

**TEACHERS' PERCEPTION OF DIGITAL MEDIA UTILIZATION
IN ENGLISH LANGUAGE TEACHING: TRENDS, BENEFITS, AND
CHALLENGES AT NURUL CHOTIB AL-QODIRI IV**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Education Bachelor Degree (S.Pd.)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER
UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

By:

Ayu Puja Pangestu
SRN: 204101060025

**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
DECEMBER 2024**

**TEACHERS' PERCEPTION OF DIGITAL MEDIA UTILIZATION
IN ENGLISH LANGUAGE TEACHING: TRENDS, BENEFITS, AND
CHALLENGES AT NURUL CHOTIB AL-QODIRI IV**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Education Bachelor Degree (S.Pd)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Approved by supervisor



Praptika Septi Femilia, M.Pd.
NIP 198809032023212029

TEACHERS' PERCEPTION OF DIGITAL MEDIA UTILIZATION IN ENGLISH LANGUAGE TEACHING: TRENDS, BENEFITS, AND CHALLENGES AT NURUL CHOTIB AL-QODIRI IV

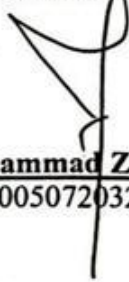
THESIS

Has been examined and approved by the board of examiners
in fulfilments of the requirements for the Education Bachelor Degree (S.Pd)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education

Day and Date : Thursday, 5th of December 2024

The Board Examiners

Chairman



Dr. Mohammad Zaini, S.Pd.I., M.Pd.I.
NIP. 19800507203211022

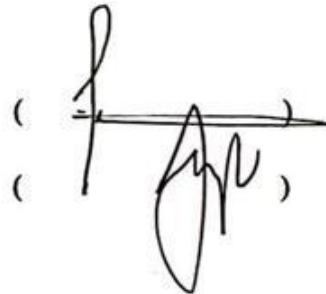
Secretary



Zahratul Matjudatul Mufidah, M.Pd.
NIP. 1992012220190320002

Members:

1. Dr. Inayatul Mukarromah, S.S., M.Pd.
2. Praptika Septi Femilia, M.Pd.



Approved by,
Faculty Dean of Tarbiyah, and Teacher Training



Dr. Abdul Mu'is, S.Ag., M.Si.
NIP. 197304242000031005

MOTTO

اللَّهُ يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ ۚ وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا ۗ وَمَا يَذَّكَّرُ إِلَّا أُولُو الْأَلْبَابِ

"Allah grants wisdom to whom He wills, and whoever is granted wisdom has certainly been given much good. But none will remember except those of understanding."¹ (QS. Al-Baqarah 2:269)



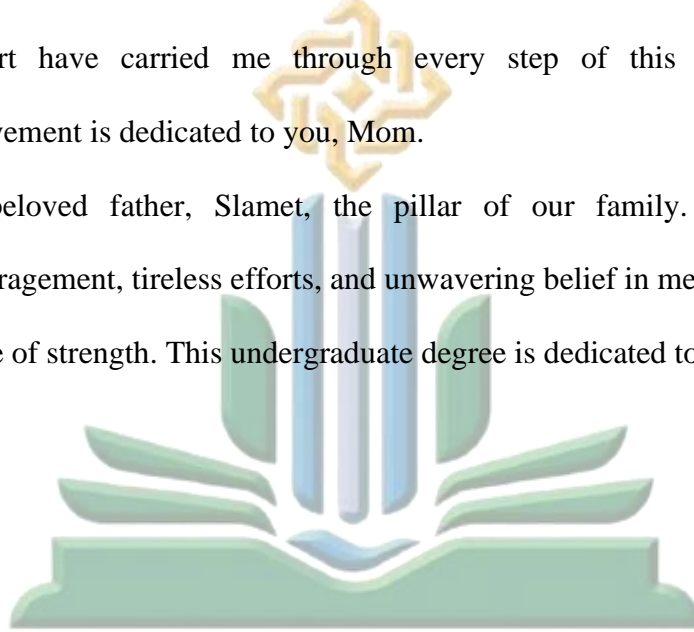
UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

¹ Saheeh International, *The Qur'an English Meanings*, 2004.

DEDICATION

With sincere respect and gratitude, I dedicate this thesis to:

1. My beloved mother, Atmina, her endless sacrifices, love, and unwavering support have carried me through every step of this journey. This achievement is dedicated to you, Mom.
2. My beloved father, Slamet, the pillar of our family. His constant encouragement, tireless efforts, and unwavering belief in me have been my source of strength. This undergraduate degree is dedicated to him, Dad.



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of God, Allah, the most gracious and the most merciful, praise to Allah for giving me mercy and blessing, health, and opportunity to finish this undergraduate thesis well. And Sholawat and Salam may be delivered to our prophet Muhammad SAW who has guided us to today civilization that is full of light and sciences.

At this part, the writer would like to express his gratitude and appreciate some people who help, contribute, and encourage the researcher in the process of this undergraduate thesis arrangement:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this university.
2. Dr. Abdul Mu'is, S. Ag., M. Si, the dean of the faculty of Tarbiyah and teacher training of State Islamic University Kiai Haji Achmad Siddiq Jember who has facilitated my study in this faculty.
3. Nuruddin, M.Pd.I, S.Pd.I, the head of Islamic and Language Education Department who had supported and facilitated me in every matters.
4. Dewi Nurul Qomariyah, S.S, M.Pd. The Chief of English Education Department of who approved the title of this thesis.
5. Praptika Septi Femilia, M.Pd. My supervisor who has advised, guided, and supported me during the writing of this thesis.
6. Prof. Dr. Hj. Mukni'ah, M.Pd.I. My academic advisor. Who from the

beginning of the semester to the end always gave advice and helped my thesis process.

7. All lecturers of English Education Department who has given the writer precious knowledge and experience during the entire semesters of study.
8. All staffs of main library of State Islamic University of Kiai Haji Achmad Siddiq Jember who have given the writer help to find many references used in this undergraduate thesis.
9. Participants especially the students of English Education Department in this study who are willing to be involved in a series of learning activities and in-depth interview session.

The author recognizes that there is still potential for improvement in the writing and language of this thesis. For this reason, the author is open to critiques and suggestions that could assist to make this thesis better yet. It is hoped that future researchers will find this thesis to be useful. May Allah SWT return the extraordinary kindness of those who have assisted me to accomplish my thesis.

Jember, December 02nd 2024



Author

ABSTRACT

Ayu Puja Pangestu, 2024: *Teachers' Perception of Digital Media Utilization in English Language Teaching: Trends, Benefits, and Challenges at Nurul Chotib Al-Qodiri IV*

Key Words: Teachers' Perception, Digital Media Utilization, English Language Teaching

The utilization of digital media in English Language Teaching (ELT) has become increasingly significant in shaping teaching and learning practices. This study was conducted at Nurul Chotib Al-Qodiri IV, a foundation equipped with facilities such as projectors, computer labs, sound systems, and other digital tools, which support digital media integration in teaching activities. These facilities, alongside its diverse educational levels ranging from elementary to vocational high schools, made the institution a compelling choice for this research.

This study aimed to answer the following research questions: What are the teachers' perceptions of digital media utilization in English Language Teaching at Nurul Chotib Al-Qodiri IV? Specifically, it explored: a) the trends of digital media utilization in English Language Teaching at Nurul Chotib Al-Qodiri IV, b) the benefits of digital media utilization in English Language Teaching at Nurul Chotib Al-Qodiri IV, and c) the challenges of digital media utilization in English Language Teaching at Nurul Chotib Al-Qodiri IV. The objectives of this research were to identify the patterns of digital media usage, understand teachers' perspectives on its benefits, and analyze the obstacles encountered during its implementation.

A qualitative approach with a case study design was employed in this research. Data were collected through interviews and observations involving six English teachers from elementary to vocational high school levels at Nurul Chotib Al-Qodiri IV. The participants were selected based on specific criteria: holding a bachelor's degree in English education and having at least three years of teaching experience. Data were analyzed using the Miles, Huberman, and Saldana model, which includes data condensation, data display, and conclusion drawing. To ensure the validity of the data, triangulation techniques were applied. Technique triangulation validated data for the first research question, while source triangulation ensured accuracy for the second and third research questions.

The findings revealed that the trend of digital media utilization includes platforms such as YouTube, TikTok, and Wordwall, which are supported by institutional resources. Teachers acknowledged that there were several challenges faced while using digital media in the classroom, including: a) Technical issues, b) Lack of teacher understanding in using digital media, c) Limited exposure of students to digital media, d) Difficulty in adapting or creating content that is appropriate to the material.

TABLE OF CONTENTS

COVER	i
APPROVAL OF ADVISOR.....	ii
APPROVAL OF EXAMINERS	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF TABLE	xi
LIST OF APPENDIX.....	xii
CHAPTER I: INTRODUCTION	
A. Background of the Research	1
B. Research Focuses	7
C. Research Objectives	8
D. Significance of The Research.....	8
E. Definition of Key Term.....	9
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Previous Research	11
B. Theoretical Framework	17
CHAPTER III: RESEARCH METHOD	
A. Research Design.....	33
B. Research Location.....	34
C. Research Subject	35
D. Data Collection Technique	35
E. Data Analysis	38
F. Data Validity.....	40
G. Research Procedure.....	42

