

**AN ANALYSIS OF DIGITAL MEDIA USED BY ENGLISH TEACHERS
AT MTsN 1 BUKITTINGGI**

THESIS

*Submitted as partial fulfilment of the requirement for getting an undergraduate
Degree in English education (S.Pd)*



Written by:

RAHMAD HIDAYAT

2014050020

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

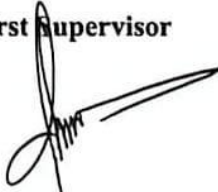
UNIVERSITAS ISLAM NEGERI IMAM BONJOL PADANG

1448 H /2026 M

APPROVAL PAGE

The thesis with the title “An Analysis of Digital English Teaching Media Used by English Teachers at MTsN 1 Bukittinggi,” compiled by Rahmad Hidayat, with register number 2014050020, has met the scientific requirements and can be approved for submission to the thesis examination

First Supervisor



Dr. Darmaventi, M. Pd
NIP.197307111990320002

Padang, August 2026

Second Supervisor



Renggi Vrika, M. Pd
NIP.199501042020122029

THESIS ACCEPTANCE

The thesis entitled “An Analysis Of Digital Media Used By English Teacher At Mtsn 1 Bukittinggi” written by Rahmad Hidayat, student register number: 2014050020 has been examined by board of examination in the faculty of tarbiyah and teacher training of Islamic University Imam Bonjol Padang.

Padang, September 22th, 2026

Board of examiners

Chairperson

Dr. Darmayenti, M. Pd
NIP. 197307111990320002

Secretary

Renggi Vrika, M. Pd
NIP. 199501042020122029

Members

Dr. Rita Erlinda, M. Pd
NIP. 1973012112000032001

Dr. Dra. Luli Sari Yustina, M. Pd
NIP. 196607172006042012

Dr. Darmayenti, M. Pd
NIP. 197307111990320002

Renggi Vrika, M. Pd
NIP. 199501042020122029

Approve by
Dean Of Faculty Tarbiyah and Teacher Training
State Islamic University Imam Bonjol Padang



Rahmad Hidayat, M. Ag
NIP. 1973071119903200031001

PENGESAHAN TIM PENGUJI

Skripsi berjudul “An Analysis Of Digital Media Used By English Teacher At Mtsn 1 Bukittinggi” yang ditulis oleh Rahmad Hidayat, nomor registrasi mahasiswa: 2014050020 telah diuji oleh dewan ujian di Fakultas Tarbiyah dan Keguruan Universitas Islam Imam Bonjol Padang.

Padang, 22 September 2026

Tim Penguji

Ketua



Dr. Darmayenti, M. Pd
NIP. 197307111990320002

Sekretaris



Renggi Vrika, M. Pd
NIP. 199501042020122029

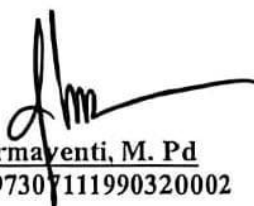
Anggota



Dr. Rita Ellinda, M.Pd
NIP. 1973012112000032001



Dr. Dra. Luli Sari Yustina, M.Pd
NIP. 196607172006042012



Dr. Darmayenti, M. Pd
NIP. 197307111990320002



Renggi Vrika, M. Pd
NIP. 199501042020122029

Disetujui oleh
Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Imam Bonjol Padang



DECLARATION PAGE

I am undersigned:

Name : Rahmad Hidayat

Nim : 2014050020

Place and date of birth : Tanjung, 16 February 2002

Declare that the thesis entitled " An Analysis of Digital Media Used by English Teacher At MTsN 1 Bukittinggi." is truly my work; not'a copy or duplication of a thesis or work that has been published and or has been used to obtain a bachelor's degree at the Universitas Islam Negeri Imam Bonjol Padang or other universities, except for parts whose sources of information have been properly stated. If in the future it is proven that this thesis is plagiarized or not original, then I am willing that the validity of my thesis and bachelor's degree will be revoked.

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Researcher



Rahmad Hidayat
NIM. 2014050020

ACKNOWLEDGEMENTS



Alhamdulillah, all praise and gratitude be to Allah SWT for His blessings, mercy, and guidance, which have enabled the researcher to complete this thesis entitled “An Analysis of Digital Media Used by English Teacher at MTsN 1 Bukittinggi.” Peace and blessings be upon Prophet Muhammad SAW, the great leader and role model for all mankind.

