

CHAPTER II

LITERATURE REVIEW

In this section, the researcher presented several theories gathered from some previous research related to this study.

2.1. Teacher Professionalism

Referring to Ardiç & Çiftçi (2019), in their recent study, found that EFL teachers' professional development is needed concerning the use of ICT, as well as highlighted future opportunities and provided some ideas for educational policymaking. The professional development program had a positive impact on teachers' information technology skills and their knowledge of ICT as an educational tool to some degree (Fragkouli & Hammond, 2007). Reyna et al. (2018, p4) stated, "As educators, we need to foster digital media skills." The term professional is defined in the first chapter of The Law of the Republic of Indonesia No. 14 the Year 2005 regarding the teacher and lecturer as a profession or activity carried out by someone to earn a living that requires the doer to involve skill, mastery, and competence-based on specific standards. In order to be a professional teacher, an educator is required to develop their abilities to support their occupation. They are required to enhance their professional development, particularly in knowledge mastery, curriculum, teaching strategies, context, and self-awareness (Liakopoulou, 2011). In Germany, teachers are mentioned that they are the motivating factors behind the implementation and development of digital teaching and learning (Pensel & Hofhues, 2017). The statement showed that

teachers in this 21st century technically need to develop their professionalism in digital media for this reason. Employees' digital competency in the education sector is an essential aspect of the government's accrediting mechanism in countries, thus according to educational policy (Mei et al., 2019).

There are several aspects that must be owned by a teacher to become a professional, and they are marked by the following characteristics such as serving the community, requiring specific fields of science and skills beyond the reach of the general public, using research results and applications from theory to practice, requires special training with a long time, have entry requirements to occupy that position requires certain permits, or there are specific requirements to be able to occupy it, autonomy in making decisions about the scope of work, accepting responsibility for decisions taken and for the work performed, having the commitment to the position and client, using administration to facilitate the profession, having an organization that is governed by members of the profession itself, having professional associations, have a code of ethics to do things that are relating to the services provided, has a high level of trust from the public and the confidence (Soetjipto & Kosasi, 2009). In conclusion, a professional development connection affects how teachers can integrate digital media. Such as allocating time for teachers to bring more attention and expertise with specific tools through in-service training, the availability of technology-based

teaching support, and the presence of collaboration support for sharing ideas and developing acquired knowledge (Ware et al., 2012).

2.2. Digital Media in Teaching English

According to Ware et al. (2012), the origins of digital media in language learning may be traced back to individualized computer-based drills and practice activities to help students understand grammar, vocabulary, and pronunciation. Like many other fields, the education sector must keep records of how digital learning tools and methodologies are being used to improve teaching processes (Mei et al., 2019). Digital literacy is essential for teachers to adjust to students' digital tendencies and needs in the classroom to use digital tools in the classroom (Nowell, 2014). Moreover, the use of digital technology provides many benefits, such as immediate feedback, instant interaction, boosted motivation, and access to authentic resources in and outside the classroom (Ardıç & Çiftçi, 2019). In order to engage students' English skills, teachers have a variety of options when it comes to using digital media in their classrooms, such as:

- 1) Digital media, such as electronic and online dictionaries, hyperlinks to vocabulary words embedded within many online texts, and the use of the Internet to access broader sources of information. They offer a variety of ways to improve material development and learner feedback to support reading in a foreign language (Chun, 2006).
- 2) In writing, teachers can use a variety of websites to provide individual needs grammar exercises, or they can start creating their vocabulary and

grammar activities using free software such as Hot Potatoes, which allows teachers to create a variety of online activities (e.g., multiple-choice, short answer, jumbled text, crossword) and publish them on the Internet, even as word processing has become more widely used in the classroom, features like tracking changes and integrating comments have become increasingly popular (Ho & Savignon, 2007; Ware et al., 2012).

- 3) To foster listening, many websites that allow students to adjust the speed, pause, or repeat parts of speech are accessible as Internet-based listening supports. Otherwise, a teacher may let learners practice listening to a variety of authentic intonation patterns, rhythms, stress, and segmentation by using the Internet, which provides access to a wide range of samples of English speakers (Ware et al., 2012).
- 4) Furthermore, some tools, like pronunciation software, are designed to identify aspects of cross-linguistic transfer that are incredibly tricky and require additional practice (Tsubota et al., 2004). Podcasting is another option for speaking engagement, and it allows teachers to create and share audio recordings over the Internet (O'Bryan & Hegelheimer, 2007).

All of this indicated the ability of digital media in the classroom to connect in-class activities with out-of-class use, blurring the barriers between official instruction and informal learning, and validate the broad range of forms and uses of English in the world (Ware et al., 2012). Finally, digital media might assist teachers in enhancing what they consider to be appropriate pedagogy.

