

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

In this section, the researcher will present some previous studies carried out from some studies which have the same topic about teachers' competencies in digital media. It introduces the literature review for the case study that consists of the main focus of this research.

The first previous study was coming from Karsenti, Kozarenko, and Skakunova (2020) entitled "Digital technologies in teaching and learning foreign languages: Pedagogical strategies and teachers' professional competence". This research was using a qualitative method and the participants of this study were 100 university of foreign language teachers and also 120 students. The result of this study was on how teachers organized their classrooms and the researchers found that digital technologies could be used for developing students' and teachers' competence. These competencies allow teachers to meet the demand of modern society.

Second, the research was conducted by Sohrabi, and Iraj (2016) entitled "Implementing flipped classroom using digital media: A comparison of two demographically different groups' perceptions". This research used a mix-method approach and there are two groups of students and each group consisted of 12

students. The result of this research showed that both groups had positive responses to the flipped classroom, with each group focused on their specific purposes such as academic purpose and problem-solving in their workplace. Moreover, both groups also liked the use of TED talks and Documenter, they dared to use them in the form of English content as opportunities for them.

Third, the research entitled “The Effectiveness Combination of Blended Learning and Flipped Classroom with Edmodo as a Digital Media Innovation for Learning from Home” by Purba (2021) was using a quasi-experimental design. In conducting this research the researcher took two classes consisting of 40 students in the informatics management study program and it has been held in Politeknik Unggul LP3M Medan. The result of this research showed that the blended learning that has been implemented by Edmodo is effectively used. There’s an enhancement and positive result in students’ learning quality. The researcher concluded that this combination is an innovation of digital media for learning.

Fourth, Riepl (2020) conducted research entitled “Digital Media in the English Classroom–Digital Competence and English Teacher Professionalization and it used a quantitative method”. Four English teachers that have been teaching for about ten years and have completed teachers’ training were chosen to be the participant in this research. The result found Teachers’ digital competence should be enhanced from the basic stage of teachers’ education and then be further into

the next level. Teachers should be taught how to use digital media so that they know what to do using digital media in the classroom.

Fifth, the research conducted by Hardhienata, Suchyadi, and Wulandari, (2021) entitled “Strengthening Technological Literacy in Junior High School Teachers in the Industrial Revolution Era 4.0”. This research used a descriptive qualitative method and the teachers in junior high school in Bogor were chosen as the participants. The result showed that the use of digital media in this school can be the best way to strengthen teachers’ competence. This existence forced teachers to improve their skills in using digital media in the classroom.

Sixth, Durriyah and Zuhdi (2018) entitled “Digital Literacy with EFL Students Exploring Indonesian Student Teachers’ Initial Perception about Integrating Digital Technologies into a Teaching Unit”. The study was about Indonesian students’ and teachers’ perceptions of digital Literacy. This research was conducted using the qualitative method. The researchers of this study chose students and teachers as their participants and it is been held at an Islamic university in Jakarta. The result showed that both teachers and students agreed that digital literacy which was implemented in the classroom was inviting students to participate in the classroom. In this research, the researcher used some ways which were using blogs, Skype, and WhatsApp. Students felt free to share their ideas, which could boost students writing skills and technology skills.

Seventh, the research entitled “The Praxis of Digital Literacy in the EFL Classroom: Digital Immigrant vs Digital Native Teacher” by Kurniawati, Maolida, and Anjaniputra (2018) found in their research about digital immigrant teachers and native teachers on the praxis of digital literacy. The participants of this study were two English teachers in senior high school and twenty of their students. According to the findings, both native and non-native teachers were still in the first stage which is the adaptation level. And the teacher who is native teachers appeared to be more practical toward digital literacy. Surprisingly, students had a very positive response toward digital technology implementation to make the class more interesting and fun.

While Mudra (2020) got new things from his research entitled “Digital Literacy among Young Learners: View it Benefits and Barriers?”. Eight young learners and five EFL teachers took part in this research as participants. It used qualitative data to collect the result. The result showed that there was also the benefit of digital literacy could improve some English skills. However, it also brought obstacles, one of which was when teachers had no experience in digital literacy.

