CHAPTER 1

INTRODUCTION

This chapter gives information about the phenomenon that inspired the researcher to conduct this research. This chapter consists of five parts; the first one is background. The background explains the problem and why the researcher chose this topic and conducted this research. The second is the problem formulation; it contains the research question, which will later be answered in chapter four of this thesis. The third part is the operational definition, which explains some terms found in this thesis that correlate with the topic and to avoid term misinterpretation in this research. The fourth is the research aim that will be achieved when the problem formulation is answered. Then the last part is the study's significance, which tells the research's practicality.

1.1 Background of the Study

Education has progressed significantly due to the rapid technological developments of the 21st century. Technology plays such an important role in increasing the effectiveness of language learning activities (McKenney & Voogt, 2017). Currently, digital technology is starting to be integrated with various learning methods and media. Many teachers are exposed to many digital instructional media and use them in their classes. This is due to the fact that using digital technology for learning has become very popular in recent years (Mandasari & Aminatun, 2020). Face-to-face classrooms have shifted into digital learning, involving video conferencing applications, learning management systems/LMS, and social media.

Wamalwa (2014) define instructional media as media in the form of visual and audio elements that convey sensory messages to recipients, especially students, from what they feel visually and audibly, making their learning real and not just abstract content. Modern teaching relies heavily on instructional media, which gives teachers significant tools to engage students and enhance their understanding of the material. Mukminin et al. (2020) investigated the use of instructional media in teaching English as a Foreign Language (EFL) to Indonesian students in one of their studies. The study discovered that the usage of instructional media, including

videos and multimedia presentations, increased students' engagement and motivation, which resulted in better learning results. To achieve positive result, the study also emphasized the significance of selecting appropriate media forms and creating powerful teaching materials.

Both teachers and students use digital media intensively in line with the industrial revolution era 4.0. Hermann et al. (2016) explained, there are four design principles for Industry 4.0. The first is interconnection (networking), through the Internet of Things (IoT) or the Internet of People (IoP). Second, the ability of information systems to generate virtual replicas of the real world (Virtual Reality/VR). Third, technical support systems can quickly and systematically combine and assess information (Software). Fourth, decentralized decision-making, or the capacity for virtual physical systems to act independently and complete tasks as efficiently as feasible, or as we call it Artificial Intelligence (AI).

Due to the use of digital media in language instruction, teachers now have to develop new teaching methods (De Jager et al., 2020). The fact that nowadays, students live alongside the existence of digital devices such as smartphones and computers. They are familiar with social media and the internet, and even became users of it when they were a child. This also affects their learning environment and behavior in which they can not be separated with the use of a smartphone or any digital devices. This circumstance demands that teachers arrange and implement integrated teaching methods (Kincey et al., 2019). Especially for EFL school students in Tasikmalaya, they are required to master various kinds of technology in line with the demands of the digital era. In this case, the teacher's role is very vital as a provider and instructor in mastering technology and digital literacy.

Ironically, some schools do not allow students to bring smartphones to the class, and some others do not have internet access or technology facilities such as Wi-Fi and adequate computer labs. Supriyono et al., (2017) show that there are problems faced by teachers in teaching English using digital media, such as the lack of prior knowledge of English (content knowledge) and incapable of using Information and Communication Technologies (ICT) as a diverse set of technological tools and resources used to transmit, store, create, share or exchange information (technological pedagogical knowledge). Also, the technology

infrastructure of the institutions must be improved, and schools must guarantee that all students have equal access to the necessary digital resources. To enable a true digital transformation, this step necessitates a monetary commitment (Jensen, 2019).

As cited by Zhen, Z. (2016), some English classes rely heavily on digital media, neglecting the role of the teacher as an instructor. Some teachers just copy other teachers' material on YouTube or Google without selecting and adapting it to the innovative method they use. He adds there are still a lot of teachers who struggle to use technology effectively. Some teachers spend time using digital media because they are not skilled at doing so. If this happens regularly in the classroom, it will make students have a bad attitude toward digital learning and lower students' motivation.