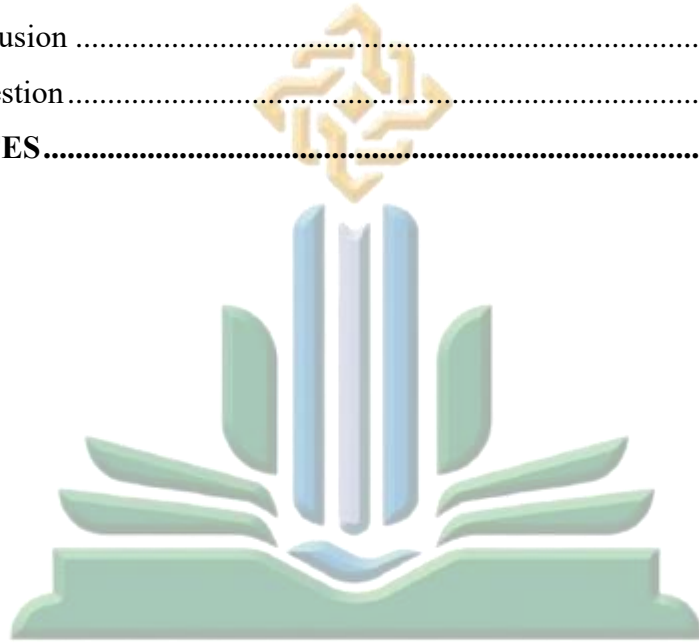
CHAPTER IV: FINDING AND DISCUSSION

A. Research Finding.....45
B. Data Presentation and Analysis.....46
C. Discussion68

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion78
B. Suggestion.....80

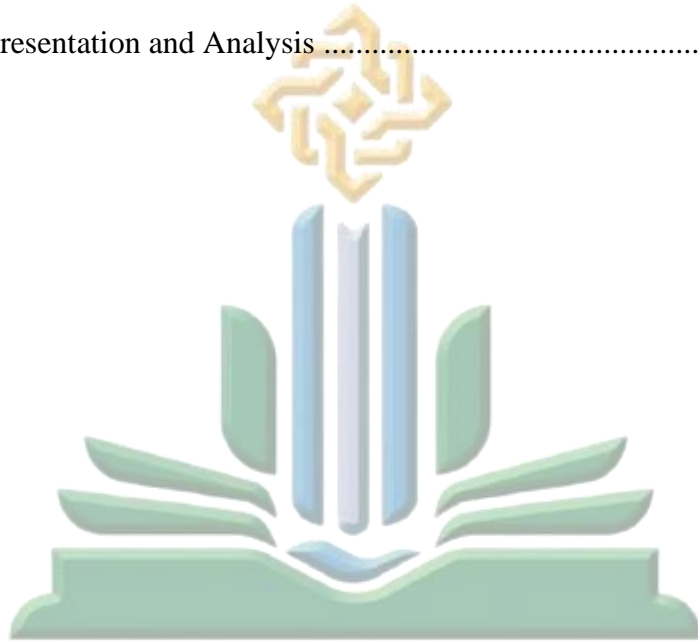
REFERENCES.....82



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

LIST OF TABLE

No	Detail	Page
2.1	Similarities and Differences Between the Previous Research and Current Research	15
2.2	Data Presentation and Analysis	66



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

LIST OF APPENDIX

Appendix 1: Statement of Authenticity

Appendix 2: Research Matrix

Appendix 3: Observation Sheet

Appendix 4: Interview Instrumen

Appendix 5: Research Journal

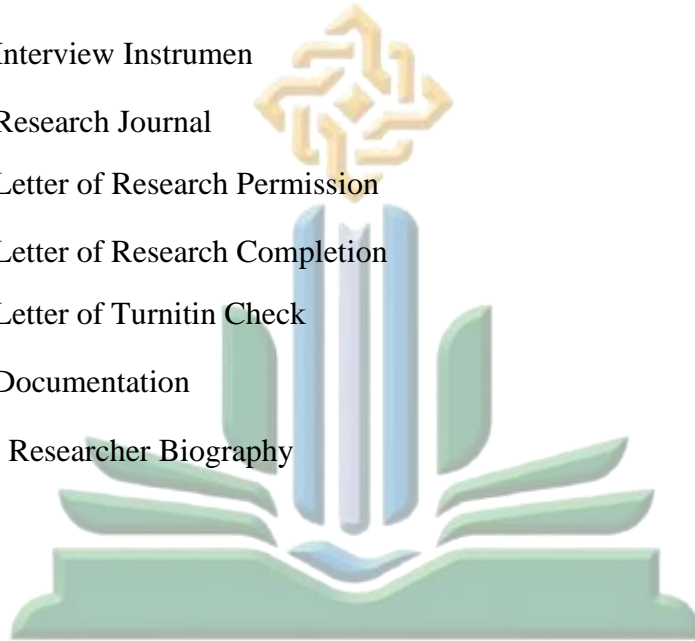
Appendix 6: Letter of Research Permission

Appendix 7: Letter of Research Completion

Appendix 8: Letter of Turnitin Check

Appendix 9: Documentation

Appendix 10: Researcher Biography



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

CHAPTER I

INTRODUCTION

This chapter presents an introduction to the research. The parts of this chapter are background of the research, research focuses, research objectives, significance of the research, and definition of key terms.

A. Background of the Research

The use of digital media in education has become increasingly common and important. According to Jonnasen, he states that digital media can enhance student learning by giving them control over their own learning process, allowing them to explore materials interactively, and facilitating collaboration between fellow students and teachers.³ In other words, digital media can help create a learning environment that allows students to actively engage in the learning process, explore concepts interactively, and build their own understanding through knowledge construction.

According to Budiman, teachers' practices in utilizing technology have a close relationship with how teachers perceive technology.⁴ Teachers' positive perceptions of technology are likely to increase their

³ D. Jonassen, "Instructional-Design Theories and Models: A New Paradigm of Instructional Theory," *Lawrence Erlbaum Associates* 2 (1999): 215–39.

⁴ Asep Budiman Budiman, Rani Rahmawati, and Rizky Amalia Ulfa, "Efl Teacher's Belief And Practice On Integrating Ict In The Classroom: A Case Study On The Implementation Of Samr Model In Teaching Reading Descriptive Text At Ma Assalam, Sukoharjo," *Jurnal Penelitian Humaniora* 19, no. 2 (September 21, 2018): 39–51, <https://doi.org/10.23917/humaniora.v19i2.6809>.

motivation to integrate it into the learning process.⁵ However, teachers' perception is a key factor influencing its successful implementation. Positive perceptions can increase teachers' motivation to adopt digital media in the learning process, while negative perceptions or disbelief in the added value of digital media can be a barrier to its use.

Some previous researchers have discussed and focused their research on teachers' perceptions of digital media utilization in the learning process. As in the study conducted by Bilal & Saeed, the results showed that English teachers have a good attitude toward the use of computer technology in English language instruction.⁶ It is clear that the majority of English teachers are pleased about the use of computers in English language instruction.

According to Djiwandono's research, most of the English teachers consider ICT as highly useful in their work, and they believe that rather than replacing their function as teachers, ICT will help them accomplish their jobs more effectively.⁷ This has become the motivation for teachers to start using digital media in their teaching activities.

Most of the findings in previous studies indicate that teachers have a favorable view of the benefits of digital media utilization in the learning process. However, Gilakjani in his research stated that although teachers

⁵ K Johnson, L., & Smith, *Teachers' Perceptions of Digital Media in Education: A Qualitative Study* (Educational Technology Research and Development, 2018).

⁶ Yasir Bilal Margan, "The Effect of Using Computer Technology on English Language Teachers' Performance," *Journal of Science and Technology*, no. 16 (2015).

⁷ Patrisius Istiarto Djiwandono, "How Language Teachers Perceive Information and Communication Technology," *Indonesian Journal of Applied Linguistics* 8, no. 3 (2019): 608–16, <https://doi.org/10.17509/ijal.v8i3.15260>.

have a positive view on the use of technology in the classroom and realize the benefits of technology, in reality there are still many teachers who are reluctant to utilize technology in their classroom learning.⁸ This indicates that teachers' perceptions or views on digital media utilization are not the only factors that influence teachers' practices in utilizing digital media in the classroom.

Research on English teachers' practices in using digital media has been studied by several researchers. This result in several reasons indicate teachers' perceptions of the advantages and challenges of using digital media in English language teaching.

Rodliyah, in her research, investigated how teachers in vocational schools utilize digital media into learning practices in English classes. In her research, Rodliyah found that teachers utilize digital media for various reasons, such as teachers' interest in using digital media, current demands, needing the benefits of digital media and also because teachers feel confident when integrating English lessons with digital media.⁹ Looking at these findings, it means that teachers are beginning to realize the existence of digital media as a tool that not only supports but also enriches the English learning experience.

⁸ Abbas Pourhosein Gilakjani, Narjes Banou Sabouri, and Asieh Zabihniaemran, "What Are the Barriers in the Use of Computer Technology in EFL Instruction?," *Review of European Studies* 7, no. 11 (2015): 213–21, <https://doi.org/10.5539/res.v7n11p213>.

⁹ Rojab Siti Rodliyah, "Vocational School EFL Teachers' Practices of Integrating ICT into English Lessons: Teachers' Voices," *Indonesian Journal of Applied Linguistics* 8, no. 2 (2018): 418–28, <https://doi.org/10.17509/ijal.v8i2.13309>.

Meanwhile, Rollins in his research found that the implementation of digital media was not widely used even though digital devices had been provided by the school.¹⁰ This is another issue that poses a challenge for the school where the teachers have not used the existing digital media properly.

In contrast, Fauzan & Pimada's research found that teachers still use a small variety of technology utilization due to inadequate technology device facilities, limited internet access, as well as issues such as the lack of competence and confidence of teachers in utilizing technology.¹¹ Lack of access to technology can be a barrier to the use of digital media in learning. Besides, teacher training in the use of technology is also an important factor. Improved facilities and training in the use of digital media for teachers are necessary in this case.

Meanwhile, in the context of using digital media in ELT, teachers need to consider how digital media can be used to support students' understanding and development, while still ensuring that religious values and correct principles are not compromised. In accordance with the following Quranic verse: Al-Quran surah Al-Alaq (3-4):

إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

¹⁰ Kayla Braziel Rollins, "Classroom Observations of Instructional Practices and Students in an Ethnically- and Economically- Diverse School District," no. August (2011): 112.

¹¹ Umar Fauzan and Luluk Humairo Pimada, "ICT-Based Teaching of English at Madrasah Aliyah in Kalimantan," *TARBIYA: Journal of Education in Muslim Society* 5, no. 2 (2018): 193–211, <https://doi.org/10.15408/tjems.v5i2.10414>.

Meaning: " Proclaim ! And thy Lord Is Most Bountiful. He Who taught (The use of) the Pen." (Q.S Al-Alaq: 3-4).¹²

In a modern context, "kalam" can include various forms of digital media such as computers, tablets, and other devices used for learning. According to tafsir expert, Muhammad Asad, in his book "The Message of The Quran," this verse shows that the process of education and spreading knowledge is a task that is highly valued in Islam.¹³ Education using a pen or other media is a way to spread the knowledge that God has taught to humans. By utilizing digital technology in education, we follow in the footsteps of these teachings and expand access and quality of education.

