CHAPTER 2
LITERATURE REVIEW

A. Theoretical Framework

1. Teacher's Experience

Teaching experience refers to the period and practice in which an individual works as a teacher, building skills, gaining exposure, and obtaining training that enhances their efficacy in the classroom. According to Roza (2016, as cited in Kurniawan, 2021), teaching experience is simply a summary of a person's comprehension of the things they have experienced when teaching, indicating that they have mastered the knowledge, skills, and values that are incorporated within them. The extent to which teachers develop on the job, often known as "returns to teacher experience" (Kini & Podolsky, 2016).

Indicators of teaching experience are explained by Rahmawati et al. (2015) consists of several factors, namely years of experience, level of knowledge, and mastery of work. Teacher experience in teaching plays an important role in teacher performance. Roefs et al. (2021) conducted research that emphasizes teachers' experience emerging from the interaction between teachers, students, and subject matter. This experience is understood phenomenologically as "lived experience" experienced by teachers in daily practice, including how they feel the presence of themselves and students in the learning process, which aligns with the narrative inquiry view that human experience is lived and told through stories (Clandinin, 2006). The teacher experience represents applying digital media in teaching English in the Islamic boarding school environment. Using digital media in English instruction allows teachers to offer content in unique and creative ways, thereby effectively fostering students' literacy development (Kirani & Nuroh, 2025). For instance, English teachers in Islamic utilize platforms like Quizizz and Liveworksheet

for digital assessment, YouTube for listening practice, or gamified websites such as Wordwall for reinforcing memory and understanding of the material.

2. Digital Media in English Language Teaching

With the rapid development of digital technology, teachers are required to optimize digital media technology as a learning tool (Syafryadin et al., 2020). Digital media in language teaching refers to the use of digital technologies such as computers, the internet, and mobile devices to support the language learning process. Digital media functions as an essential instrument that teachers can use to deliver knowledge to students, and it is significant for increasing students' English learning skills (Nugroho, 2024). According to Arifah (2019, as cited in Anggraini et al. , 2021) digital media allows learners to obtain information and access various materials for studying language and context. These media include various forms such as text, audio, video, and interactives that are used to improve students' language skills. It is particularly useful for educators in the teaching-learning process (Hamidah et al., 2021). The strategy employs a range of learning media support technologies to foster more active students and stimulate curiosity about what teachers are teaching (Ratminingsih, 2016). This is in line with the research conducted from Kirani & Nuroh (2025) when a teacher uses digital media to teach and learn, students become more engaged in discussions and question-and-answer sessions.

The types of educational media, based on Laurillard's framework as cited in Kodrle & Savchenko (2021), include:

1. Narrative media
2. Interactive media
3. Adaptive media
4. Communicative media
5. Productive media

However, in the context the teacher in the Islamic Boarding in Tasikmalaya primarily utilized three types of media, namely productive media, narrative media, and interactive media. First, productive media

allows students to use media to create their own digital product, such as posters on Canva. Second, narrative media such as YouTube videos, was used to present stories and explanations that students observed before engaging in discussion and drawing conclusions from the narrative presented. Finally, the school also employed interactive media, including platforms like Quizizz, Wordwall, and Puzzle Maker, which enable students to participate actively through quizzes, matching games, and other activities that require responses and provide immediate feedback.

Besides understanding the theoretical types of media, it is also important to examine how digital tools are actively used in the classroom. In this research context, the teacher's instructional practice included the use of digital media, digital material, and digital assessment, each serving different functions in the English learning process.

- Digital Media

  Digital media is technology-based that convey instructional content in an interactive, flexible, and engaging way (Majid et al., 2025). According to Melo (2024), video lessons, educational apps, interactive games, and platforms such as Microsoft Teams are among the technologies that fall under the umbrella of digital media. These tools have transformed the way instructors approach education and students interact with learning material.

- Digital Material

  Digital material refers to electronic learning content used by teachers and students during the teaching and learning process. Such as videos, interactive exercises, slides presentations, audio listening that improve students' understanding and participation in the learning process (Purwadi et al., 2024).

- Digital Assessment

  Digital assessment refers to the process of assessing students' knowledge and skills using digital tools or online plaforms, in ELT can include quizzes, interactive assignments, and virtual speaking tests (Susyla & Jaya, 2023).

The concepts of digital media, digital material, and digital assessment are closely related to the context of this study. In the Islamic Boarding School in Tasikmalaya, the teacher actively integrated these three components into classroom instruction. Digital media was used to present and explain lesson content through platforms such as YouTube, digital materials were provided in the form of PowerPoint slides and Canva, and digital assessment was implemented through tools like Quizizz and Wordwall to evaluate students' understanding and provide immediate feedback. These categories discussed above, indicating that the active use of digital media tools has become an essential part of English language teaching in this context.