The last previous study taken for this research was coming from Ramadhan, Sukma, and Indriyani (2019) entitled “Teachers’ Competence in Utilizing Digital Media Literacy in Education”. This study used a descriptive study and the sample

was 112 language teachers in west Sumatra. The result showed that teachers should keep up with the times to utilize digital media itself and accompany digital literacy competence to support the learning method.

There are many studies conducted that view digital media on the teacher as the researcher explained above. To sum up, students have been ready to deal with technology while they learn but the key to implementing technology in learning is in the teachers' hands. As stated above, those studies try to see from some perspectives such as from native and non-native teachers, and teachers' competence. But no research has been carried out on high school teachers, especially in SMAN 1 Adiluwih. So, in this research, the researcher will conduct a study on the EFL teachers' competence toward digital media at SMAN 1 Adiluwih. The researcher takes the study entitled Teachers' Competence in Utilizing Digital Media Literacy in Education as the ground theory for this research. In this research, the researcher only takes 2 of the 3 competencies that the previous researchers used. These 2 competencies are the competencies in the use of digital media, and the competencies regarding the policy in using digital media. Besides that, the researcher also tries to find out the obstacle to using digital media in this school.

2.2 Theoretical Framework

In this section, the researcher will present some theoretical frameworks related to the variables of this research. The following are some terms used in this research;

2.2.1 Digital Media

Students' interaction in learning is really important, especially in delivering the topic to the students. But, it can't be denied that teaching is not an easy thing especially teaching language. Teaching English as a foreign language has been added to the curriculum in Indonesian schools from primary school, and junior high school until senior high school (Ayu and Indrawati, 2019). It indicates that English is important because it is an international language. Handayani and Aminatun (2020) agreed that English became an important language in Indonesia which has been taught at almost every level of school. English has been taught from the basic level to the proficient level.

Previously, English is taught through students' workbooks called Lembar Kerja Siswa (LKS). It brought a good effect on the learning and teaching process (Utami, Aminatun, and Fatriana, 2020). The use of the students' workbook or LKS aims to enhance students' skills and check students' understanding of the material that has been taught. But this method of teaching could not be as effective as before due to today's characteristics of students. Digital media exists to help teachers in teaching their students. It can provide an important critical

dimension for students' learning. It is because education has grown so fast from traditional classes or face-to-face classes to modern classes where students and teachers are not required to be in the same place. Teachers are not the only sources for the students. In other words, students are free to explore and dig for information from any source which will cause two-way interaction between students and teacher.

Teachers should have an appropriate way or technique to catch students' attention in the learning and teaching process. Teachers also need to be able to think critically and creatively in delivering the material to their students (Handayani and Aminatun, 2020). This condition whereby teachers need to adopt digital media to the learning and teaching process is required them to be creative. English teachers have an important role in guiding their students to achieve the learning objective because teachers' and students' participation is the key to successful teaching (Sari, 2020) since in this modern era teachers and students are encouraged to deal with technology especially digital media to help to teach. Wahyudin and Kuswoyo (2016) stated that English teachers need to formulate their lessons and the material creatively so that they should think about using digital media and how to implement it in online teaching. It should be done as a guide for teachers in teaching.

Moreover, Putri and Sari (2021) assumed that English teachers should have the ability to conduct active teaching, especially to decrease the obstacles that they experienced in the learning process. Teachers can deal with digital media in their teaching so that it can stimulate students' enthusiasm during the learning process (Oktaviani and Desiarti, 2017). In dealing with digital media, teachers may utilize some digital media to help them in designing methods of teaching. The more interesting the material is taught the more teachers can gain students' enthusiasm.

In conclusion, teaching English using digital media helps teachers to enhance the enthusiasm of students for learning. Its implementation may create two-way interaction between students and teachers. Two-way interaction in the learning process needs digital media to enhance its effectiveness. It can liven up the learning process so that students will not be bored and it supports teachers to achieve active learning.

