how often respondents use the platform, whether they believe the platform improves student engagement and learning outcomes, the effectiveness of the platform in improving students' English skills. As well as their opinions on usability, ease of use, relevance of content, and support in the academic environment. The questionnaires in this research are adapted and have been validated by teaching experts.

There are two data analysis techniques in the research, the first is based on a questionnaire conducted by teachers after using the *English Discoveries* platform as a medium for the teaching process. This information contains the teacher's perspective regarding the use of *English Discoveries* as a learning medium. The second is analyzing the teacher's responses taken from interviews. Semi-structured interviews were conducted with 6 questions. The aim is to find out the teacher's perspective on the application of the

English Discoveries platform in English learning (Degirmenci, 2021).

RESULTS AND DISCUSSION

Results

In this section, a detailed examination of the survey questionnaire responses concerning the utilization of the *English Discoveries* platform at Universitas Muhammadiyah Surabaya is presented.

Table 2. Questionnaire Results

No	Question	Percentage (%)			
		SD	D	A	SA
A Teachers' Perspective					
1	<i>English Discoveries</i> used in teaching.			71,4	28,6
2	<i>English Discoveries</i> implementation in learning.			57,1	42,9
3	Frequent use of this platform in teaching.		14,3	57,1	28,6
4	Preference for <i>English Discoveries</i> .		14,3	57,1	28,6
5	Positive impact on student learning.		14,3	42,9	42,9
6	Platform improves students' English skills.			57,1	42,9
7	Platform influences student engagement.		14,3	57,1	28,6
8	User-friendly platform for teachers.			85,7	14,3
9	Meeting learning needs			85,7	14,3
10	Platform affects learning outcomes.			71,4	28,6
11	Evaluation of student progress.		14,3	57,1	28,6
12	Increased student interest.			57,1	42,9

13	Relevant content to the curriculum.	28,6	57,1	14,3
14	Content supports existing curriculum.	28,6	57,1	14,3
15	Efficient feedback on student progress.	14,3	42,9	42,9
16	Effective in improving English skills.		71,4	28,6

B Obstacles in Implementing *English Discoveries*

17	Often log out suddenly.		28,6	71,4
18	No increase in student focus.	71,4		28,6
19	Needed very strong Internet connection		28,6	71,4
20	Completed too many featur		57,1	42,9
21	Not supporting any devices		85,7	14,3

C Strategies for Overcoming Challenges

22	Support from the platform management		85,7	14,3
23	Make more simple features		71,4	28,6
24	More specific use of the platform.		57,1	42,9
25	Having system to back up the data		14,3	85,7

The data shows a high level of satisfaction with the use of *English Discoveries* in teaching, with 71.4% of respondents agree and 28.6% strongly agree. Similarly, the implementation of *English Discoveries* in learning also receives positive feedback, with 57.1% agree and 42.9% strongly agree. These statistics indicate a strong overall approval for both the usage and implementation of the program in educational settings. The consistency in positive responses highlights the effectiveness and acceptance of *English Discoveries* among the users.

The data reveals a strong positive reception towards the frequent use of this platform in teaching, with 57.1% of respondents agree and 28.6% strongly agree, while only 14.3% disagree. Similarly, the preference for *English*

Discoveries mirrors this trend, with identical percentages of 57.1% in agreement and 28.6% in strong agreement, and the same 14.3% in disagreement. This indicates a notable consensus among respondents in favor of both frequent platform usage and the preference for *English Discoveries*. The parallel in response patterns suggests a consistent positive perception of the platform and its specific tools among users.

A significant majority of respondents perceive a positive impact on student learning, with 42.9% agree and 42.9% strongly agree. Additionally, the platform is viewed as highly effective in improving students' English skills, as 57.1% agree and 42.9% strongly agree. The influence of the platform on student engagement is also notable, with 57.1% agree and 28.6% strongly agree, though 14.3% disagree. Overall, the feedback indicates strong support for the platform's benefits in various aspects of student learning and engagement.

The data reveals a notably positive perspectives regarding the platform's user-friendliness, with 85.7% of respondents in agreement and an additional 14.3% strongly agree. Similarly, the platform is widely recognized for effectively meeting learning needs, with 85.7% of respondents agree and 14.3% strongly agree. Additionally, the platform's impact on learning outcomes is highly regarded, with 71.4% agree and 28.6% strongly agree. Overall, these findings underscore strong support for the platform's efficacy and ease of use among the surveyed respondents.