The use of digital media provides several benefits for English language teaching include engaging students actively and promoting their curiosity, which leads to deeper learning and participation, enhancing learning by increasing student engagement and motivation, and reducing students' anxiousness during learning activites (Gholami & Salahshour, 2025; Meshak Raju & Raju, 2024).

Although digital media offers various benefits, its implementation it not without challenges. Teachers' incompetence with technology frequently causes issues in lesson planning and classroom management, limited facilities in schools particularly in terms of equipment, and unstable internet connectivity and a shortage of devices, which hindered teachers from carrying out effective digital and online learning (Lim & Yunus, 2021; Pangestu, 2024a; Salam et al., 2023).

3. TPACK Framework

As technology becomes increasingly common in education, teachers must pay attention more than topics and pedagogy. Technology now has additional complications to teaching, such as the innovation of knowledge about technology and by what method it connects with content, teaching, and learning in specific conditions (Misha & Koehler, 2006, as cited in Swallow & Olofson 2017). The technological, pedagogical, and content knowledge (TPACK), "The basis of our framework is the understanding that teaching is a highly complex activity that draws on many kinds of knowledge" (Koehler, 2006, p. 1020).

TPACK defines teacher knowledge as the outcome of a dynamic interplay between three important components: Content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK). With technology, TPACK added four new knowledge domains: pedagogical content knowledge (PCK), technological pedagogical knowledge (TPK), technological content knowledge (TCK), and technological pedagogical content knowledge (TPACK) (Swallow & Olofson, 2017).

Figure 2.1 below represents the TPACK framework's components: technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK), as well as their intersections, such as TPK, TCK, PCK, and TPACK.

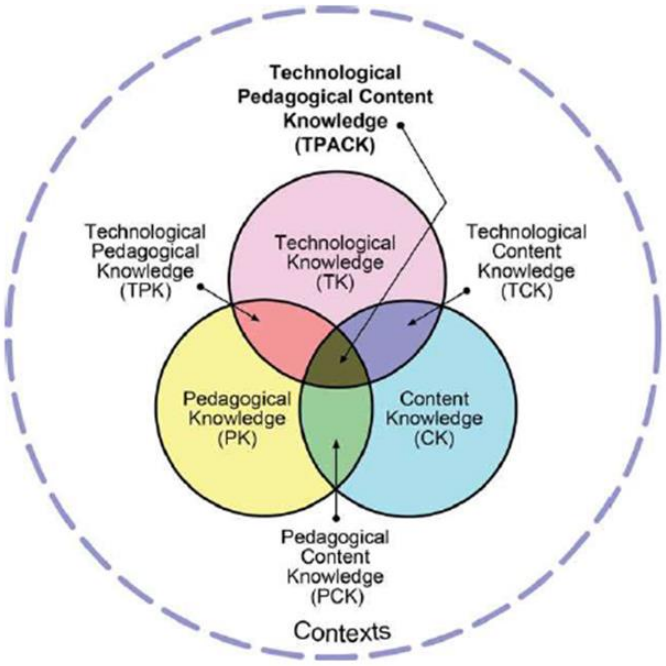

Figure 2. 1 TPACK Framework

Source: Koehler (2006)

Components of TPACK based on Koehler (2006):

1. Content Knowledge

Content knowledge refers to knowledge of the subject matter being learnt or taught. In this context English teachers must understand grammar, vocabulary, and language skills. Teachers must have a thorough understanding of their disciplines, including key facts, concepts, theories, and methods within that field; understanding explanatory frameworks and evidence proof norms (Shulman, 1986).

2. Pedagogical Knowledge

Pedagogical Knowledge is expertise in teaching and learning comprises educational goals, ideals, and practices. This expertise encompasses all aspects of student learning, classroom administration, lesson planning, and student evaluation.

3. Pedagogical Content Knowledge

Pedagogical Content Knowledge aligns with understanding of pedagogy for teaching specific material. This knowledge includes understanding which teaching methodologies are appropriate for the material, as well as how pieces of the content might be organized for better teaching. PCK focusses on idea representation, instructional strategies, learning difficulty, prior knowledge, and epistemological theories. Effective teaching tactics, including conceptual representation, are essential for addressing learner challenges and misconceptions and fostering understanding.