A significant issue with integrating digital media in the language classroom, according to Spector, et al. (2016), is the connection between teachers, students, technology, and the facilities. The acquisition of infrastructure, software, and hardware is the key factor. Some schools do not have the resources to enable digital media learning. In addition, the investigation has found a fascinating phenomenon. Students frequently do not follow the instructions properly, which means they do not proceed along the task that the teacher has set out for them when learning with digital media because they do not understand the instruction. This is in line with research by Sinaga & Pustika (2021) that finds some self-problem in learning English during the implementation of learning with the digital platform, where students sometimes lack self-management to follow the learning instructions.

In Suwartono & Aniuranti (2018), the vast majority of teachers do, not really appear to be interested in using any form of digital media. Some English teachers can not understand and apply digital media in innovative teaching methods. They favored the traditional approach, giving the student's impression that the instruction and learning were tedious and monotonous. In other words, they argue that deductive teaching is more effective.

Suwartono & Aniuranti suggest that English teachers should actively participate in their professional associations. The goal of the regional association of English teachers is to raise the standard and competency of EFL teaching. English

teachers might provide an environment for their own professional growth within the organization. For instance, Yang (2008) discusses the importance of a digital learning program created by the project for the teaching of English writing in a region in relation to teacher professional development in China. As a result, it creates a favorable environment for effective learning, skilled teaching, and creative writing.

Rahmatullah, et al. (2022) highlight the difficulties teachers encounter in the 4.0 digital era and how they might prepare for them. The findings demonstrated the importance of mastering the digital era 4.0 for teachers in the 21st century, including their proficiency in using digital learning resources. The teacher also helps them to develop their creativity, critical thinking, teamwork, communication, innovation, problem-solving abilities, ICT skills, and character.

The Findings of those previous studies have focused on the teachers' perspective and difficulties in a different context. Not many studies have addressed the teachers' challenges when using digital instructional media based on TPACK perspective. Therefore, this research is important to conduct in order to investigate the EFL school teachers' challenges so they can use digital instructional media in teaching maximally, effectively and appropriately with the current era.

1.2 Formulation of the Problem

Two research questions are addressed in the present study. The researcher investigates:

1. What are the teachers challenges in using digital instructional media (DIM) in ELT.

1.3 Operational Definitions

To avoid misunderstanding, the terms set out in this study, the researcher provides some definitions related to the study, as follows:

Teachers Challenges	Teachers' challenges refer to the various instructional, technological, and contextual barriers that hinder educators from delivering effective learning experiences, managing

classroom dynamics, and addressing the diverse needs of students. In the context of English Language Teaching (ELT), teachers' challenges often include managing mixed-ability classrooms, selecting suitable instructional media, addressing students' low motivation or confidence, coping with limited classroom time, and adapting to technological demands in digital or blended learning environments

Digital Instructional Media (DIM)

DIM is anything that has a function as the carrier of information between a source and receiver to facilitate teaching and learning processes that can be used to stimulate children's thoughts, attention, and feelings, to encourage the learning process. For examples: Video Conferences Application (Zoom, Google Meet), Learning Management Systems/LMS (Google Classroom, Microsoft Teams, Canvas, Quora), and Social Media (Instagram, Tiktok).

English Language Teaching (ELT)

English Language Teaching can be interpreted as a process to develop English language skills contextually and appropriately according to the context and daily conditions and situations of students. In the Indonesian education curriculum, ELT is directed at four English skills, including: listening, speaking, reading and writing.

| **Technological Pedagogical and Content Knowledge (TPACK)** | A framework that provides the perspectives and expertise of teachers. Teachers need to be proficient in technology in order to prepare the students to understand the learning process more efficiently and effectively, in line with the times. This framework enables teachers to comprehend the relationships between pedagogy, subject content, and technology (Koehler et al., 2004). |

1.4 Aim of the Research

This study aims to investigating the challenges faced by EFL English teachers in using digital instructional media and its relation with TPACK perspective.

1.5 Significance of the Study

I.5.1 Theoretical Contribution

Theoretically, this research will enrich the literature on the challenges faced by EFL English teachers in using digital instructional media and its relation with TPACK perspective.

I.5.2 Practical Contribution

Practically, this research can be useful for teachers to know the challenges faced by EFL English teachers in using digital instructional media and its relation with TPACK perspective.

I.5.3 Empirical Contribution

Empirically, this research can increase knowledge for teachers and students majoring in education to find out the challenges faced by EFL English teachers in using digital instructional media and its relation with TPACK perspective so that they are more motivated to prepare skills according to the demands of the times.