The use of the pen in this verse shows that any media used to document, disseminate and teach knowledge has important value in Islam. Thus, the use of digital media in learning English can be considered as a form of applying this teaching. Digital media such as e-books, learning videos, language apps, and online learning platforms are modern incarnations of the "pen" mentioned in the verse.

Today, there are many media that can be used in learning, one of them is digital media which has a lot of kinds. For example, tools like WordWall games are used to expand vocabulary and promote verbal interaction, while platforms like Quizizz and Kahoot provide interactive learning experiences through quizzes and games. In addition, other media

¹² Abdullah Yusuf Ali, "The Holy Qur'an," It's My Deen, n.d.

¹³ DAR Al-andalus, "The Message of THE QUR ' AN by," n.d.

such as Duolingo, Rosetta Stone and other English learning digital media are also very popular among teachers and students.

Because of the significant benefits of using digital media in learning, researcher chose this topic to research. Researchers in previous studies only discussed the benefits of using digital media, the difficulties of using it, or also only discussed one particular digital media such as Quizizz and the like, but no one discussed it in one study. Therefore, this research aims to discuss the benefits as well as the challenges of using digital media in learning English in depth and find out the trending digital media used by teachers at Nurul Chotib Al-Qodiri IV in teaching English.

In student learning activities at Nurul Chotib Al-Qodiri IV, although students are not allowed to access gadgets, there is a computer laboratory that is often used for student learning purposes. There are several learning support media such as: LCD, projector, sound system, computer laboratory, and internet access to assist teachers in carrying out learning. Thus, it is clear that this school has adequate facilities for students' needs in the learning process to support teaching and learning activities. In contrast to public schools where students have free access to digital media, the school environment with a pesantren base is unique for researcher to explore teachers' perceptions in the use of digital media in English language teaching.

Furthermore, English learning in this institution is emphasized on developing communication skills, understanding grammar, and increasing

vocabulary. The use of digital media in English learning has become an important part of improving the effectiveness of teaching and learning at Nurul Chotib Al Qodiri IV. English teachers from elementary to senior high school level in this institution use digital media and integrate it into learning materials to support the teaching and learning process. Interaction between teachers and students is encouraged with engaging and interactive activities, such as online quizzes, language games, and group discussions.

Therefore, a study of teachers' perceptions towards the utilization of digital media in English language teaching at Nurul Chotib Al Qodiri IV can provide valuable insights into the trends, benefits and challenges of integrating digital media in English language education in this school setting. It is important to understand how teachers at Nurul Chotib Al Qodiri IV perceive the use of digital media in English language teaching.

B. Research Focuses

What are the teachers' perception of digital media utilization in English Language Teaching at Nurul Chotib Al-Qodiri IV?

- a. The trends of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.
- b. The Benefits of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.
- c. The challenges of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.

C. Research Objectives

To describe the teachers' perception of digital media utilization in English language teaching at Nurul Chotib Al Qodiri IV which involves:

- a. The trends of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.
- b. The benefits of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.
- c. The challenges of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.

D. Significance of the Research

1. Theoretically

This research is expected to be able to add, deepen and broaden the treasures of knowledge about teachers' perceptions of digital media utilization in English language teaching: trends, benefits, and challenges at Nurul Chotib Al qodiri IV.

2. Practically

a. Teachers

This research is expected to provide valuable insights to teachers' teaching practices at Nurul Chotib Al Qodiri IV. By understanding teachers' perceptions and experiences in using digital media, teachers can identify more effective and relevant teaching strategies and overcome challenges that may arise in integrating technology in learning.

b. Other Researchers

In general, this study is also expected to benefit other researchers by providing additional references in understanding the trends, benefits and challenges of using digital media in English language teaching, becoming a foundation for further research in this field, and enriching insights and understanding of the complexities of technology implementation in education.

c. Researcher

Through this research process, this study is expected to develop the researcher's in-depth understanding of the topic under study as well as improve research, data analysis, and problem-solving skills.

E. Definition of Key Term

There are some key terms that are defined and explained in this research, to avoid misunderstanding, the definitions of these terms will be explained as follows:

1. Teachers' Perception

Teacher Perception is the interpretation, understanding, and attitude of English teachers from elementary, middle, and high schools at Nurul Chotib Al Qodiri IV towards the use of digital media in the context of English language learning. This includes teachers' experiences with commonly used digital media trends, as well as the benefits and challenges in the teaching and learning process.

2. Digital Media Utilization

Digital media utilization is the use and integration of different types of digital technologies, such as software, applications, hardware and online platforms, in the English language learning process. This includes the use of digital media to present learning materials, support interaction between teachers and students, and facilitate evaluation and feedback. Digital media utilization also includes an analysis of the trends of digital media use in English language learning, the benefits derived from its use, as well as the challenges faced in integrating it into the curriculum and teaching methods.



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
J E M B E R

CHAPTER II

LITERATURE REVIEW

This chapter provides a review of related literature which consists of previous research and theoretical framework.

A. Previous Research

Previous research is a comparison material whose purpose is as a form of reference. Therefore, previous research is needed in a scientific work to avoid similarities with previous researchers. Apart from being a differentiator, this previous research is also a strengthening in a study and as a form of new inspiration for researchers to conduct further research. In this section the researcher lists various previous research results related to the research to be carried out, then makes a summary of the results. research to be conducted, then summarize it.

The first research is “Exploring Perception of EFL Teachers towards Use of Media in Teaching English.” This Research was conducted by Nany Soengkono Madayani & Muhassin, 2020. The purpose of this research was to investigate how EFL (English as a Foreign Language) teachers see the usage of media in the classroom. According to the findings, the majority of instructors had a positive opinion of the function that media plays in teaching English, and a sizable portion of them agreed with statements about how important and effective it is to use media in the classroom. For instance, most educators concurred that using media can improve the learning process and facilitate the creation of linguistic aspect

activities. The study also showed that teachers are more comfortable utilizing media, that they think media is an effective way to communicate content, and that they are aware of how media can support the achievement of learning objectives.

The second research is “Elementary School Teachers’ Perceptions of Digital Technology Based Learning in the 21st Century: Promoting Digital Technology as the Proponent Learning Tools.” This research was conducted by Miftahul Jannah, Lantip Diat Prasajo, & Mohammad Adam J., 2020. This research aimed to identify primary school teachers' perceptions of 21st century digital-based learning. The results of data analysis showed that teachers perceive digital integration in primary schools to bring positive changes, both in the process and student learning outcomes. Teachers in schools with digital technology infrastructure performed better in implementing digital-based learning than teachers in schools without digital technology infrastructure. The key success factors of digital-based learning were seen to lie in teacher competencies, such as digital skills, creative thinking, and communication skills.

The third research is “Teacher’ Perception towards the Use of Quizizz in the Teaching and Learning of English: A Systematic Review.” This research was conducted by Thomas Mason Lim & Melor MD Yunus, 2021. This review of the literature investigated how educators see Quizizz as a tool for teaching and learning English. The goal of the study was to gain a thorough understanding of educators' perspectives regarding

Quizizz's effectiveness, viability, user-friendliness, and motivational features. The results showed that teachers viewed Quizizz favorably, indicating that it has the potential to be an effective teaching tool. Nonetheless, a few difficulties were brought to light, most notably problems with internet connectivity, which emphasizes how critical it is to remove these obstacles in order to guarantee equal access to education for all pupils.

The fourth research is "Teachers' Perception on Digital Media Fluency in English Language Teaching: Expectation and Reality in Indonesian Context." This research was conducted by Hardi Andeska, 2019. This essay explored how teachers' proficiency in choosing and applying ICT-based media can enhance Indonesian students' motivation and achievement. The study addressed the many responsibilities instructors play in the classroom, government training programs aimed at enhancing teachers' competencies in using technology for education, and the difficulties in properly integrating technology owing to a lack of resources and training. To address the issue of teacher competence, the magazine offered a problem-solving method called PPG for teacher training. By using a hybrid learning system, DG Belmawa created a learning pattern for teachers to follow while creating a learning system. It sought to generate excellent educators who are well-suited to the rapidly evolving field of education. The use and impact of digital media in teaching and learning, the concept model of digital fluency, which

includes the success of online education, were all highlighted in this study as it delves into teachers' perceptions of digital media fluency in English language instruction.

The fifth research is “English Teachers’ Perception on Using Digital Tools in the Classroom.” This research was conducted by Siti Hadianti & Dewi, 2021. This study aimed to find out the perception of English teachers towards the use of digital tools in teaching English. The participants were English Education students at Universitas Terbuka who enrolled in the Teaching English as Foreign Language (TEFL) courses. The method used in this research is qualitative and the data is collected by using questionnaires.

Based on data from questionnaires, digital tools that are often used by participants including laptops, computers, projectors, tape recording, smartphones, speakers, tablets, and some applications such as Google Classroom, Zoom, and YouTube. This proved that the teachers are familiar with digital tools with a percentage of 50%, while 25% of respondents answered that they felt very familiar with digital tools. It can also be seen that as many as 12.5% of participants have implemented digital tools about 10 years ago, namely since curriculum 13 was used in schools.

The results of similarities and differences in previous research are presented in Table 2.1:

Table 2.1
Similarities and Differences Between Previous Research and
Current Research

Research Title	Similarities	Differences
1. Exploring Perception of EFL Teachers towards Use of Media in Teaching English	a. Both researches have the same topics were about teachers' perception on digital media. b. Both studies used a qualitative approach c. The subjects of both studies were English teachers of various levels.	Previous research used a survey research design, while the current research uses a case study design.
2. Elementary School Teachers' Perceptions of Digital Technology Based Learning in the 21st Century: Promoting Digital Technology as the Proponent Learning Tools	Both researches have the same topics were about teachers' perception on digital media.	Previous research used a phenomenology research design, while the current research uses a case study design.
3. Teacher' Perception towards the Use of Quizizz in the Teaching and Learning of English: A Systematic Review	Both researches have the same topics were about teachers' perception on digital media.	a. Previous research used a systematic literature review, while the current research uses a qualitative approach with a case study research design. b. Previous research focused on teachers' views of the effectiveness, feasibility, difficulty, and motivating properties of Quizizz, while the current research focuses on teachers' perceptions of trends, benefits, and

4. Teachers Perception on Digital Media Fluency in English Language Teaching: Expectation and Reality in Indonesian Context	Both researches have the same topics were about teachers' perception on digital media.	challenges in using digital media. a. The previous research used a mixed approach, while the current research uses a qualitative approach. b. The research subjects in the previous study were English teachers in Indonesia, while in the current study there are 6 English teachers at an institution.
5. Teachers Perception on Digital Media Fluency in English Language Teaching: Expectation and Reality in Indonesian Context	a. Both researches have the same topics were about teachers' perception on digital media. b. Both studies used a qualitative approach.	Previous research used questionnaires to collect data, while the current research used observation, interviews and document review.

