CHAPTER 2

LITERATURE REVIEW

This chapter gives detailed information about the theories from experts related to the research. The literature review explains writing anxiety, including the definition, types, levels, causes, and strategies to overcome it. Besides, this chapter also explained what a research proposal is and what the function of a research proposal is. Furthermore, the relevant previous study is attached to give more relevant data and information regarding this research.

2.1 Theoretical Framework

II.1.1 Digital Instructional Media in ELT

Instructional media have become an integral part of teaching and learning in the digital era. It has the potential to enhance learning outcomes, increase student engagement and motivation, and provide a personalized learning experience. However, challenges remain in implementing instructional media effectively. To maximize the benefits of digital media, educators must carefully consider how and when to incorporate it into their teaching and learning strategies.

The idea of instructional media has evolved along with technological advancements from being viewed simply as supporting materials for the learning process to including all kinds of things that can help teachers deliver information and knowledge in the classroom. The Latin root of the word "media" literally refers to "intermediary" or "introduction." The effectiveness of instructional programs can be impacted by media, which is defined by the Association for Education and Communication Technology (AECT) as objects that can be moved, seen, heard, read, or discussed along with tools that are properly used in teaching and learning activities (Asnawir & Usman, 2002)

Specifically, the concept of instructional media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and rearrange visual or verbal information (Arsyad, 2002). Furthermore, according to Ibrahim and Syaodih (2003), the term "instructional media" relates to everything that can be utilized to communicate the message or

content of a lesson, excite students' thoughts, feelings, and abilities, and support the teaching and learning process. Based on the numerous definitions given above, instructional media is anything that has the ability to spread ideas or teach lessons in a way that motivates students to learn.

Digital instructional media contains everything from short video clips to entire textbooks in digital format, including all the audio, text, animation, simulation, video, and evaluation in between that is designed to assist teachers and students in the classroom (SETDA, 2019). According to Dansca, Stempelova, Takac, and Annus (2023), digital instructional media include websites, modules, applications, platforms, and software that teachers and students can use both within and outside of the classroom and that can be accessed through an internet connection.

Furthermore, a study by Zhang et al. (2018) investigated the use of digital instructional media in Chinese higher education. The authors found that the use of DIM, such as online videos and virtual reality, improved students' engagement and motivation, leading to better learning outcomes. The study also highlighted the importance of designing effective instructional materials and providing training and support for both teachers and students.

Recent research has explored the components of DIM, it includes a range of multimedia resources, mobile applications, and interactive technologies that can enhance student engagement and learning outcomes.

1) Learning Management Systems (LMS)

   Learning management systems (LMS) are web-based platforms that give teachers the ability to organize their course materials and deliver lessons online. LMSs have developed into a significant instrument for blended learning and online education (Mehdipour & Zerehkafi, 2013). Several studies have investigated the efficiency of LMSs in fostering student engagement and enhancing learning outcomes (Duckworth et al., 2019).

2) Multimedia

The term "multimedia" describes the presentation of information using a variety of media, including text, images, audio, and video. Instructional videos, interactive simulations, and animations can all be used in a variety of ways to improve teaching and learning. Recently, some studies have examined the efficiency of multimedia tools in promoting student learning (Yildirim & Keles, 2018).

3) Game-based Learning

Game-based learning is an instructional approach that uses game design elements to enhance learning outcomes. Learning through games can increase student engagement, motivation, and retention of information (Zhang et al., 2016). Game-based learning has the potential to foster critical thinking and problem-solving abilities among students (Dascal et al., 2019).

4) Mobile Learning

Mobile learning is the practice of learning using portable electronics like smartphones and tablets. Students can access instructional resources and materials at any time and from any location thanks to mobile learning (Ally & Prieto-Blázquez, 2014). Recent research has explored the effectiveness of mobile learning in increasing student engagement and motivation (Singh & Thurman, 2019).