Based on the data collected, 14.3% of respondents disagree with the evaluation of student progress, while a majority of 57.1% agree and 28.6% strongly agree with it. In terms of increasing student interest, 57.1% agree that it had been effective, and a significant 42.9% strongly agree, indicating a generally positive perception of its impact on student engagement. These findings suggest a noteworthy level of support for both the evaluation methods used and their effectiveness in fostering student interest.

Data on the relevance of content to the curriculum shows mixed opinions among respondents. A total of 28.6% said they disagree, while the majority of 71.4% indicated a level of agreement, with 57.1% agree and 14.3% strongly agree. Likewise with opinions about the extent to which content supports the existing curriculum, with 28.6% disagree, 57.1% agree, and 14.3% strongly agree. These findings indicate that many respondents viewed the content as supporting the curriculum although there were significant differences in opinion.

This data reveals information on two distinct aspects: the effectiveness of eye contact regarding student performance and the effectiveness of language learning related to improving English proficiency. About 14% of respondents said they were not satisfied with the effectiveness of the

blind spot, compared to 42,9% who were satisfied and 42,9% who were very satisfied. In the other side, the majority, or 71,4%, agree that the program was effective in raising English proficiency, while only 28,6% agree. This data reveals a range of perspectives regarding the effectiveness of blind spot checks and vague assessments regarding the efficacy of programs in the context of English language instruction.

Survey results showed that most respondents felt this program required a very strong internet connection 71.4% agree and 28.6% strongly agree, and that they frequently faced sudden logout problems 71.4% strongly agree and 28.6% agree. In addition, most respondents 71.4% agree and 28.6% strongly agree said that utilizing this program did not result in an increase in pupils' sense of attention. Regarding aspects that were too complicated, 42.9% strongly agree and 57.1% agree, and about the application's incapacity to support a range of devices, 14.3% strongly agree and 85.7% agree, there were also a number of concerns. The software needs to be fixed for a number of reasons, including stability, user focus, and device support, according to the data as a whole.

Data from a recent survey on platform management preferences reveals notable trends among respondents. A significant majority, comprising 85.7%, strongly agree that support from platform management is crucial, with an additional 14.3% in agreement. Respondents also emphasize the need for simpler features, with 71.4% in agreement and 28.6% strongly agree. Moreover, there is a strong inclination towards a more specific use of the platform, as indicated by 42.9% strongly agree and 57.1% agree. Interestingly, while only 14.3% agree on the necessity of a data backup system, a substantial 85.7% strongly agree on its importance, highlighting a critical concern among users regarding data security and continuity.

Discussion

Teachers' Perspectives of the English Discoveries Platform at Universitas Muhammadiyah Surabaya

The data revealed significant insights into the utilization and perception of the *English Discoveries* platform in educational settings. Many teachers support the use of *English Discoveries* in teaching, with most agree and most strongly agree. As the educational landscape changes, platforms must be used and implemented thoughtfully to make sure they satisfy the needs and expectations of all parties involved, including administrators, instructors, and students (Amiri, 2024). It supported by many respondents who agreed, and the majority strongly supported the implementation of this platform in the learning environment which was well received by teachers, in addition interviewee B "from a teachers' perspective, in

this platform there is online attendance we can check student assignments online so it makes teaching easier."

In addition, there was a slight difference in the frequency of use of this platform for teaching, with a small number who disagree, while a majority agree and a large number strongly agree. To support students' learning process earning media encompasses any kind of materials or equipment that can be utilized to spread ideas, pique curiosity, bolster excitement, grab attention, and inspire learners (Asri & Habibah, 2018) it is supported by majority agree and a large number of the preference for using *English Discoveries* follows this trend. This shows that there is a lot of support and positive views towards *English Discoveries*.

Additionally, data revealed positive perspectives regarding the platform's impact on student learning. Students' English proficiency is further improved by using this learning management system; for example, they received direct teaching from native speakers in speaking (Indah Purwanti, 2020) it is supported by the majority of participants supporting this view and most expressed strong support for the platform in improving students' English language skills which was seen as very good. The impact of the platform on student engagement and evaluation of student progress was also noted, with most respondents seeing benefits from these aspects and many strongly agree, in addition, *interviewee C*, "I feel this platform is very helpful in improving students' English skills. The available features really support the learning process in the classroom."

