

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The rapid development of Information and Communication Technology (ICT) has brought changes to many areas of life, including education. Technology has changed the way teachers prepare and deliver lessons and the way students access learning resources. In the classroom, teachers can use technology to present information, provide materials, support communication, and give students different ways to take part in learning activities. As digital technology becomes more common in students' daily lives, its use in education has also become more relevant. In English language teaching, technology can give teachers more choices in presenting English materials and carrying out classroom activities.

One of the forms of technology that can be used in education is digital media. Digital media can include digital content, applications, and software-based platforms that are used to provide information and support teaching activities. Delfanti and Arvidsson (2019) explain that digital media are connected with digital technology, software, platforms, and digital content. This means that digital media are not limited to one kind of technology. They may appear in different forms and may be used for different purposes. In English teaching, teachers may use digital media to provide text, audio, video, exercises, or other digital materials during classroom activities.

The use of digital media is relevant to English language teaching because language learning involves different skills and different types of classroom activities. Students need

opportunities to listen to English, speak, read, and write. They also need opportunities to interact with materials, teachers, and other students. Digital media can provide different forms of English input and classroom activities that may support these needs. Purwaningrum and Yusuf (2020), for example, explain that digitized authentic materials can provide teaching materials for EFL learners and give students exposure to real language. Their study also found that digital materials could support students' interest and motivation in learning. This shows that digital media can be used not only to present information but also to support English learning activities.

Salam et al. (2023) also show that English teachers use different forms of digital media and applications in their teaching. Their study reported the use of technologies such as PowerPoint, Google Classroom, WhatsApp, Zoom, Google Meet, online dictionaries, YouTube, and video editors. These media were used in classroom and online learning activities. The findings indicate that digital media can have different roles in English teaching depending on the activity and the teaching context. Therefore, the use of digital media should be understood from the way teachers actually use them in teaching rather than only from the names of the applications or platforms.

The use of digital media also requires teachers to consider the purpose of the lesson and the classroom situation. A digital medium that is suitable for presenting information may not be used in the same way as a medium that supports communication or student participation. Laurillard (2002) describes different forms of media for teaching and learning, namely narrative, interactive, adaptive, communicative, and productive media. These forms are related to the kinds of learning activities supported by the media. In this

study, this classification is useful as a basis for describing the digital media found in English teaching according to how the teacher uses them during classroom activities. The classification does not determine the findings before the data are collected.

In addition to the type and use of digital media, the conditions surrounding their use are also important. The availability of technology does not always mean that teachers can use digital media freely in every teaching situation. Teachers may have to consider school rules, access to devices, available facilities, time, and other conditions. Therefore, the use of digital media can be influenced not only by the teacher's decision but also by the environment in which teaching takes place.

Bingimlas (2009) explains that the integration of ICT in education can involve barriers at teacher and school levels. Teacher-level barriers may include lack of confidence, lack of competence, and resistance to change or negative attitudes toward technology. School-level barriers may include lack of time, lack of effective training, lack of accessibility, and lack of technical support. These barriers show that the use of technology in teaching is related to both personal and institutional conditions. However, the existence of these categories in previous literature does not mean that all of them must appear in every school. The actual conditions need to be examined through research data.

This point is also supported by Kusyana, Muzfirah, and Haryadi (2024), who examined the use of digital media in language teaching at a madrasah. Their study reported several conditions that affected the use of digital media, including limited internet access, lack of teacher training, and inadequate technological facilities. The findings show that digital-media use can be influenced by the facilities and support available in the school

environment. However, the conditions experienced by one school may be different from those experienced by another school.

Several previous studies have examined the use of digital media in English language teaching. Dheasari and Ciptaningrum (2024) investigated the use of digital media in EFL classes at the junior high school level. Their study used classroom observations, semi-structured interviews, and document analysis to examine the types and use of digital media in teaching. The study is relevant because it shows that digital media are already used as part of English teaching at the junior high school level. However, the study was conducted in the context of the Program Sekolah Penggerak, which is different from the context of MTsN 1 Bukittinggi.

Kirani and Nuroh (2025) examined English teachers' experiences in using digital media during English teaching at an Islamic junior high school in Pasuruan. Their study also used observation and interviews and reported the use of several digital media in teaching. This study is relevant to the present research because it has a similar educational context, especially because it concerns English teaching at an Islamic junior high school. However, the main focus of their study was the teachers' experiences, while the present study focuses on the types of digital media used by the English teacher and the constraints faced when using them.

Lusiyani and Anindya (2021) examined the selection and use of learning media by EFL teachers during remote teaching. Their study involved 31 EFL teachers and identified several categories of online learning applications, including learning management systems, content-making applications, video-conferencing applications, and chat and messaging

applications. The study provides information about the use of digital platforms and applications by English teachers. However, it focused on remote teaching and senior high school teachers, while the present study focuses on face-to-face English teaching at the junior secondary school level.

Rangkuti et al. (2025) investigated the media used by English teachers at Junior High School 31 Padang. Their study used a descriptive qualitative approach and collected data through observation, interviews, and questionnaires. The findings showed the use of both traditional and digital media, including PowerPoint and learning videos. This study is relevant because it was conducted at the junior high school level and in Padang. However, it examined different kinds of teaching media, while the present study focuses specifically on digital media and also examines the constraints faced by the English teacher in using them.