The explanation of several previous studies above highlights various similarities and differences between those studies and the ongoing research. The parallels between the past investigations and the current study were depicted through their shared analysis of identical topics and variables, notably encompassing teachers' perceptions and the utilization of digital media in the teaching process. Meanwhile, the differences between the previous research and the current research were clarified in various terms, including; the level or the subject of the research, the research location, multifarious research design, and particularly the research focus. Besides, this current research aims to gain an in-depth

understanding of teachers' perceptions of digital media utilization in English language teaching especially about trends, benefits, and challenges.

B. Theoretical Framework

1. English Language Teaching (ELT)

English Language Teaching (ELT) encompasses approaches, methods, and techniques in teaching English designed to meet the needs of learners in a variety of contexts. Richards and Rodgers explain that ELT has its roots in historical approaches such as the Grammar-Translation Method and has evolved into communicative approaches such as Communicative Language Teaching (CLT).²⁶ This approach emphasizes the role of real communication in improving students' language competence, making learning more relevant to the use of language in everyday life.

In addition, the emphasis on competency-based methods, such as Task-Based Language Teaching (TBLT), suggests that authentic tasks can help students develop practical skills. Brown stated that the integration of real-life-based tasks not only increases student motivation but also provides a systematic framework for evaluating learning achievement.²⁷

Thus, modern approaches in ELT focus not only on mastering language structures but also on applying language for communication purposes.

²⁶ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (3rd ed.; Cambridge: Cambridge University Press, 2014), 2-17.

²⁷ H. Douglas Brown, *Principles of Language Learning and Teaching* (Pearson Education, 2019), 45-59.

In such a multilingual environment, a communication-based approach provides greater space for the integration of local cultures into the English curriculum, reflecting the needs of the student community. This allows ELT to be more inclusive and effective in shaping a globally competent generation.

2. Computer-Assisted Language Learning (CALL)

The use of technology in language learning has undergone significant development, and CALL is one of the most relevant approaches in the context of English language teaching today. CALL involves the use of computer technology to support language teaching and learning through various tools, such as interactive software, web-based applications, and even artificial intelligence-based chatbots. One of the main benefits of CALL is its ability to provide personalized and flexible learning, according to the individual needs of the learner.²⁸

In the context of English language learning, CALL provides a variety of conveniences, including access to authentic materials, opportunities to interact in a digital environment, and the ability to practice language skills with immediate feedback from software or AI-based tutors. For example, AI-based chatbots can be used to practice speaking or writing skills. Chatbots offer structured oral interactions and immediate

²⁸ Peter D. MacIntyre, Tamera Gregersen, and Sarah Mercer, "Setting an Agenda for Positive Psychology in SLA: Theory, Practice, and Research," *Modern Language Journal* 103 (2019): 262-274

feedback, helping learners improve their speaking skills, while supporting writing practice through real-time dialogue exchanges.²⁹

3. Teachers' Perception

a. Definition of Teachers' Perception

Perception is a cognitive process in which individuals interpret and understand information received from their environment through the five senses. In the educational context, teacher perception refers to teachers' perspective and understanding of various aspects related to their tasks and work environment, including the use of technology in teaching. According to Robbins and Judge, perception is the process used by individuals to organize and interpret their sensory impressions in order to provide meaning to their environment.³⁰ Teachers' perceptions of digital media in teaching English are greatly influenced by their experience, knowledge and attitudes towards technology. This perception can include teachers' views regarding the effectiveness of digital media, ease of use, and its impact on student learning outcomes. A deep understanding of teacher perceptions is critical to identifying how technology can be effectively integrated into learning.

²⁹ Rania K. Alharthi et al., "The Use of Artificially Intelligent Chatbots in English Language Learning: A Systematic Meta-Synthesis Study of Articles Published Between 2010 and 2024," *ReCALL* (2024), <https://doi.org/10.1017/S0958344023000147>.

³⁰ Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior*, Pearson Education, Limited, vol. 10, 2010.

b. Factors that Influence Teacher Perceptions

Teachers' perceptions of the use of digital media in teaching are influenced by various factors, which can be divided into internal factors and external factors.

1) Internal Factors

a) Personal Experience with Technology

Teachers' personal experiences in using technology play an important role in shaping their perceptions. Teachers who have had positive experiences with the use of digital media tend to have a more favorable perception of the technology. Successful experiences in using technology in the classroom can increase teachers' self-confidence and strengthen their belief in the benefits of technology in learning.³¹

b) Comfort Level and Technological Competency

Teachers' level of technology comfort and competence also influences their perceptions. Teachers who feel comfortable and competent in using digital media are more likely to see the technology as a useful tool. Research by Krumsvik shows that high digital skills in teachers are directly related to positive perceptions of the use of technology in teaching.³²

³¹ Peggy A. Ertmer et al., "Teacher Beliefs and Technology Integration Practices: A Critical Relationship," *Computers and Education* 59, no. 2 (2012): 423–35, <https://doi.org/10.1016/j.compedu.2012.02.001>.

³² Rune Johan Krumsvik, "Teacher Educators' Digital Competence," *Scandinavian Journal of Educational Research* 58, no. 3 (2014): 269–80, <https://doi.org/10.1080/00313831.2012.726273>.

c) Attitudes and Beliefs towards Technology

Teachers' attitudes and beliefs towards technology are another important internal factor. Teachers who have a positive attitude and believe that technology can improve learning effectiveness will be more likely to adopt and utilize digital media. Teachers' pedagogical beliefs regarding the benefits of technology greatly influence their decisions to use technology in the classroom.³³

2) External Factors

a) Support from School

Support from the school is an important factor in facilitating technology acceptance among teachers.³⁴ Support from schools, including administrative support and school policies, greatly influences teachers' perceptions of technology. When schools provide strong support in the form of policies that support the use of technology, teachers tend to have more positive perceptions.

b) Professional Training and Development

Adequate training and professional development is essential to equip teachers with the skills and knowledge necessary to use technology effectively. Research by Inan and Lowther shows that ongoing and

³³ Jo Tondeur et al., "Understanding the Relationship between Teachers' Pedagogical Beliefs and Technology Use in Education: A Systematic Review of Qualitative Evidence," *Educational Technology Research and Development* 65, no. 3 (2017): 555–75, <https://doi.org/10.1007/s11423-016-9481-2>.

³⁴ Timothy Teo, "Modelling Technology Acceptance in Education: A Study of Pre-Service Teachers," *Computers and Education* 52, no. 2 (2009): 302–12, <https://doi.org/10.1016/j.compedu.2008.08.006>.

relevant training can improve teachers' technological competence and change their perceptions to be more positive.³⁵

c) Access to Technology Infrastructure

The availability of good technological infrastructure greatly influences teachers' readiness to use technology in teaching.³⁶ Access to adequate hardware and software, as well as stable internet connectivity, are important external factors. Without adequate access, teachers will find it difficult to integrate digital media in their teaching.

d) School Culture

A school environment that is innovative and supports collaboration is very important in shaping teachers' attitudes towards technology.³⁷ A school culture that supports innovation and the use of technology can encourage teachers to be more open to the use of digital media. A collaborative work environment, where teachers support each other and share experiences, can also increase positive perceptions of technology.

4. Sociolinguistics and Sociocultural in English Language Teaching

Sociolinguistics and sociocultural approaches are two important theoretical frameworks in studying how language is used in social and cultural contexts. Sociolinguistics focuses on the relationship between

³⁵ Fethi A. Inan and Deborah L. Lowther, "Factors Affecting Technology Integration in K-12 Classrooms: A Path Model," *Educational Technology Research and Development* 58, no. 2 (2010): 137–54, <https://doi.org/10.1007/s11423-009-9132-y>.

³⁶ Tondeur et al., "Understanding the Relationship between Teachers' Pedagogical Beliefs and Technology Use in Education: A Systematic Review of Qualitative Evidence."

³⁷ Yong Zhao and Kenneth A. Frank, "Factors Affecting Technology Uses in Schools: An Ecological Perspective," *American Educational Research Journal* 40, no. 4 (2003): 807–40, <https://doi.org/10.3102/00028312040004807>.

language and society, including language variation influenced by social factors, such as class, age, and gender. Mukarromah stated that English language teaching cannot be separated from linguistic complexity involving micro aspects such as morphology and syntax, as well as macro aspects related to social and cultural contexts, all of which shape students' understanding of language.³⁸ This shows the importance of considering students' social and cultural backgrounds so that the material taught becomes more relevant and easier to understand.

The sociocultural approach, as explained by Vygotsky, emphasizes the importance of social interaction in learning. In language learning, digital technology functions as a mediating tool that allows for cross-cultural interaction, which can enrich students' learning experiences.³⁹ In Mukarromah's research, the use of a sociocultural approach in designing learning materials was proven to help students overcome linguistic and cultural barriers that are often faced in language learning, such as limitations in understanding the morphology and syntax required in academic writing.⁴⁰

The integration of sociolinguistics and sociocultural in English language teaching provides a more comprehensive approach, where language learning not only pays attention to linguistic structures, but also to the existing social and cultural contexts. Digital media, such as online

³⁸ Inayatul Mukarromah, *Morphosyntactic of Students' Writing through Sociolinguistics Approach in a Higher Islamic Education*, *Qolamuna*, 6(1) (2020): 22.

³⁹ Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge, MA: Harvard University Press, 1978), 35-50.