Moreover, Digital platforms that can be used in the educational process to provide flexible and reliable learning environment (Alshammary 2023) it is proved by the majority of respondents agree regarding the usability and compatibility of the platform with educational requirements. The platform received high marks for its usability by most respondents, who found it user-friendly and easy to use. the statement that this platform has a big influence on learning outcomes is also well recognized. This emphasizes the important role of digital platforms in the classroom, where teachers are aware and grateful for the ability of these platforms to meet learning objectives, *interviewee A* "In my opinion, this platform is very good for learning at Universitas Muhammadiyah Surabaya, but it comes back to those who run it, namely the students"

In addition, One approach to achieving digital learning is to use platforms as learning environments that support curricula, learning aids, and services that will save time and money by allowing students to access and learn from the learning resources from anywhere at any time (Songkram, 2023) it supported by Majority of respondents consider it important that the content presented is relevant to the existing curriculum, even though there is percentage who are not sure or even disagree that the current content

adequately supports the existing curriculum and *Interviewee E* "ED material is already set so the curriculum already exists and the teacher doesn't need to prepare the material, just open the website". This shows that there is still room to improve the quality and relevance of content so that it is more in line with applicable curriculum needs.

Beside that, The majority of respondents felt that feedback on student progress was efficient. By studying the content, practicing, and taking tests, they can improve their English language skills effectively and efficiently through the structured English learning approach on the platform (Firmansyah, 2022). This is proven by data from the majority of participants who agree with the effective feedback on student progress and most also stated that the platform was effective in improving English language skills.

Obstacles in Implementing the English Discoveries Platform at Universitas Muhammadiyah Surabaya

In the results of this survey, it was found that the majority of platform users experienced serious problems logging out suddenly, with the majority stating that this was a problem. Meanwhile, some respondents felt that there was no significant increase in focus on students. These two issues highlight that the problem of sudden logouts must be addressed in order to increase the focus on using the platform for the benefit of students, it supported by *interviewee D* "Sometimes this platform exits by itself during an exam, and the scores appear immediately"

Additionally, regarding the need for a very stable Internet connection, the majority of respondents showed a high level of agreement. using the *English Discoveries* requires users to have a strong connection (Indah Purwanti, 2020). It is supported by the majority of respondents feel that a very strong Internet connection is very important, with the remaining percentage saying they agree. This shows that the vast majority of users prioritize the stability of their Internet connection. Almost all participants complained about internet problems that often occur when using the *English Discoveries* platform, resulting in disruptions in the learning and teaching process as well as difficulties in accessing materials and completing assignments online, one of which was said by *Interviewee F* "The biggest obstacle is a bad internet connection"

Furthermore, two main issues that need to be considered in the management of this platform. First, the majority of respondents felt that too much feature complexity was something that needed attention, with most supporting this opinion. On the other hand, a minority felt that this did not support effective use of the platform. Second, there are significant concerns regarding support for various devices, with the majority of respondents agree that this is crucial,

while a small number think it does not support optimal use of the platform, *interviewee B* "English Discoveries are not very friendly to IOS". Thus, this underscores the importance of paying attention to feature complexity and device support in increasing the effectiveness of platform use

Strategies for Overcoming Challenges in Implementing the English Discoveries Platform at Universitas Muhammadiyah Surabaya

regarding platform management preferences shows a significant trend among respondents. A large majority of respondents agree that support from platform managers is very important, while a minority agree very strongly. The need for simpler features was also a major concern, with most respondents voicing a desire for this. Apart from that, the desire to use more specific platforms also appears to be quite high among respondents. However, what is interesting is the overwhelming concern over having systems in place to back up data, as has been said by *interviewee D* "There should be a system that saves scores so that questions and answers stay available before submitting". with a strong majority of respondents agree on the importance of this for the security and continuity of their data.

CONCLUSION

In conclusion, the integration of the *English Discoveries* platform at Universitas Muhammadiyah Surabaya has garnered positive feedback from teachers, highlighting its effectiveness in enhancing English language learning through its user-friendly interface and comprehensive learning resources. Despite challenges such as technical issues and curriculum alignment concerns, the platform has proven instrumental in improving student engagement and language proficiency. Moving forward, addressing these challenges and leveraging the platform's strengths will further optimize its role in facilitating effective English language education in the university setting. *English Discoveries* is highly regarded among English teachers for its ability to enhance teaching efficiency, improve student outcomes, and facilitate a more organized and effective teaching environment. Its widespread adoption and strong recommendations from teachers underscore its value in modern English language education. In this study, the integration of the *English Discoveries* platform at Universitas Muhammadiyah Surabaya was implemented as a supplementary tool to the existing English language curriculum. The platform was introduced to several English language classes, where both teachers and students used it for various language learning activities, including vocabulary building, listening, reading comprehension, and grammar exercises. Teachers were trained to navigate the platform's features and integrate them with their lesson

plans. Data on the platform's effectiveness were gathered through surveys and interviews with teachers and students to assess engagement, ease of use, and impact on language proficiency. Additionally, technical issues and the platform's compatibility with the curriculum were closely monitored.

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