CHAPTER 1
INTRODUCTION

A. Background of the Study

In recent years, the growing number of digital technologies in the educational sector has drastically altered teaching and learning procedures. This shift from traditional, textbook-centered teaching to the integration of various digital media such as learning videos, educatioal applications, interactive websites, and digital presentations, has become an essential part of English Language Teaching (ELT). As stated by Salam et al. (2023), educators are strongly encouraged to use digital media as educational tools in their classroom and learning environments. Particularly in the context of ELT, this transition demonstrates an ongoing and long-term transformation in the delivery of education.

ELT, a field that relies heavily on interaction, communication, and engagement, has undergone notable changes as teachers have adapted their methods to suit digital platforms. Digital media such as interactive applications, learning management systems, video conferencing tools, educational games, and online resources offer diverse possibilities to support language instruction (Nugroho, 2024). The exploration of digital technology enables educators to create more engaging instructional designs for the content they teach, facilitating the integration of online learning with face-to-face classroom environments or allowing for entirely online formats (Fauzi, 2023). The several kinds of digital media enhance multimodal learning, encourage student autonomy, and provide access to authentic materials. However, effective use of these tools demands not only digital literacy but also pedagogical adaptability from teachers. Consequently, English teachers face increasingly complex roles, involving the integration of technology to maintain meaningful learning engagement. To better comprehend this complexity, it is necessary to analyze the framework that links technology, pedagogy, and content.

The use of digital media in the learning process is related to TPACK (Technological Pedagogical Content Knowledge). The concept of TPACK requires further comprehension encompassing not only the relationship between content and

pedagogy but also the integration of technology (Swallow & Olofson, 2017). A teacher may be skilled at digital literacy but not digitally knowledgeable. Moreover, digital competence involves instructors' ability to use ICT (Information and Communication Technology) in a professional setting, relation to pedagogical knowledge, and comprehension of the use of learning methodologies to create a productive learning environment for students (Artacho et al., 2020).

In the Indonesian context, English is taught as a foreign language and is often perceived as difficult or boring by students, which requires teachers to be more creative in their instructional approaches. This is in line with Afriani (2024), who examined the difficulties faced by Indonesian high school students in learning English as a foreign language. The study revealed that limited exposure to English outside the classroom, varying teacher quality, and psychological factors such as anxiety and lack of confidence contribute to students' perceptions of English learning as difficult and monotonous. Furthermore, the study emphasized the need for innovative and creative teaching strategies to overcome these barriers, and the use of digital media can serve as one effective approach to foster more engaging and interactive learning. A unique phenomenon can be seen in Islamic boarding school, where students are prohibited from bringing personal technological devices. Despite this restriction, some English teachers have made persistent efforts to integrate digital media into their teaching. This situation places teachers at the center of digital integration, requiring them to creatively adapt technology-based platforms such as learning videos, educational applications, interactive websites, and digital presentations to support the teaching and learning process.

Nevertheless, based on the interview with one of the teachers in one of the Islamic Boarding Schools, Tasikmalaya, West Java, Indonesia, teachers also encounter practical challenges in implementing digital-based instruction. For example, large male-dominated classes often demand more dynamic strategies to sustain participation, while the Islamic boarding school environment can lead to issues such as students' slippiness during lessons. The other primary challenge for the teacher was the issue with the internet connection. The school offers Wi-Fi, but certain places have limited or weak signals. Teachers and students may find it

difficult to fully engage in digital learning activities if they do not have access to a reliable internet connection or working equipment (Salam et al., 2023).

This study seeks to address that gap by exploring the lived experience of an English teacher in utilizing digital media, employing a descriptive case study. Despite the increasing number of studies focusing on digital media in ELT, much of the literature centers on students' outcomes, learning strategies, or engagement metrics. There remains a notable gap in exploring the personal and professional experience of English teachers who are at the specific context in an Islamic boarding school. Their voices reflecting challenges, adaptation, reflection, and growth are often underrepresented. Understanding this lived experience is essential to gain a deeper insight into how digitalization truly impacts teaching practices, teacher identity, and professional development.

In so doing, based on the background explained before, the researcher will highlight the teacher's experience in the use of digital media in one of Islamic Boarding Schools, in Tasikmalaya, West Java, using case study framework. This approach is considered appropriate because it enables the researcher to explore the teacher's lived experiences, particularly within the distinctive context of an Islamic boarding school. This research contributes to the growing discourse on digital pedagogy by placing the teacher's voice at the center and highlights that sustainable and meaningful digital education depends not only on technology, but also on the people who use it.

B. Formulation of the Problems

The research question of this study is "What is an English teacher's experience with the use of digital media in English language teaching?"

C. Operational Definitions

1. Teacher's Experience

Teachers' experience in using digital media, such as technology-based platforms such as learning videos, educational applications,

interactive websites, and digital presentations, that support the teaching and learning process at Islamic Boarding School in Tasikmalaya, West Java.

2. Digital Media

Digital media is a tool used by teachers when teaching English in Islamic Boarding School in Tasikmalaya such as technology-based platforms such as learning videos (e.g., YouTube), educational applications (e.g., Quizizz), interactive websites (Wordwall, Puzzlemaker), and digital presentations (e.g., PowerPoint, Canva).

D. Aim of the Study

This study aim to explore an English teacher's experience with the use of digital media in English language teaching.

E. Significance of the Study

1. Theoretical use

This research contributes to enrich the theory of TPACK in the context of teacher's experience in using digital media in the classroom.

2. Practical use

The teacher's experience provides reflective insight for another educator in navigating digital teaching methods, especially those teaching in Islamic boarding school environments.