⁴⁰ Mukarromah, *Morphosyntactic of Students' Writing*, 30.

learning platforms, allow students to interact with native English speakers from various cultural backgrounds, which improves their skills in cross-cultural communication. As stated by Mukarromah and Zulaihah, language teaching that integrates sociolinguistic and sociocultural elements can enrich students' experiences and provide them with deeper insights into the variations of language used in various social contexts.⁴¹

In this study, teachers have an important role in facilitating learning that includes both approaches. They must be able to design learning materials that are not only linguistically adequate but also relevant to students' social and cultural contexts. The use of digital media that supports cross-cultural and social interactions can help students understand the diversity in the use of English in various parts of the world, while improving their communicative skills.

5. Digital Media Utilization

Digital media refers to forms of media based on digital technology, which include text, images, video and audio that are produced, stored and distributed via electronic devices and the internet. Digital media is all types of media that use digital technology for content distribution and consumption.⁴²

⁴¹ Inayatul Mukarromah and Siti Zulaihah, "Language Variations for Tourism Sectors Around English and Dutch Colonial Buildings: Sociolinguistics and Ethnolinguistics Studies," *Ranah: Jurnal Kajian Bahasa* 12, no. 1 (2023): 263, <https://doi.org/10.26499/rnh.v12i1.4666>.

⁴² Eugenia Siapera, *Understanding New Media*, ed. Michael Ainsley, 2nd ed. (London: SAGE Publications, 2018).

In the educational context, digital media includes various tools and resources such as e-books, learning applications, learning videos, and e-learning platforms that are used to improve the teaching and learning process. The use of digital media in teaching English allows the delivery of more interactive and interesting material, as well as providing wider access to a variety of learning resources.

a. Digital Media in English Language Teaching

The use of digital media in education has become an increasingly important component of efforts to improve the quality of teaching and learning. Digital media encompasses a wide range of tools and technologies that support the educational process, including computers, the internet, educational software, mobile applications, and online learning platforms. In the context of English language teaching, digital media offers a variety of easily accessible resources, such as learning videos, audio, e-books and learning apps.

Learning apps such as Duolingo provide interactive exercises that help students improve their language skills through reading, writing, listening and speaking exercises. Educational videos, which can be found on platforms such as YouTube, offer visual and audio content that can facilitate the understanding of English materials in an engaging and fun way.⁴³ The use of digital media in English language teaching not only

⁴³ Pilar Munday, "The Case for Using Duolingo As Part of the Language Classroom Experience," *RIED. Revista Iberoamericana de Educación a Distancia* 19, no. 1 (2015): 83–101, <https://doi.org/10.5944/ried.19.1.14581>.

increases student engagement but also allows for more flexible and individualized learning.

b. Digital Media Usage Trend

The use of digital media in English language learning continues to grow rapidly, reflecting technological advances and changing educational needs. One major trend is the use of language learning apps such as Duolingo and Babbel, which provide interactive practice and enable flexible self-paced learning. Research by Klimova shows that this application can increase student motivation and learning effectiveness.⁴⁴

Additionally, instructional videos are also growing in popularity, with platforms such as YouTube providing content that helps explain English concepts in a more engaging and contextual way. Wang and Vásquez (2014) found that videos can improve students' understanding and provide richer learning experiences.⁴⁵

c. Benefits of Using Digital Media

The use of digital media in English language learning provides a variety of significant benefits for students and teachers. One of the main benefits is increased student motivation and involvement in the learning process. Language learning apps, such as Duolingo and Babbel, offer interactive and fun learning experiences, which can increase students' motivation to learn a language. Additionally, the integration of game

⁴⁴ B. Klimova, "Impact of Mobile Learning on Students," *Education Sciences* 9, no. 2 (2019): 8.

⁴⁵ Shenggao Wang and Camilla Vasquez, "Web 2.0 and Second Language Learning: What Does the Research Tell Us?," *CALICO Journal* 29, no. 3 (2012): 412–30, <https://doi.org/10.11139/cj.29.3.412-430>.

elements in learning, known as gamification, has also been shown to increase student engagement in a more engaging way.⁴⁶

Another benefit is wider access to learning resources. Digital media also allows more flexible learning, where students can study anytime and anywhere according to their schedule.⁴⁷ With digital media, students can access a variety of learning content, such as videos, articles and podcasts, which enrich their learning experience outside the classroom. This helps improve understanding of the material and facilitates independent learning.

Additionally, utilizing digital media can help students improve vocabulary acquisition and retention, ultimately contributing to improved communication and academic success.⁴⁸ It also supports more effective mastery of the English language because students can learn at their own pace through interactive exercises that tailored to individual needs. Thus, digital technology not only facilitates understanding of the material, but also strengthens language skills in the long term.

Besides, the use of digital media can significantly improve students' vocabulary acquisition and retention, which in turn contributes to their improved communication skills and academic success.

⁴⁶ Richard E. Berger, "Re: Effect of a Comprehensive Surgical Safety System on Patient Outcomes," *Journal of Urology* 185, no. 6 (2011): 2179–80, [https://doi.org/10.1016/s0022-5347\(11\)60242-5](https://doi.org/10.1016/s0022-5347(11)60242-5).

⁴⁷ Hayo Reinders and Phil Benson, "Research Agenda: Language Learning beyond the Classroom," *Language Teaching* 50, no. 4 (2017): 561–78, <https://doi.org/10.1017/S0261444817000192>.

⁴⁸ Zamora Pinargote Fabien and Flores-Vélez Fabián Rosario, "The Use of Digital Tools to Improve Students' Vocabulary," *Revista Científica Multidisciplinaria Arbitrada YACHASUN* 7 (2023): 18–34.

Furthermore, the use of digital media such as podcasts in EFL classes has also been shown to be effective in improving students' listening comprehension skills. Podcasts in EFL classes will improve students' listening comprehension skills. Podcasts are a reliable and relevant tool for listening practice and improving EFL learners' vocabulary.⁴⁹ By listening to a variety of topics and accents, students become more familiar with the language variations and the contexts in which they are used. This helps them in developing their English fluency. Furthermore, podcasts provide students with the flexibility to listen to the materials outside of class time, so they can study independently and review the materials according to their needs and convenience.

The use of digital media also helps students and teachers improve their technology skills. In this digital era, technology skills are essential, and integrating technology in learning helps students prepare for an increasingly digital future. In addition, digital media allows personalization of learning according to students' individual needs and abilities. Adaptive learning apps and platforms can adjust material and exercises based on student performance, providing a more personalized and effective learning experience.⁵⁰

In the context of English language learning, e-learning principles such as the multimedia principle (using a combination of audio and

⁴⁹ Tryanti Abdulrahman, Nonny Basalama, and Mohammad Rizky Widodo, "The Impact of Podcasts on Efl Students' Listening Comprehension," *International Journal of Language Education* 2, no. 2 (2018): 23–33, <https://doi.org/10.26858/ijole.v2i2.5878>.

⁵⁰ Matt Bower Jennifer Lai, "Learning Analytics and Teacher Inquiry: A Learning Design Perspective," *Journal of Learning Analytics* 6, no. 2 (2019): 1–5.

visual) and the modality principle (providing audio narration rather than on-screen text) have been shown to improve comprehension and retention of learning materials.⁵¹

Overall, the use of digital media in learning English brings many benefits that can improve the quality and effectiveness of education. The integration of digital media in English learning not only enriches the learning experience but also prepares students to be better prepared for the digital age.⁵² This makes the learning process more interesting and easier for both teacher and student.

d. Challenges of Using Digital Media

The use of digital media in English language learning in Indonesia faces various challenges that need to be overcome to ensure its effectiveness. One of the main challenges is unequal access and infrastructure. Not all students have the same access to technology and a stable internet connection. Without adequate access to hardware and stable internet connectivity, teachers and students may face barriers in accessing the digital resources needed to improve their language skills.⁵³ This access gap can hinder students' ability to participate in online learning or use digital media.

⁵¹ Richard E. Mayer and Roxana M. Moreno, "Nine Ways to Reduce Cognitive Load in Multimedia Learning," *Educational Psychologist: A Special Issue of Educational Psychologist: Volume 38* 38, no. 1 (2016): 43–52, <https://doi.org/10.4324/9780203764770-6>.

⁵² F. M Brevik, L. M., Lund, A., Skarpaas, K. G., & Røkenes, "Language and Technology: Digital Competence in English," *Nordic Journal of Digital Literacy* 2, no. 15 (2020): 89–105.

⁵³ John Smith, "Challenges of Integrating Digital Media into English Language Learning: A Case Study," *Journal of Language Education and Technology* 2 (2021): 45–58.

Moreover, limitations in the quantity and quality of devices provided in schools may hinder teachers' ability to teach with innovative and interactive methods, which are necessary to effectively increase students' motivation and engagement in English language learning.⁵⁴ There is a need to allocate adequate funding for technology infrastructure so that teachers and students do not waste a lot of lesson time just to overcome technical issues related to the digital media used.

Additionally, a lack of technology skills among teachers is also a significant challenge. Many teachers may not have adequate training or understanding of how to integrate technology into their teaching.⁵⁵ Not all teachers have sufficient skills or understanding in using technology in learning. Lack of training and support to develop teachers' technology skills can be an obstacle in implementing digital media in English language learning effectively.

Another challenge faced by teachers is the confusion in choosing digital media due to the sheer number of options available. With the development of technology, the market of digital media for education has also become more crowded, causing confusion and difficulty for teachers in determining which one is most suitable for their learning needs.⁵⁶ With so many digital learning apps, platforms and tools to choose from,

⁵⁴ B Brown, A., & Jones, "Digital Infrastructure and English Language Teaching: Exploring Challenges and Opportunities.," *TESOL Quarterly*, no. 3 (2020): 567–80.

⁵⁵ C. P Zhang, L., & Fulford, "Challenges of Integrating Technology in EFL Classrooms: Teachers' Perceptions and Practices," *TESL Canada Journal*, no. 1 (2020): 64–86.

⁵⁶ A Johnson, M., & Smith, "Navigating the Digital Jungle: Challenges Faced by Teachers in Selecting Educational Technology Tools," . . . *Journal of Educational Technology*, 2022, 123–40, <https://doi.org/10.1234/jet.2022.123456>.

teachers and students may feel overwhelmed in choosing the one that best suits their learning needs. This factor complicates teachers' decision-making process, while they have limited time and resources to explore and test the various digital media options available.