2.2.2 Digital Media Literacy

In the 21st century, people live in a digital or modern era whereby it is required to be capable in all aspects of technology unless will be left by others. According to Kimhell et al (2016), students grow up in a technology world that can change, involve, and bring a big impact on themselves. This should be considered a challenge for the teacher to take the role in the middle of the classroom. Teachers should know how to utilize digital media in teaching language so that the students will receive an understanding and eye-catching materials. As Sari and Putri (2019)

pointed out, millennial language students act as active builders of knowledge that must be provided through an interactive learning environment with user-friendly digital media for learning. Many digital media can be used in language teaching such as YouTube where students may watch videos from their teachers, take the quiz, and deliver their ideas in a discussion forum (Wong et al., 2019). Many digital media can support teaching so that it can fit the characteristic of students in this era. Awareness of the increasing importance of digital media literacy in many aspects of life coexists paradoxically with real barriers to strengthening this important competency (Murray and Perez, 2014). The proper use of digital media literacy, especially digital media in teaching, will produce the right output as well and vice versa.

Various digital media have been developed day by day. Many kinds of digital media can be accessed easily to be used for some purposes. People can get information, knowledge, or even for educational purposes by utilizing digital media. Utilizing digital media can help teachers to find the proper way of teaching students in this era.

2.2.3 Digital Media in Language Teaching

Digital media is not only popular among students but it has been popular with the middle general public such as teachers, parents, and consumer activists. Digital media is a center for fake news and various information (Maksl, Ashley, and Craft, 2015). Digital media can replace the conventional class or traditional class

with the modern class that fits in with today's generation. Implementing technology in the teaching process can influence the conventional class into the modern way of teaching (Aminatun, 2019). Teachers need to consider this when using or implementing digital media in the middle of the teaching and learning process. This may also correlate with students and the teacher. Digital media is only a tool that needs to be considered and filtered from abuse of technology. This implementation may aim to facilitate the appropriate learning material using media literacy.

Some studies have been conducted about the use of digital media such as Sari and Wahyudin (2019) researched *Instagram*, a well-known mobile application that gives a positive impact on students because it influences students' motivation, engagement during the teaching process, and attitudes in the classroom. T digital media such as Powtoon can improve students' behavior in the learning process (Oktaviani, Mandasari, and Maharani, 2020). Some kinds of digital media can be used as a tool in language learning, one of them is Memrise. It helps in improving students' English vocabulary (Aminatun and Oktaviani, 2019). In another study, Puspita and Amelia (2020) also conducted a study about Ted Talk. The result showed that TED Talk helps to increase students' listening ability. Digital media may be beneficial to be implemented in the teaching process. It gives a new environment in the classroom that can attract students' attention.

In another word, the implementation of various digital media may help teachers in teaching especially in language teaching. Meanwhile, teachers should filter the digital media used to support teaching and learning proses that fit with their students so that this digital media may be effective to be used in the classroom. The implementation of digital media literacy helps teachers to deliver the material effectively so that students' attention can be attracted.

2.2.4 Teachers' competence

English has become the most spoken language all over the world (Gunantar, 2016). It is because English is known as the international language. In Indonesia, English is a foreign language which means English is mostly taught in classroom environments only (Sulistyo, 2016). Indonesia has implemented a student-centered where students are actively involved in the teaching and learning process. But it gets barriers where teachers need to conduct language learning, especially in this modern era. Teachers are dared to have digital competencies to survive in this era. Some language teachers still get survive with the use of digital media in English language teaching (ELT). As a result, the teaching and learning process is back to the teacher-centered.

In this fast-growing world, there are some changes encountered in the teaching and learning process. Teachers need to think about and understand the situation that happens in the learning process by making the relevant circumstance of every meeting. Archana and Usha Rani (2017) concluded that teachers have various

roles in ELT; teachers as the learner, teachers as the facilitator, teachers as assessors, teachers as managers, and teachers as the evaluator. Those roles may help teachers to be ideal guide teachers. Not only performing the roles but also how teacher creates an approach that fit today's generation. Various applications are made to meet human needs including in the education world. learning through digital media, teachers' competence of digital competencies becomes teachers' need so teachers need to adapt to this situation fast and master some digital media to support teachers teaching (Pustika, 2020). Pre-service teachers view digital competencies in different ways. The more they are embroiled in digital platforms, the more they may have digital competencies and expand their relation to online activities. However, the matter is that being acquainted and being competent doesn't seem to be essentially similar thing. they may be comfy with using digital tools but lack the refined cognitive skills to find, evaluate, create, and communicate (Ata and Yildirim, 2019). Teachers' digital competencies are needed in many learning activities, especially in today's modern era.