5) Social Media

Social media platforms, such as WhatsApp, Facebook, and Tiktok, can be used for educational purposes. Social media can provide a platform for communication, collaboration, and knowledge-sharing among students and educators (Wang et al. 2011). Recent research has explored the benefits of social media as instructional media such as providing personalized and interactive learning experiences (Alghamdi, 2020).

In conclusion, DIM plays a critical role in modern teaching, providing teachers with powerful tools to engage students and enhance their understanding of complex subjects. The studies above demonstrate the advantages of using digital instructional media in recent technological tools. Teachers should considers using this variety of digital instructional

media to support different learning methods and strategies. They have to select appropiate media formats, and design to ensure effective learning.

II.1.2 Teachers Challenges in Using DIM

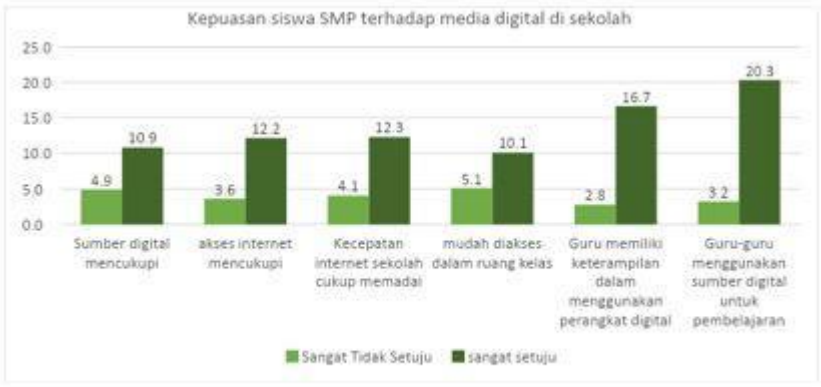
Challenge can be defined as a demanding task or situation. In order to overcome a challenging situation, the individual needs to put a lot of effort. Digital instructional media has become an essential tool for teachers to enhance their pedagogy and engage students in learning. However, using digital instructional media presents several challenges for teachers. One issue is the widespread trend in many schools in Indonesia to prioritize face-to-face interactions over using digital technology for language learning, as stated by Nugroho & Mutiaraningrum (2020).

Teachers face several pedagogical challenges in using digital instructional media, such as designing appropriate learning activities, incorporating digital media into the curriculum, and ensuring that digital media aligns with the learning objectives. One theory related to challenges in using digital instructional media is the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006). This framework proposes that effective teaching with technology requires a combination of three types of knowledge: Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). Teachers who lack one or more of these types of knowledge may struggle to integrate digital media into their classroom. Additionally, teachers must be able to align the use of digital media with their specific teaching goals in order to effectively integrate it into their classroom.

The use of digital instructional media also presents technological challenges for teachers, including technical issues with hardware and software, the need for professional development to develop technological competence, and the ability to integrate technology into their teaching practices. In this case, the teacher's technical skills in maximizing the features in the platform they use play a very important in attaining interactive teaching, because students expressed strong desire for being guided and supported by their teachers to effectively utilize digital instructional media for English learning (Yang, H., 2020). Furthermore, teachers must navigate issues related to the availability of technology resources, such as

access to devices, internet connectivity, and software licenses, which can vary widely depending on the school and location (Koehler & Mishra, 2009).

Teachers may face resource-related challenges when using digital instructional media, such as time constraints and the availability of resources, such as instructional materials and technical support Based on data from the Center for Educational Assessment (2019), the following data obtained on the level of student junior high school satisfaction with digital media facilities in their schools:



Sumber: Pusat Penilaian Pendidikan (2019)

Figure 1. Center for Educational Assessment (2019)

The availability of digital instructional media in schools is something that students generally seem to be satisfied with. The ability of the teacher to use digital resources as learning instruction in classroom receives the highest degree of satisfaction, but the ease of access to digital media in the classroom receives the lowest level of satisfaction. This high level of satisfaction demonstrates that the effectiveness of the teacher in facilitating teaching and learning activities in the classroom has a significant impact on the degree of student satisfaction with the usage of digital media in the classroom.