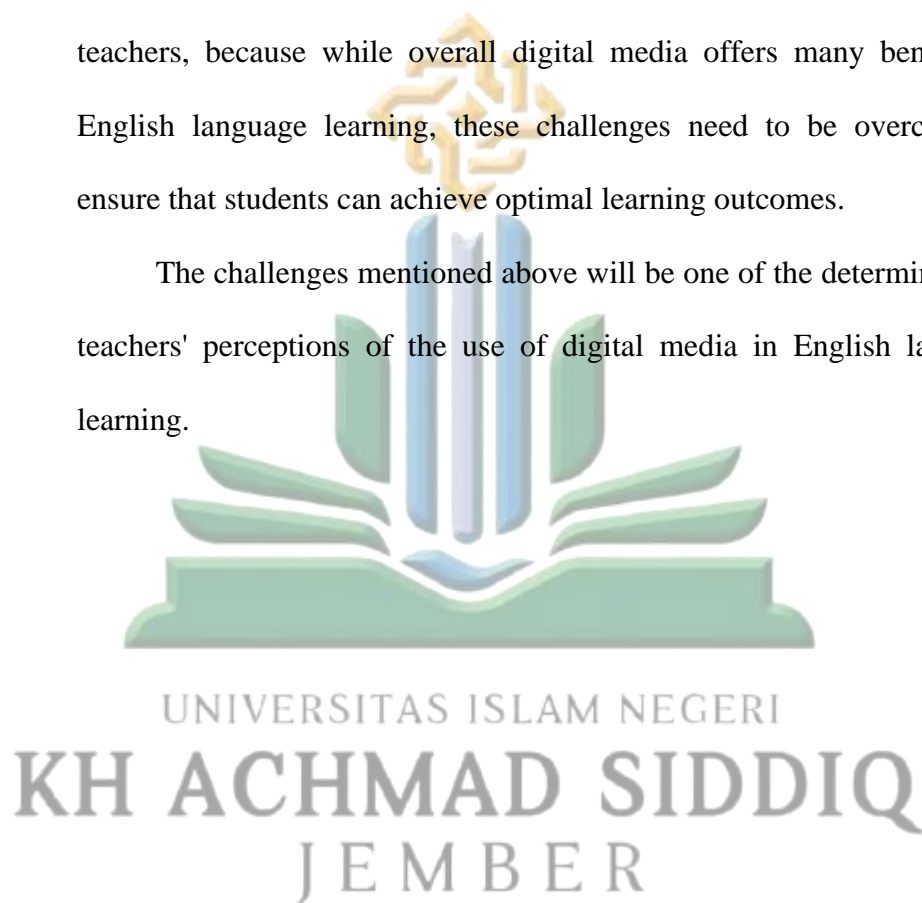
In another case, pedagogical challenges are also a concern. The incompatibility between existing pedagogical approaches and the digital media used in learning can be a source of confusion for teachers and students, resulting in difficulties in selecting and implementing learning strategies that are appropriate to the available technology.⁵⁷ Not all technology or digital media is suitable for the pedagogical approach used in teaching English. This is due to differences in learning paradigms and the characteristics of each approach, which can result in a gap between expectations in the utilization of technology and its actual application in the learning experience.

In addition, the use of digital media in English language learning can also interfere with the effectiveness of the learning process. The limitation of face-to-face interaction reduces the opportunity for students to practice speaking and listening skills in a real context. Direct engagement with teachers and peers is essential for developing fluency and deeper cultural understanding, which is difficult to achieve through

⁵⁷ Gao Yang & Li Chen, "Confusion in the Classroom: The Impact of Pedagogical Incompatibility with Digital Media on Teaching Practice," *Journal of Educational Technology Research*, 2019, 210–25, <https://doi.org/DOI: 10.1080/07380569.2019.1234567>.

digital media alone.⁵⁸ Surely this should also be of particular concern to teachers, because while overall digital media offers many benefits in English language learning, these challenges need to be overcome to ensure that students can achieve optimal learning outcomes.

The challenges mentioned above will be one of the determinants of teachers' perceptions of the use of digital media in English language learning.



⁵⁸ Viknesh Nair and Melor Md Yunus, "A Systematic Review of Digital Storytelling in Improving Speaking Skills," *Sustainability (Switzerland)* 13, no. 17 (2021), <https://doi.org/10.3390/su13179829>.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method, which includes the research design, research location, research subjects, data collection techniques, data triangulation, data analysis techniques, data validity, and the research procedure.

A. Research Design

In this study, the researcher employed a qualitative approach. The qualitative research involved gathering and analyzing non-numerical data (such as text, video, or audio) to gain a deep understanding of ideas, opinions, or experiences. This approach is rooted in a humanistic perspective, focusing on individual knowledge, personal experiences, and subjective interpretations. It is holistic, aiming to uncover the meaning of specific behaviors and the methods for implementing actions within a particular context. The researcher chose a qualitative approach in this study because it allows for a deeper exploration of the subjects' perceptions, views, and experiences thoroughly and comprehensively. Qualitative methods are generally open-ended and thorough, aiming to study objects, people, or events in their natural (non-experimental) settings.⁵⁹

Meanwhile, the research design is a case study involving an in-depth investigation of various elements such as programs, processes,

⁵⁹ Karina Kielmann, Fabian Cataldo, and Janet Seeley, "Introduction to Qualitative Research Methodology: A Training Manual," n.d., www.write-arm.com.

events, activities, and one or more personalities.⁶⁰ A case study was chosen as a qualitative research method due to its ability to provide a comprehensive and profound understanding of a specific case. In the context of this research, the case study was selected to explore the implementation of guided conversation techniques in speaking learning. This research design enabled the researcher to investigate the context and dynamics involved in the case, as well as to understand the role of certain factors in decision-making and actions.

Therefore, the case study research design was chosen by the researcher because it was considered an appropriate and relevant design for this research. Then, the researcher conducted in-depth research to describe the teachers' perceptions of digital media utilization in English Language Teaching: trends, benefits, and challenges at Nurul Chotib Al-Qodiri IV.

B. Research Location

This research was conducted at Nurul Chotib Al Qodiri IV. The institution is located in Pondok Jeruk village, Jombang, Jember. Based on the preliminary study, teachers in that institution often use digital media in teaching and learning activities in the classroom. The facilities at this school were also one of the reasons why researcher chose the school. LCDs, projectors, computers, and adequate internet access are available. In

⁶⁰ Christian T. K.-H. Stadtländer, "Qualitative, Quantitative, and Mixed-Methods Research," *Microbe Magazine* 4, no. 11 (2009): 485–485, <https://doi.org/10.1128/microbe.4.485.1>.

addition, the school was chosen as the research location because of its location that can be reached easily.

C. Research Subject

To determine the subject of this research, the researcher used a purposive sampling technique. The purposive sampling technique is a technique of taking data sources with certain considerations.⁶¹ In this case, the research subjects were chosen because they are alumni of English Language Education bachelor's degree programs, have experience attending digital media workshops for teaching, and possess at least three years of teaching experience.

From these criteria, 6 English teachers were identified who fit the requirements and are spread across three levels of education: two teachers from primary schools, two teachers from secondary schools, and two teachers from vocational schools. The number of teachers selected for the study was determined to ensure adequate representation from each educational level and to guarantee variation in the collected data. By utilizing purposive sampling, this study aims to gain comprehensive and diverse insights into teachers' perceptions of the use of digital media in English language teaching.

D. Data Collection Technique

Data collection in research is very important to answer questions. In this study, data is collected using various data collection

⁶¹ D Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif Dan R & D," *Bandung: Alfabeta* 15 (2018): 75.

procedures, which are then processed and analyzed using data collection methods.⁶² Including as follows:

1. Observation

The type of observation used in this research is using the direct observation technique. This observation is aimed at English teachers who are directly involved in the use of digital media in teaching. Data collection techniques by observation are used when research is related to human behavior, work processes, and natural symptoms.⁶³

In this case, one role of observation is non-participant observation, where the observer visits the location and records information without participating in the activities conducted by the participants. The tools used during the observation will be field notes and a camera.

Furthermore, several elements are considered important to observe: First, the researcher observed the objective conditions at Nurul Chotib Al-Qodiri IV. Second, the researcher paid attention to how teachers utilized digital media in English language teaching, including the trends in digital media commonly used. Third, the researcher observed the benefits teachers and students gained from using digital media, such as making the teaching process easier, increasing student engagement, and enhancing

⁶² D. Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, R&D," *Bandung: Alfabeta*, 2016, 1–11.

⁶³ D. Sugiyono, "Metode Penelitian Dan Jenis Penelitian," *Bandung: Alfabeta*, 2011, 145.

understanding of the material. Fourth, the researcher identified challenges faced by teachers in using digital media, such as technical barriers and teachers' digital skills.

Thus, these observation activities yielded the expected results for the researcher. Additionally, the observation in this study is being conducted under objective conditions at Nurul Chotib Al-Qodiri IV, and during the implementation of English language teaching through digital media, which encompasses the following elements: trends, benefits, and challenges.

2. Interview

Interview is a communication process between researchers and respondents which aims to obtain data or information relevant to the research topic through systematic questions.⁶⁴ In this research, the interviews were conducted in a semi-structured format, allowing the dialogue to unfold naturally without disrupting the respondents' comfort.

Based on these, several stages of interviews were carried out by the researcher: First, the researcher determined a comfortable location within the school environment for the interviews. Second, since the researcher used one-on-one interviews, the interviews were conducted alternately with one

⁶⁴ Irene S. Rubin By Herbert J. Rubin, *Qualitative Interviewing: The Art of Hearing Data*, 3rd ed. (USA: SAGE Publications, 2012), https://books.google.co.id/books?id=bgekGK_xpYsC&printsec=copyright#v=onepage&q&f=false

teacher after another, with a maximum of 30 minutes per respondent. Third, during the interview, the researcher recorded the sessions using the prepared recording equipment. This technique was chosen because it created an intimate and in-depth environment, allowing respondents to feel more comfortable and open in sharing their views and experiences.

Furthermore, several key indicators in the interview include how often digital media is used among teachers, their perceptions regarding the benefits and challenges associated with using digital media.