The researcher realizes that this thesis would not have been completed without the support, guidance, assistance, and encouragement of many people. Therefore, the researcher would like to express sincere gratitude and appreciation to the following:

1. Dr. Darmayenti, M.Pd., as Supervisor I, and Renggi Vrika, M.Pd., as Supervisor II, for their valuable guidance, advice, patience, corrections, and encouragement throughout the process of conducting the research and writing this thesis
2. Dr. Rita Erlinda, M.Pd., Dr. Dra Luli Sari Yustina, M.Pd, Dr. Darmayenti, M.Pd, Renggi Vrika, M.Pd, as the examiners, for their constructive suggestions, corrections, and guidance that helped improve
3. All lecturers of the English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Imam Bonjol Padang, for sharing valuable knowledge, experiences, and motivation throughout the researcher’s academic journey.
4. The researcher’s beloved parents and family, Asnadi and Darma Linda, for their endless prayers, love, patience, sacrifices, and moral support. Their encouragement has always been an important source of strength for the researcher throughout the academic journey.
5. To all of my friends especially Muhammad Farel, Gilang Ramadhan, and M. Alber Affandi: thank you for the support and unforgettable memories throughout our studies!

Finally, the researcher would like to express gratitude to himself for the perseverance, hard work, patience, and determination to keep moving forward despite the challenges encountered during the completion of this thesis. The researcher realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for future improvement.

May Allah SWT reward all the kindness, prayers, support, and assistance given to the researcher with abundant blessings. Aamiin.

Padang, Agustus 2026

Researcher



Rahmad Hidayat

2014050020

“An Analysis of Digital Media Used by English Teacher at MTsN 1 Bukittinggi”

ABSTRACT

This study aims to describe the types of digital media used by the English teacher and identify the constraints faced by the teacher in using digital media for English teaching at MTsN 1 Bukittinggi. This study used a descriptive qualitative method with one English teacher as the participant. The data were collected through two classroom observations, a semi-structured interview, and documentation. The data were analyzed through three stages: data reduction, data display, and conclusion drawing and verification.

The findings showed that two digital media were identified through classroom observations, namely English in Mind and YouTube. English in Mind was used in both observations to provide English materials and support speaking activities. In the second observation, English in Mind was also used to support communication through speaking with a native speaker. YouTube was used in the second observation to provide listening material followed by speaking practice. Based on Laurillard's (2002) classification, English in Mind was classified as narrative media and communicative media, while YouTube was classified as narrative media. There was not enough evidence to classify the observed media as interactive, adaptive, or productive media. The interview findings showed that the constraints faced by the teacher were related to school-level constraints, particularly lack of accessibility. These constraints included restrictions on students' mobile-phone use and limited projector availability in some classrooms. Overall, the use of digital media was influenced by the teaching situation and the access to facilities available at the school.

Keywords: *Digital Media, English Teaching, Constraints, English Teacher, Descriptive Qualitative*

“An Analysis of Digital Media Used by English Teacher at MTsN 1 Bukittinggi”

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan jenis media digital yang digunakan oleh guru bahasa Inggris dan mengidentifikasi kendala yang dihadapi guru dalam menggunakan media digital untuk pengajaran bahasa Inggris di MTsN 1 Bukittinggi. Penelitian ini menggunakan metode deskriptif kualitatif dengan satu orang guru bahasa Inggris sebagai partisipan. Data penelitian dikumpulkan melalui dua kali observasi kelas, wawancara semi-terstruktur, dan dokumentasi. Data dianalisis melalui tiga tahap, yaitu reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi.

Hasil penelitian menunjukkan bahwa dua media digital ditemukan melalui observasi kelas, yaitu English in Mind dan YouTube. English in Mind digunakan dalam kedua observasi untuk menyediakan materi bahasa Inggris dan mendukung kegiatan speaking. Pada observasi kedua, English in Mind juga digunakan untuk mendukung komunikasi melalui speaking dengan penutur asli. YouTube digunakan pada observasi kedua untuk menyediakan materi listening yang kemudian dilanjutkan dengan kegiatan speaking. Berdasarkan klasifikasi Laurillard (2002), English in Mind diklasifikasikan sebagai narrative media dan communicative media, sedangkan YouTube diklasifikasikan sebagai narrative media. Tidak terdapat cukup bukti untuk mengklasifikasikan media yang diamati sebagai interactive, adaptive, atau productive media. Hasil wawancara menunjukkan bahwa kendala yang dihadapi guru berkaitan dengan school-level constraints, khususnya lack of accessibility. Kendala tersebut meliputi pembatasan penggunaan telepon seluler siswa dan keterbatasan ketersediaan proyektor di beberapa kelas. Secara keseluruhan, penggunaan media digital dipengaruhi oleh kondisi pembelajaran dan akses terhadap fasilitas yang tersedia di sekolah.

Kata Kunci: *Media Digital, Pengajaran Bahasa Inggris, Kendala, Guru Bahasa Inggris, Deskriptif Kualitatif*

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