The fact that academic achievement and student satisfaction with digital media in schools are correlated, in line with Durham University researchers (2012) that the impact of computers and digital technology on learning has consistently identified positive benefits over the past 40 years, it can be challenging to clearly identify and have specific implicate in effective learning. Ironically, according to Jaringan Pegiat Literasi Digital (JAPELIDI) which managed a mapping research

toward the digital literacy movement in Indonesia found that school institutions placed a lower rank in organizing digital literacy. It ranked 3.68%, which is lower than NGOs, communities, government, and universities, whereas school is expected to be the most significant organizer in providing information and digital facilities to students (Pratolo, B. W., & Solikhati, H. A. 2021)

Teachers need to be aware of these challenges and adopt appropriate strategies to overcome them. Strategies include ongoing professional development, collaboration with colleagues, and access to technical support and resources. A study from Kariadi et al (2021) reveal the planning and creativity teachers become the main factors to make the class more interactive using instructional media. To increase students' excitement and interest in learning, teachers have to choose effective learning strategies (Liaw & Huang, 2013; Ozkazanc & Yuksel, 2015; Sulman et al., 2020).

Additionally, the effective use of digital instructional media requires a learner-centered approach, which places students at the center of the learning process and provides them with opportunities to engage in collaborative and project-based learning activities. Project-based learning is anticipated to be a method that students will appreciate and that will encourage their interest and creativity in the learning process (Choi et al., 2019; Guo et al., 2020)

Overall, addressing these challenges requires a multi-pronged approach that includes investment in infrastructure, training and support for skill development, and efforts to ensure equitable access to digital media recources.

II.1.3 TPACK Framework

When defining competences for English as a foreign language (EFL) teachers, Technological Pedagogical, and Content Knowledge (TPACK), has drawn a lot of attention. Teachers can use the TPACK framework to get input and expertise from teachers and help students actually change. This paradigm enables teachers to comprehend the relationships between pedagogy, subject content, and technology (Koehler et al., 2004). As seen in the following graphic, TPACK

highlights the complex connection between technological, pedagogical, and subject knowledge, emphasizing the multidimensional character of effective teaching in modern educational contexts.

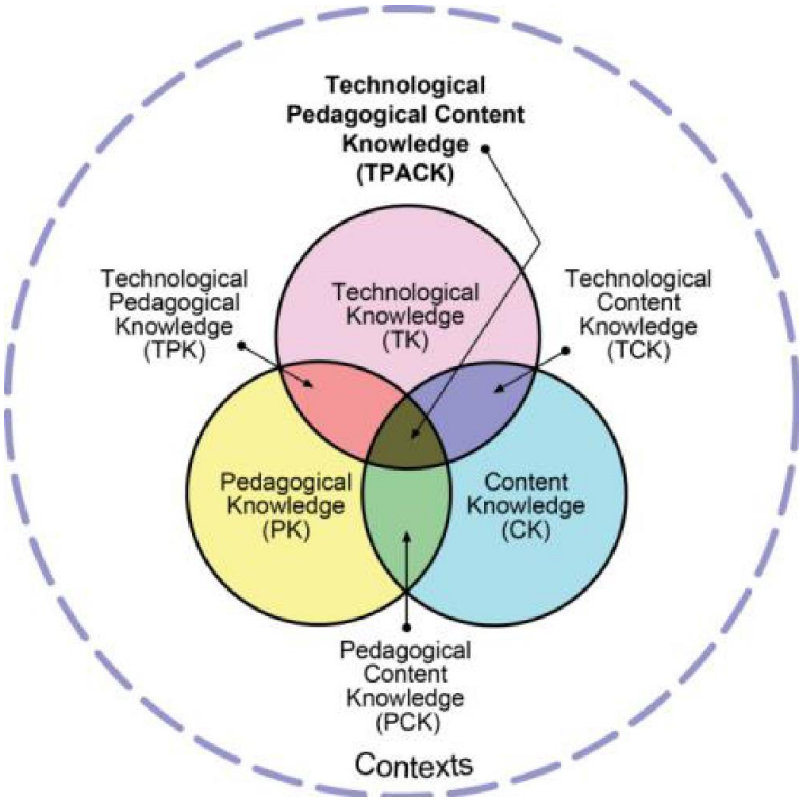


Figure 2. TPACK Model Developed by Mishra & Koehler (2006)