E. Data Analysis

Data analysis is a process of systematically searching and compiling data from observations and interviews by grouping them into categories, breaking them down into parts, synthesizing them, assembling them into patterns, separating and selecting what is important and not important, then making conclusions that are easily understood by both researchers and readers.⁶⁵ The data analysis used in this study was based on the Miles and Huberman model of data analysis technique. The steps are as follows:

1. Data Condensation

Data condensation is the process of simplifying, focusing, and transforming the data that has been collected into a more

⁶⁵ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, R&D."

organized and meaningful form. According to Miles, Huberman, and Saldaña, data condensation included all the processes that researcher undertook to select, simplify, abstract, and transform raw data into a more concise and systematic form.⁶⁶

In this study, data condensation was conducted to understand teachers' perceptions of the use of digital media in teaching English at Nurul Chotib Al Qodiri IV. The researcher sorted the data obtained from the interviews and observations based on the research focus.

2. Data Display

The next step in reducing data is data display. Through data display, the data in the research can be arranged well so that it is easier to understand what is happening, and plan further work based on what has been understood.⁶⁷ In this study, interview data was presented in interview transcripts, and observation data was presented in tabular form on the observation sheet. Data such as the profile of the resource person and the type of digital platform were presented in the form of diagrams. Then, the data was presented narratively in the form of text.


3. Drawing and Verification Conclusion

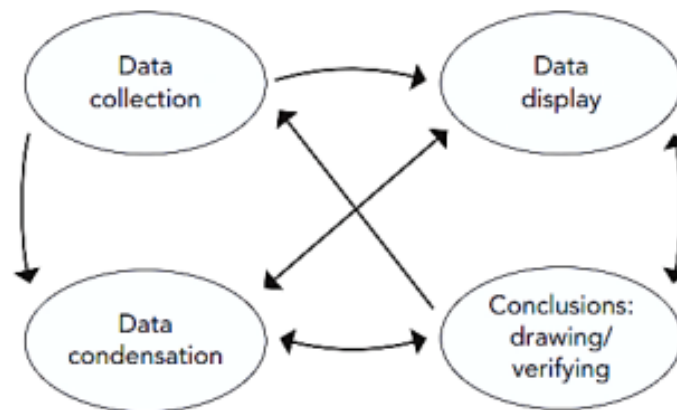
The initial conclusion is still temporary, so it can change if it is not supported by strong evidence. However, if the data

⁶⁶ Johnny Saldaña Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (SAGE Publications, 2014).

⁶⁷ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, R&D."

displayed was supported by solid data, then it can be used as a credible conclusion. In this research, conclusions were drawn based on data that had previously gone through reduction and data display, namely data from interviews and observations, which must be triangulated to ensure validity.


Figure 1
Qualitative Data Analysis Process



(Source: Miles, Huberman, & Saldana, 2014)

F. Data Validity

Data validation is an important process in qualitative research to ensure that research findings are trustworthy and have high validity. According to Miles, Huberman, and Saldana, data validation can be done through triangulation, which involves using multiple techniques and data sources to increase the credibility of findings.⁶⁸

⁶⁸ Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis: A Methods Sourcebook*.

In this research, the researcher will use two types of triangulation to ensure data validity: technique triangulation and source triangulation.

1. Technique Triangulation

Technical triangulation involved the use of various data collection methods, namely interviews, observation, and documentation. By Collecting data through these various techniques, researchers can check the consistency and appropriateness of findings from different perspectives. Information obtained from interviews was compared with data generated from classroom observations. The use of these various techniques will help reduce bias and provide a more comprehensive picture of teachers' perceptions of the use of digital media in English language teaching. In this case, technical triangulation will be used to answer research focus numbers 1 and

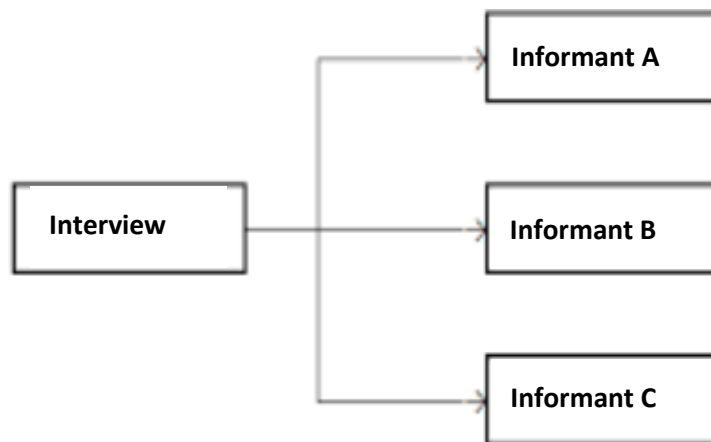
2.

2. Source Triangulation

Source triangulation involved collecting data from various research subjects, namely English teachers at elementary, middle school, and Vocational Schools at Nurul Chotib Al Qodiri IV. By collecting data from teachers at various levels of education, researcher can ensure that research findings are not limited to one particular context and can reflect broader experiences. Data collected from various sources was then compared to identify

similarities and differences in their perceptions of digital media use. The researcher uses source triangulation to answer the last research focus.

Figure 2
Source Triangulation process



G. Research Procedure

The research procedure referred to the plan for conducting the study, encompassing all stages from the preliminary phase, development design, the actual implementation of the research, to the final stage of report writing. In line with the aforementioned procedure, this study involved three key stages, which are detailed as follows:

1. Pre-Field Stage

The pre-field stage is a stage done before doing the core of research in the fieldwork.

a. Developing the research design

The plan was formulated by the researcher after thoroughly considering various factors, such as the title of the research, the justification for conducting the study, the specific focus of the

research, its objectives, potential benefits, the target subjects, and the methodology applied.

b. Selecting research field

The researcher selects the field of the research at Nurul Chotib Al-Qodiri IV.

c. Permit Processing

Before researchers conduct research, researchers should ask permission from the school, visit the research location to obtain authorization, and then begin the research phase process.

d. Assessing the state of the field

After getting permission, the researcher began to explore the research field to know better the background of the research object and ease the researcher to dig up the required data.

e. Make a research instrument

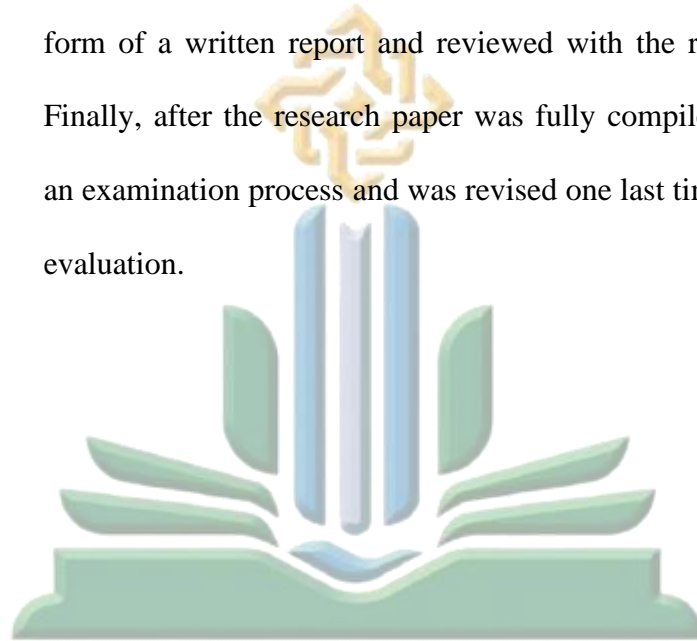
Following the completion of the preceding phases, the final step was to prepare the instrument required for conducting the research.

2. Field Work Stage

This stage outlines the process through which the required data were obtained. The researcher employed two methods for data collection: observation and interviews..

3. Data Analysis Stage

Once the data were collected through observation and interviews, they were analyzed using the Miles, Huberman, and Saldana model and further validated through data triangulation and technique triangulation. The findings were then documented in the form of a written report and reviewed with the research advisor. Finally, after the research paper was fully compiled, it underwent an examination process and was revised one last time following the evaluation.



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

CHAPTER IV

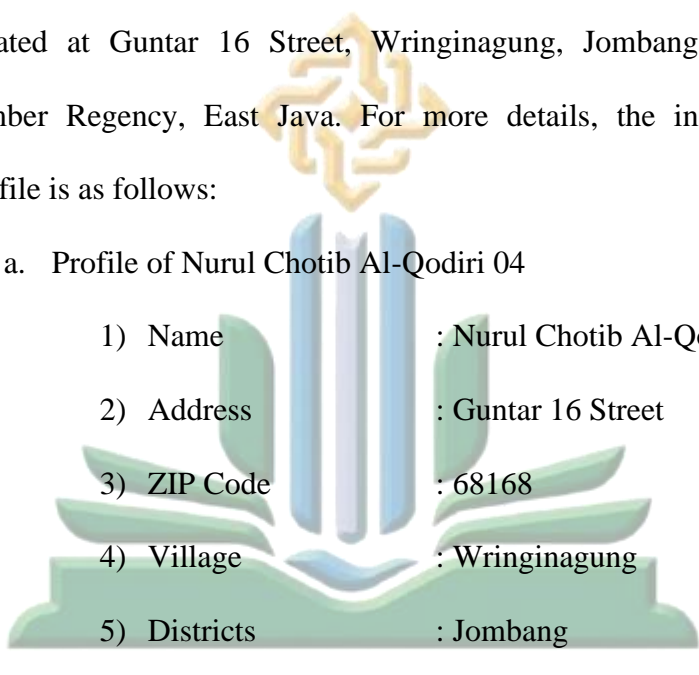
FINDING AND DISCUSSION

A. Research Finding

1. The Research Object Description

The research was conducted at Nurul Chotib Al-Qodiri 04, located at Guntar 16 Street, Wringinagung, Jombang District, Jember Regency, East Java. For more details, the institution's profile is as follows:

a. Profile of Nurul Chotib Al-Qodiri 04

- 
- 1) Name : Nurul Chotib Al-Qodiri 04
 - 2) Address : Guntar 16 Street
 - 3) ZIP Code : 68168
 - 4) Village : Wringinagung
 - 5) Districts : Jombang
 - 6) Regency- City : Jember
 - 7) Province : East Java
 - 8) Institution Status : Swasta
 - 9) The Principal's Name : Hermin, S.Pd.I., MM.

b. Vision and Mission of Institution

1) Vision

Creating future leaders who have good morals and an entrepreneurial spirit.

