

# CHAPTER I

## INTRODUCTION

### 1.1. Research Background

In this 21st century, digital media, as of today's technology, our society offers an abundance of alternatives for making education more engaging and effective, especially in teaching and learning English as a Foreign Language (Yordming, 2017). English teachers were possible to access the internet, which is a digital never-ending source to gain teaching and learning materials such as songs, games, texts, images, and other resources, then incorporate them into the listed media or tools such as mobile phones, laptops, computers, and projectors to aid in the teaching and learning process (Suwartono & Aniuranti, 2018). According to Hassel & Hassel (2011), there were three benefits of using digital media for teachers, namely: First, it allowed teachers to reach more students because digital learning could improve efficiency and attain students from anywhere through technology; Second, increasing the number of good teachers and keeping them; Third, the average teacher might well benefit from increased effectiveness and choice of work and allowed them to focus on the parts of teaching in which they thrive, they also could receive essential information and advice on how to support each of their student's achievement.

In West Kalimantan, people were pushed to use social media due to the Covid-19 pandemic and geographic considerations, and such distribution was owing to the popularity of social media and the fact that both teachers and students were engaged with it (Perguna et al., 2021). It showed that teachers

were heavily urged to use digital media as instructional tools in their teaching and learning processes. They also should be familiar with the qualities and capabilities of each type of media so that they may choose the one which adequately deals with the forces and needs (Suwartono & Aniuranti, 2018). The issues faced by teachers in integrating digital media as teaching tools could not be separated from the challenges experienced by teachers in implementing it immediately to students into the classroom.

In the findings related to the use of digital media since the implementation of online distance learning due to the covid-19 pandemic in West Kalimantan, it was discovered that there were several obstacles that became a problem for teachers, including inadequate facilities, financial challenges in obtaining the appropriate media, and a lack of understanding and responsibility among students to participate in online learning (Karmila & Rezeki, 2021). Based on the research conducted by Suwartono & Aniuranti (2018), in the author's professional experience, most Junior and Senior High School EFL teachers in several local areas still did not indicate any enthusiasm for using any digital media for teaching. The majority of people use digital media, specifically online platforms, for leisure purposes, such as games, communication, and creating online spaces for the individual's identity rather than for learning (Perguna et al., 2021). Otherwise, in the interviews with existing teachers from kindergarten to high school in one of West Kalimantan's Regions, Teluk Batang District, Kayong Utara Regency, that was conducted by Astuti et al. (2021) discovered that less than 80% of teachers could use

technologies to design more innovative learning media, indicating the need for teacher training in recognizing the educational technology development. However, most of the technology programs for expanded language learning in Indonesia did not attempt to go further into classrooms, and teachers did not want to use technology in teaching at all due to a lack of time and resources (Drajati et al., 2018).

As a result of those situations, teachers need to recognize every current difficulty and then provide solutions to every single challenge that arises from current developmental technology to maintain their job responsibility (Astuti et al., 2021). Moreover, those necessitate English teachers' conceptual and practical implications to be digitally literate and capable of working with media to assist the teaching and learning process as a form of professional dedication (Suwartono & Aniuranti, 2018). Consequently, the cases mentioned above were the impetus for the researcher to learn more and investigate related teaching issues with digital media as the primary supporting tool in this digital era. Although some previous studies about digital media used for teaching English had been explored by some researchers around West Kalimantan, the researchers found that more information still needed to be explored, primarily focusing on English teacher experiences. Precisely at the junior high school level in Pontianak, where students at this level are already at the stage of getting to know digital technology and are starting to be involved in its use during teaching and learning activities (Bergdahl et al., 2020). For this reason, in this study, the researcher restrained the problem investigating issues related

to teachers' experiences in using digital media at the junior high school level in Pontianak, including their challenges, problems, the causative factors, and how they dealt with those challenges and problems they faced.

## **1.2. Research Questions**

Based on the discussion above, the researcher formulated the problems of this research, which are:

1. What challenges do the teachers face in teaching English when they use digital media?
2. What factors contribute to the problems the teachers face in teaching English using digital media?
3. What strategies do the teachers use to minimize the problems they face?

## **1.3. Research Objectives**

Based on those questions above, the purposes of this study are:

1. To explore any factors of challenges and problems that Junior High School EFL teachers faced in using digital media during teaching and learning process in Pontianak.
2. To find out and describe the challenges of Teaching EFL by using Digital Media in Junior High School level in Pontianak.
3. To gain out the strategies that teachers use to overcome the problems.

#### **1.4. Research Significances**

1. The researcher can find out the challenges that might be faced by junior high school EFL teachers in Pontianak when using digital media as a teaching tool for the teaching and learning process.
2. Teachers might probably find strategies to minimize and overcome challenges and problems related to the use of digital media that they face during the teaching and learning process.
3. Other researchers who are working on similar topics may be able to obtain information to further their understanding of the use of digital media in education, particularly as a teaching tool.

#### **1.5. Research Terminology**

In order to clarify the terms and avoid misunderstanding, the researcher provided the following explanation:

1. Digital media is the teaching tool in any digital forms that EFL teachers use for their teaching and learning activities, such as software tools, online platforms (Google, WhatsApp, Telegram, Youtube, Kahoot, Quizzes, etc.) and audiovisual tools (Mobile phone, laptop, computers, and projector).
2. Teaching English means an activity that teachers do to teach English as a foreign language as an academic lesson in school.
3. A challenge is something new that requires effort or a demanding task that needs to be overcome by English teachers in the teaching process.

4. A problem is an issue or circumstance faced by English teachers which is difficult to deal with and needs to be tackled and resolved in the teaching process.
5. A factor is a cause that affects or influences an event, decision, or situation in the teaching process by using digital media.
6. Difficulty is the quality or state of being hard to do, deal with, or understand by the teachers along their teaching experiences.
7. An obstacle is something that hinders the teachers in their teaching and learning experiences with digital media.