Kusyana, Muzfirah, and Haryadi (2024) examined the effectiveness and constraints of digital-media use in language teaching at MTs Riyadhul Huda Cikalong. Their study used observation, interviews, and questionnaires and reported constraints related to internet access, teacher training, and technological facilities. This study is relevant because it was conducted in a madrasah context and focused on digital media and constraints. However, it also examined the effectiveness of digital media, while the present study does not measure effectiveness. The present study focuses on describing the digital media used by the English teacher and identifying the constraints faced during their use.

The previous studies show that digital media have been examined from different perspectives. Some studies focused on the types or use of digital media, some examined

teachers' experiences, and others examined constraints related to technology use. The studies were also conducted in different educational settings, including junior high schools, Islamic junior high schools, and remote teaching environments. These differences are important because the use of digital media can depend on the teaching context, the facilities available, school regulations, and the needs of teachers and students.

Although previous studies have provided useful information, there is still a need for a study that specifically describes the digital media used by an English teacher and the constraints faced in using those media in a particular madrasah context. In particular, the present study focuses on MTsN 1 Bukittinggi and examines the actual use of digital media during English teaching. The study also separates the two aspects of the research. Classroom observation is used to identify the digital media directly used during English teaching, while the interview is used to identify the constraints experienced by the teacher. This separation is important because the types of media should be based on what is actually observed in the classroom, while the constraints are based on the teacher's experience.

The research gap is also related to the specific condition of MTsN 1 Bukittinggi. The school is a public Islamic junior secondary school in West Sumatra. Based on the researcher's initial observation during an internship, the school had technological facilities that could support the use of digital media in teaching. Digital media were also used in English teaching. However, the types of digital media used by the English teacher and the conditions that may become constraints in using them had not been examined closely. The presence of facilities alone does not show how digital media are actually used or what

conditions may affect their use. Therefore, a closer examination of classroom practice and the teacher's experience is needed.

The present study does not assume that the teacher experiences all of the barriers discussed in previous literature. The categories discussed by Bingimlas (2009) are used only as a guide for examining the data. The actual constraints are determined from the teacher's statements and the supporting evidence collected during the research. In the same way, the types of digital media are not decided before the classroom observations. They are identified from the actual teaching activities and then described according to Laurillard's (2002) classification. This approach allows the study to remain focused on the real teaching situation at MTsN 1 Bukittinggi.

A descriptive qualitative approach is suitable for this study because the researcher aims to provide a clear description of the use of digital media and the constraints faced by the English teacher in the actual teaching context. The study does not measure the effectiveness of digital media, compare one digital medium with another, or determine whether the teacher's use of digital media is optimal. Instead, the study focuses on what digital media are used and what constraints are experienced when using them.

Based on the discussion above, this study, entitled "An Analysis of Digital Media Used by English Teacher at MTsN 1 Bukittinggi," focuses on two main aspects. The first aspect is the types of digital media used by the English teacher in English teaching. The second aspect is the constraints faced by the teacher when using digital media for teaching English. By examining these two aspects, this study is expected to provide a clearer

description of digital-media use and the conditions surrounding its use in English teaching at MTsN 1 Bukittinggi.

### **B. Focus of the Study**

This study focuses on two things in the use of digital media in English teaching at MTsN 1 Bukittinggi. First, it focuses on the types of digital media used by the English teacher in teaching English. Second, it focuses on the constraints faced by the teacher when using digital media in teaching English.

This study does not focus on the effectiveness of digital media or compare one digital media with another. It also does not examine whether the use of digital media is optimal. This study only focuses on describing the digital media used by the teacher and the constraints faced by the teacher in using them in English teaching at MTsN 1 Bukittinggi.

### **C. Formulation of the Problem**

Based on the background, and focus of the study, the research problems are formulated as follows:

1. What types of digital media are used by the English teacher at MTsN 1 Bukittinggi?
2. What constraints do English teachers face in using digital media for teaching English at MTsN 1 Bukittinggi ?

### **D. Purpose of the Study**

The purposes of this research are formulated based on the research problems that have been described previously. This study aims to:

1. Describe the types of digital media used by the English teacher at MTsN 1 Bukittinggi.
2. Identify and analyze the constraints faced by the English teacher in using digital media for English teaching at MTsN 1 Bukittinggi.

## **E. Significance of the Study**

### **1. Theoretical Significance**

From a theoretical standpoint, this research is expected to contribute to the body of knowledge in English Language Teaching (ELT), particularly in relation to the use of digital media in English teaching. The findings may contribute empirical information about the types of digital media used by English teachers and the constraints they experience when using the media in a secondary school context. The study may also provide additional information for discussions of technology integration in English language teaching within a descriptive qualitative research context.

### **2. Practical Significance**

#### **a. For English Teachers**

The findings of this study may provide English teachers with information about the types of digital media that can be used in English teaching and the constraints that may occur during their use. The findings may also help teachers reflect on their use of digital media according to their teaching context and available resources.

b. For Schools

For schools, the findings may provide information about the use of digital media by English teachers and the constraints they experience. This information may help school administrators identify areas that require support, such as technological facilities, technical assistance, or teacher development related to digital media.

c. For Future Researchers

This study may provide a reference for future researchers who are interested in digital media in English language teaching. Future researchers may use the findings as a basis for conducting similar studies in different educational contexts or examining other aspects of digital media use in English teaching.

d. For Students

Although students are not the direct focus of this study, they may benefit indirectly from the findings. A better understanding of the use and constraints of digital media may help teachers and schools provide more appropriate digital teaching practices that support students' English learning experiences.