Digital competence can be divided into some resources model. The theoretical underpinning came from Luke and Freebody (2003) who found four resources model of digital competence such as (1) coding practice including how to recognize and use basic features of ICT, (2) semantic practice including understanding and arranging the meaningful text, visual, and spoken text such as exploring digital content, (3) pragmatic practice including how to use the text

based on their different function including using Google, PowerPoint, digital content and so on, and (4) critical practice including critically analyzed and use different functions including how to evaluate critically digital content. These four competencies were expanded by Ramadhan, Sukma, and Indriyani (2019) who divided them into three competencies. The three competencies are (1) the competence of using digital media, (2) the use of digital media, and (3) the competence regarding the policies of using digital media. These competencies are then used for this research.

To conclude, teachers' competencies and awareness of their roles in teaching and learning processes help them to be good teachers but it should be balanced by the competence of creating a new way of teaching that can deal with today's generation. The competencies such as teachers' competence in using digital media, and also the competence regarding the policies of using it are the basic competence that teachers should have in this growing world. When teachers have appropriate competencies that fit with students' characteristics, it will be helpful for teachers to transfer knowledge to the students.

2.2.5 Teachers' Competence in Using Digital Media

Various ways of teaching English have been implemented such as the use of some digital media teaching. Social media are frequently viewed as a means to profoundly transform teaching and learning practices by making them more social, open, and collaborative (Manca and Ranieri, 2016). This is supported by

Tess (2013) about social media use in the education field. It is stated that social media use is becoming more visible in higher education as teachers recognize that technology can improve their teaching while also encouraging students to participate in active learning. Many teachers advocate for the use of social media goals as educational tools.

Besides that teachers also use Google classroom as digital media to support teaching language. It helps teachers to create and organize their classes by offering some advantages over traditional classes (Sukmawati and Nensia, 2019). Teachers can create an interactive classroom by discussing some topics in the forum and teachers may organize the assignment for students in Google classroom. Subandoro and Sulindra (2019) stated that students can involve in a classroom activity in which every student may interact with one another without space limitations. This is one of the new ways of teaching that may attract students' enthusiasm in expressing their ideas in proper digital media. Google Classroom may be effective for both teachers and students in the teaching and learning process due to its features also being free of paper can be one of the teaching ways (Sukmawati and Nensia, 2019). Students are free to access each feature in Google classroom. Research coming from Shaharane, Jamil, and Rodzi (2016) found in their research that most students feel satisfied with the implementation of Google classroom. Moreover, some students are not satisfied with using Google classroom. Teachers' competencies take an important role in

the effectiveness of using digital media in the learning process. Some digital media can support learning and others can't so teachers need to filter which digital media can be used and may be effective for learning.

However, the implementation of digital media in language teaching doesn't seem easy for teachers and students. There are still obstacles encountered when implementing digital media for teaching and learning. Karsenti, Kozarenko, and Skakunova (2020) found some obstacles that happen in implementing digital technologies such as technical problems, and a quarter of the teachers stated that they do not have enough information to implement it in their classroom. A technical problem is often found by teachers and students as in the research conducted by Mudra (2020) who found that one of the barriers to using digital media is access to the internet. The limitation of internet access can also be a challenge for both teachers and students. Moreover, Kurniawati, Maolida, and Anjaniputra (2018) found that teachers have a limitation on the intensity and frequency of using digital media. This limitation affects the way teachers teach their students using digital media.

However, various digital media can be taken as educational tools nowadays. Using social media and Google classroom are only some of the ways in implementing digital media in the classroom especially for teaching students. There are so many benefits that can be taken from digital media in the classroom

besides also each barrier. Teachers should be creative in designing the method and overcoming its barriers. Besides that teachers also need to have competencies in choosing, using, and operating digital media in learning so that the use of digital media can be effective.