2.3. Teaching Challenges

The use of technology in teaching English as a Foreign Language (EFL) in the twenty-first century has grown in favor, and the challenges because teachers must incorporate digital literacy into the teaching-learning activities (Kurniawati et al., 2018). Since the entire technology use depends on how a teacher employs technology in the classroom, the generation gap and digital divide have become significant issues. In recent years, teachers who have joined the profession have struggled to embrace digital technology because many lack training for new technologies and are not aware of how technology can affect their quality of teaching and learning (Hockly, 2012). There have been some obstacles to the use of technology by teachers in EFL classes, including insufficient teacher training, a lack of vision of the ability of technology to improve teaching and learning; a lack of time to experiment; and insufficient technical support (Mollaei & Riasati, 2013). Following are examples of findings with a research focus related to this research regarding the obstacles that occur in several different areas in using technology and are presented as a reference for researchers to look at the challenges and problems that occur, as below:

- 1) EFL teachers in Shiraz, Iran, are unqualified in several technology areas.

They need to increase their knowledge and skills in the following areas: Internet skills, the capacity to discover relevant Web sites with suitable levels of information, and the ability to integrate ICT materials into teaching and learning (Ardıç & Çiftçi, 2019).

- 2) Lack of budget, high costs of equipping schools, lack of access to digital devices in EFL classes, parents' low awareness of the use of technology for educational purposes, lack of policymakers' attention to the importance of digital literacy, and lack of awareness-raising on the importance of digital literacy are all factors that cause challenges in the implementation of digital media in teaching and learning activities that have been faced by junior high school EFL teachers in Tehran, Iran (Dashtestani & Hojatpanah, 2020).
- 3) In a study involving student teachers in turkey, it was discovered that the teachers who dealt with them were highly incompetent in utilizing technology tools in EFL classrooms. In terms of teaching abilities and approaches and as knowledgeable technology users, collaborated teachers must act as role models for teacher students. As a result, these teachers cannot integrate these technologies into their classes because they are unfamiliar with technological tools or lack the requisite competence to teach English through technology (Merç, 2015).
- 4) The socio-cultural factor of teaching EFL for Junior and Senior High schools in Landak, Kalimantan Barat, Indonesia, is the greatest challenge. Furthermore, minor challenges include inadequate language comprehension abilities, limited material resources, communication gaps in the classroom, a lack of excitement, and low student participation in learning because pedagogical instructions and materials may be created sensibly (Setyawan & Agung, 2019).

- 5) An investigation of English teachers at the secondary school level from four regions in Indonesia related to online learning engagement during the pandemic, which used digital media for their teaching and learning activities, discovered that teachers were having difficulties presenting learning assignments to their students. Five factors have surfaced by the teachers in online EFL learning. First, the learners' issues might have been a considerable obstacle to the implementation of online learning. Learners' lack of internet access, connecting access to the device, and parents' local financial condition hampered the seamless adoption of this form of learning. The teachers' prior experience with online learning is the second factor. Teachers that have never conducted any online learning before the unexpected instruction of school suspension felt despondent and struggled to convey any online learning to their students. Technological and pedagogical knowledge are the third and fourth factors. Because of the previous situation, these teachers found it challenging to acquire and apply their technical skills to impart learning to their students. The support system, which includes support from schools, Communities of Practice, and local education authorities, is the final factor to consider (Lie et al., 2020).
- 6) Most teachers in SMPN 01 Grabag have their technology facilities but are inadequate, the ability of teachers to use technology is low, and most of them still use conventional methods that rely on teachers as the center of information, it was because of the laziness to apply new methods and

learning technology because they perceived that technological developments are too fast and complicated. The biggest obstacle is the teacher's barrier, notably that teachers' ability to explore technology and encourage themselves to try and learn a technology is still deficient (Setyaningrum, 2016).

- 7) As a result, a lack of teacher competency has become a massive obstacle to technological devices in teaching and learning (Young, 2008).

According to Ardiç & Çiftçi (2019), in their recent study for Turkish in-service EFL instructors who worked at English preparatory schools suggested that medium and high-level professional development in the field of technology skills is required. The primary assumption of this study was that in developing professional development programs for teachers, making technology applicable to teachers is necessary. The key areas include internet usage skills, finding relevant websites and level-appropriate materials, and the knowledge to integrate digital materials into teaching and learning. Subsequent recommendations are made based on the findings:

- 1) All in-service EFL instructors should have minimum proficiency in using software, basic word processing, database, and spreadsheet functions.
- 2) They must also learn to use the Internet to look for relevant materials for their lessons.
- 3) These in-service instructors need pedagogical skills, such as classroom management skills needed for mentoring and coaching and creating

student-centered learning environments by developing innovative technology methods for efficient teaching and learning.

- 4) Authorities should provide educational institutions equal access to computer technology by distributing government-funded materials.
- 5) Scholarships and motivation should be provided for instructors to acquire knowledge and skills in technology. It may include sponsorship for immersion and internship activities in higher degree programs coordinated with university professionals.