This TPACK framework was inspired by the theories of Shulman (1986, 1987), who discussed the understanding of pedagogical content. The framework was investigated as well using further research that emphasized the significance of understanding pedagogical content technology (TPCK) (Mishra & Koehler, 2006).

There are three vital domain of knowledge in TPACK, along with their intersections: The ability of teachers to use a range of technology for teaching is referred to as technological knowledge (TK); The ability to use certain instructional strategies to enhance student learning is known as pedagogical knowledge (PK); Their proficiency in the subject topic is linked to their content knowledge (CK). From those three domain of intersection several new sub domain emerge which are mutually sustainable.

Technological Pedagogical Knowledge (TPK) refers to the capacity to use technology-enhanced teaching practices; Technological Content Knowledge (TCK)

is the understanding of how to use technology to enhance subject matter learning for students; Pedagogical Content Knowledge (PCK), is known as the ability to use a variety of teaching strategies to convey subject matter. On the other hand, Technological Pedagogical and Content Knowledge (TPACK) is a combination of all subdomain which is requires for teachers to support students in learning content by utilizing particular technologies in along with particular instructional strategies, in order for teachers to establish effective learning.

2.2 Study of the Relevant Research

Several previous studies focused on how technology, in this case, digital learning media, supports teaching and learning and outlines the perspective of EFL teachers. Further back in 2007, Buckingham, D in his book “Media education goes digital: an introduction. Learning, Media and Technology” provides an overview of the challenges and opportunities presented to media educators by the advent of digital technologies. The fact that many teachers continue to resist the introduction of technology into the classroom, often for very valid reasons, and that the research regarding how it affects student achievement is, to put it mildly, conflicting. He asserts that the greatest approach to media education combines "hands-on" creative output with critical reflection in order to build on students' prior interests and experiences.

Research from Yordming, R. (2017), suggested that all of the participants needed to use the Internet in the classroom, felt confident about digital media use in the classroom, the teachers generally felt that their school administrators encouraged technology use, and the participants’ general digital technology using were a laptop, computer, smart board, MS PowerPoint, and the Internet. On the other hand, some schools did not provide sufficient access to the Internet. Moreover, Mark (2016) described that for the language teacher today, there is a wide range of digital tools and resources that can extend or expand language teaching and learning. From free web resources and commercial programs that can help learners practice and develop specific language skills to ‘adaptable’ programs that can underpin and enable learning to an extent not possible even 20 years ago, teachers and learners have many possible ways to learn with ICT. Language teachers need to be clear about their purpose for incorporating ICT into their

classrooms. Developing an awareness of how specific tools or techniques can enhance learning is essential.

The research from Cayeni & Utari (2019) explains The use of technology in education that focuses on transforming the world toward digital is one of the issues facing educators in the Era of Industrial Revolution 4.0. Cyber-physical and computerized digital-based manufacturing collaboration with an Internet-of-Things (IoT)-based system that was globally connected were characteristics of the industrial revolution 4.0 era. Experts generally agree that technology with several faces. On the one hand, technology offers a lot of conveniences and advantages, thus some teachers rely on its use in the classroom. However, technology can also have a negative impact on education.

Most recently, Purwanto & Atmaja (2022), reveal that in order to accomplish the goals of English teaching and learning, the online learning approach necessitates teacher innovation in handling all learning preparations. A teacher needs to be adaptable and utilize technology in the classroom, including YouTube videos and WhatsApp groups. All of this aid teachers in creating effective teaching methods.