4. Technological Knowledge

Technological Knowledge includes both standard technologies like books, chalk and blackboards, as well as new technologies like the internet and digital video. This includes the abilities needed to operate specific technologies. Digital technologies require understanding of operating systems and computer hardware, as well as proficiency with typical software tools like word processors, spreadsheets, Google Classroom, Kahoot, or YouTube.

5. Technological Content Knowledge

Technological Content Knowledge refers to understanding how technology and content interact. Teachers must understand not only their subject matter, but also how technology might impact it. For example, a teacher utilizes Kahoot! to reinforce grammar topics. The usage of game-based quizzes is consistent with the teacher's pedagogical style of active recall and student.

6. Technological Pedagogical Knowledge

Technological Pedagogical Knowledge includes understanding the components and capacities of various technologies used in teaching and learning, as well as how using specific technology may impact teaching. This includes comprehending the various tools available for a task, selecting the best tool for the task, properly utilizing the tool's features, and applying

pedagogical practices to use technology effectively. For example, a teacher uses animated videos from YouTube to apply a visual-learning approach in the classroom. The animation helps illustrate processes or actions in a clearer way, making the teaching strategy more engaging and accessible for students. This demonstrates how technology (video) complements a pedagogical technique (visual learning), making the instructional process more engaging ang accessible for students.

7. Technological Pedagogical Content Knowledge

Technological Pedagogical Content Knowledge is a unique type of knowledge that encompasses content, pedagogy, and technology. TPCK is essential for effective technology-based teaching. It includes understanding how to represent concepts using technology, effective pedagogical techniques, understanding what makes concepts difficult or easy to learn, understanding students' prior knowledge and epistemological theories, and knowing how to use technology effectively. For example, an English teacher uses Canva as a technology tool to help students learn. Students are encouraged to be creative and actively involved in the creation of digital posters using a project-based learning approach. The session focuses on descriptive writing abilities, with students using appropriate adjectives and organizing their ideas into structured paragraphs. This integration of technology, pedagogy, and content exemplifies the use of the TPACK framework, illustrating how these three components work together to improve English language acquisition.

Using the TPACK framework, this study seeks to understand how teachers integrate their knowledge of technology, pedagogy, and content in real-world classroom scenarios, and how this blending influences their practices, beliefs, and professional development.

B. Study of the Relevant Research

Related to this study, there are several relevant studies that also conducted research on teacher's experience. First, Salam et al. (2023) conducted a study focused on finding the problems found by educators in incorporating digital media

into EFL classrooms and to examine their dynamic strategies for addressing their issues. The study employed qualitative research design and involved four EFL teachers in a public junior high school in West Kalimantan. The result revealed that EFL instructors with previous experience utilizing digital media encountered obstacles including inadequate technological proficiency, difficulties in lesson planning, lack of resources, and unreliable connectivity. Throughout these challenges, they demonstrated initiative by asking assistance, participating in training, and identifying alternate methods to enhance their teaching.

Second, Cahyati et al. (2024) did a study employing a narrative inquiry approach with 50 English teachers in West Java to explore their experience in applying the TPACK framework in English language learning, particularly in the context of the "Kurikulum Merdeka". The results showed that most teachers felt confident in using technology (84%) and were able to integrate technology with teaching materials (76%). Nonetheless, they face challenges such as limited internet connection, students' unfamiliarity with digital tools, and minimal infrastructure support. This study emphasizes the importance of continuous training and support for teachers to optimally develop TPACK competencies.

Third, Pangestu (2024b) conducted a qualitative case study at Nurul Chotib Al-Qodiri to explore teachers' perceptions of digital media in ELT. Data were gathered through interviews and observations with six English teachers. The study found that teachers commonly used platforms such as YouTube, TikTok, and Wordwall, supported by the institution's digital facilities. While the study focused on identifying trends, benefits, and challenges, the present research differs by examining a single teacher's lived experience, emphasizing her adaptation process, resouce use, and digital media integration within the TPACK framework.

This research differs significantly from earlier studies in terms of design and scope. The study by Salam et al. (2023) involved four teachers and highlighted common problems and strategies faced by teachers in integrating digital media in EFL classrooms with a descriptive qualitative approach. Cahyati et al. (2024) used a narrative inquiry approach but involved 50 teachers and focused on the implementation of the TPACK framework in the context of the "Kurikulum

Merdeka", in contrast to my study which did not specifically highlight TPACK. Pangestu (2024b) investigated teachers' perceptions of digital media utilization through a case study involving several English teachers. However, limited attention has been given to teachers' experiences in an Islamic boarding school context, the present study employs a descriptive case study approach to examine one English teacher's experience in utilizing digital media in a boarding school, focusing on teacher adaptation, student engagement, and institutional support.