2) Mission

1. Strengthen faith and piety
2. Build leadership competencies
3. Encourage and facilitate creative ideas
4. Become graduates who have good morals, are broad-minded, innovative and have an entrepreneurial spirit

B. Data Presentation and Analysis

This chapter focused on the presentation and analysis of data obtained from the conducted research. The data collected through various methods such as interviews and observations are organized according to the research questions and objectives previously established.

The presentation of data in this chapter aimed to provide a clear overview of the findings in the field, which were the result of direct interaction with the research subjects and informants. Through this data collection process, the researcher were able to explore various relevant and in-depth aspects.

The analysis was conducted by critically examining the interview results obtained from informants, supported by observations and other relevant documents. The outcome of this analysis was then elaborated to explain teachers' perceptions of digital media utilization: trends, benefits, and challenges at Nurul Chotib Al-Qodiri 04, which was the core of this

research. The results of the data presentation and analysis are outlined as follows:

1. The trends of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.

Based on observations and interviews in the field, the prevailing trends in the utilization of digital media within the English Language Teaching context at Nurul Chotib Al Qodiri IV are explored. It is evident that digital media has increasingly become an integral part of the teaching process, facilitating various instructional activities. The integration of digital tools in the classroom reflects a growing awareness of their potential to enhance both teaching and learning experiences. To further understand these trends, the following section presented insights gathered from interviews with teachers, shedding light on their experiences and perceptions of digital media utilization in their daily teaching practices. According to the statement interview of Teacher 1 as one of the teachers at MA Al-Qodiri 04, she stated:

"Saya nggak selalu pakai media digital di setiap pelajaran, tapi cukup sering juga sih. Biasanya saya pilih video dari YouTube, terutama yang animasi, soalnya lucu dan gampang diakses. Tinggal klik aja materi yang sesuai sama pelajaran hari itu."⁶⁹

"I don't use digital media in every lesson, but I do use it quite often. I usually go for YouTube videos, especially animations, because they're funny and easy to access. You just click on the material that fits the lesson for that day."

⁶⁹ Hayatul Mila, "Interviewed by Ayu Puja Pangestu" (Jember, 2024).

In the interview, the teacher mentioned that although digital media is not used in every lesson, it is employed quite frequently. One of the commonly chosen tools is YouTube videos, particularly animations.

Teacher 1 statement is also supported by the results of observations in class, it is seen that she uses digital media in the learning process. In the session, Teacher 1 played a video from YouTube as part of the material being taught. The video chosen was an animation that was in accordance with the topic of the lesson that day.⁷⁰

The statement above was supported by Teacher 2 as an English teacher at SMP Nurul Chotib, she stated:

"Saya cukup sering pakai media digital waktus ngajar, biasanya seminggu sekali. Tapi, yang paling sering saya pakai itu eee... video edukasi, soalnya ya gampang aja dipakainya."⁷¹

"I use digital media quite often during lessons, usually about once a week. But, the one thing I always use is eee... educational videos, you know, because they're just easy to work with."

The teacher mentioned that she quite often uses digital media in the learning process in class, although the frequency is not every day. In a week, she usually inserts the use of this digital media about once. One type of media that is always her choice is

⁷⁰ Hayatul Mila, "Observation in MA Al-Qodiri IV" (Jember, 2024).

⁷¹ Ulya Maulani Subhani, "Interviewed by Ayu Puja Pangestu" (Jember, 2024).

educational videos. She admitted to choosing this type of media because it is considered easy to apply.

During the observation in her class, it was seen that she used educational videos as part of the learning process. Before starting the lesson, teacher 2 prepared devices such as a laptop and a projector that would be used to play videos. The videos played came from the YouTube platform and were relevant to the topic being discussed that day. This observation strengthens her statement that she often uses educational videos in learning English.⁷²

In the same way, Teacher 3, as an English teacher at SMK Nurul Chotib in his interview session stated:

*"Saya pakai media digital, ya... paling nggak seminggu sekali. Coba-coba variasiin juga, tapi yang paling sering saya pakai tuh video edukasi, soalnya banyak sumber yang bisa ditemukan."*⁷³

"I use digital media, well... at least once a week. I try to mix it up, but the one I use most often is educational videos, because there are so many resources available."

Based on the statement, the teacher explained that he routinely uses digital media at least once a week in learning activities. Although he tries to vary the types of media used, educational videos are the main choice because they are considered very practical.

⁷² Ulya Maulani Subhani, "Observation in SMP Nurul Chotib" (Jember, 2024).

⁷³ Saifur Rohman, "Interviewed by Ayu Puja Pangestu" (Jember, 2024).

The statement above was also confirmed by the results of observations conducted by researchers in his class. It can be seen that he integrates digital media in learning activities, with YouTube videos being the choice. The videos are typically played at the start of the lesson to introduce new topics, and he often pauses the videos at key moments to elaborate on important points or engage students in brief discussions. The videos are selected based on their relevance to the subject matter and are usually accessed through a projector connected to his computer, ensuring that all students can view the content clearly.⁷⁴

In addition, it is also supported by teacher 4, as an English teacher at MTs Al-Qodiri 04, she stated:

*"Saya pakai media digital secara rutin, ya, tapi nggak tiap minggu juga, tergantung materi yang lagi kita bahas apa. Kadang seminggu sekali, kadang, hmmm, bisa juga setiap dua minggu sekali. Saya sering banget pakai YouTube, karena ya... media ini benar-bener kaya dengan berbagai sumber yang bisa dipakai.."*⁷⁵

"I use digital media regularly, yeah, but not every week, it really depends on what we're covering in class. Sometimes it's once a week, other times, hmmm, maybe once every two weeks. I use YouTube a lot because... this platform is really rich with all kinds of resources you can use."

Based on the interview excerpt, the respondent explained that digital media is used regularly in teaching, though the frequency depends on the material being covered. At times, it is

⁷⁴ Saifur Rohman, "Observation in SMK Nurul Chotib" (Jember, 2024).

⁷⁵ Ifa Dwi Ningrum, "Interviewed by Ayu Puja Pangestu" (Jember, 2024).

used once a week, while other times it may be utilized every two weeks, depending on the specific needs of the lesson. The respondent also emphasized that YouTube is a primary resource because the platform offers a wealth of valuable and relevant materials that support the learning process, allowing teachers to select content that aligns with the topics being taught in class.

The interview was also supported by the results of observations conducted in her class. During the observation, it was seen that teacher 4 used YouTube videos that were shown through a projector in the learning process. The use of the videos was adjusted to the material being taught. This observation supports her statement in her interview that YouTube is the main choice because it provides a lot of relevant content.⁷⁶

Meanwhile, in another interview conducted with teacher 5, as a teacher at SDS I Nurul Chotib Al-Qodiri, she stated:

"Kalau selalu sih nggak, tapi setiap kali saya mulai topik baru, saya selalu pakai media digital, ya. Biasanya sih seminggu sekali.... Saya lebih sering menggunakan TikTok, karena di sana banyak sekali lagu dan video yang ada gerakannya. Saya sambungkan ke sound system, dan ajak siswa untuk ikut bernyanyi di kelas sambil mengikuti gerakan di video. Misalnya, kalau untuk kalimat sapaan, siswa jadi lebih gampang ingat kalau itu diubah jadi lagu. Makanya, saya sering pakai TikTok."⁷⁷

"I don't use it every time, but every time I start a new topic, I always use digital media. Usually, it's once a week... I use TikTok more often because there are a lot of songs and videos

⁷⁶ Ifa Dwi Ningrum, "Observation in MTs Al-Qodiri IV" (Jember, 2024).

⁷⁷ Sri Agustina Ningsih, "Interviewed by Ayu Puja Pangestu" (Jember, 2024).

with movements. I connect it to the sound system and invite the students to sing along in class while following the movements in the video. For example, when teaching greeting phrases, students find it easier to remember if it's turned into a song. That's why I often use TikTok."

Teacher 5 explained that TikTok is used as a learning medium in class, especially when introducing new materials. The frequency of use is about once a week. Videos and songs from TikTok are chosen because they contain movements that students can practice while learning.

During the observation conducted in her class, it was noted that she utilized TikTok as a media tool to support the learning process. Teacher 5 connected TikTok to the sound system and played videos containing songs and movements relevant to the material being taught. The students appeared to be actively engaged, following the songs and movements shown in the videos. For example, when teaching greeting phrases, the sentences were transformed into songs to make them easier for the students to remember.⁷⁸

In the other hand, teacher 6, also as a teacher at SDS I Nurul Chotib Al-Qodiri, she stated:

"Oh, tentu, saya sering pakai media digital itu. Soalnya, kalau hanya jelasin materi saja, siswa pasti bosan, kan. Jadi, saya coba pakai media digital untuk setiap pelajaran bahasa Inggris. Kalau lagi buru-buru dan nggak sempet, ya... saya pakai video seadanya dari YouTube aja, tapi biasanya sih

⁷⁸ Sri Agustina Ningsih, "Observation in SDS I Nurul Chotib" (Jember, 2024).

*kalau ada cukup waktu, saya siapkan eee... media digital lain... kayak Wordwall gitu.*⁷⁹

"Oh, of course, I often use digital media. I mean, if I just explain the material, the students will definitely get bored, right? So, I try to incorporate digital media into every English lesson. If I'm in a hurry and don't have time, well... I'll just use whatever video I can find on YouTube. But usually, if I have enough time, I'll prepare, um... other digital media, like Wordwall, for example."

Based on the interview excerpt, the resource person explained that he often uses digital media in learning to avoid student boredom that might arise if only relying on oral explanations of the material. The use of digital media is a way to make lessons more interesting and interactive. When time is limited, the resource person chooses to use videos from YouTube as a practical alternative. However, when there is enough time, he prefers to prepare more structured digital media, such as using the Wordwall application, to support the learning process in a more enjoyable way.

During the observation in her class, she explained to the students the topic they would be discussing that day. After she felt that the students understood the material presented, she used the Wordwall application to create interactive activities such as quizzes and practice questions that had been adjusted to the English material being taught. Students were asked to line up at the back and take turns answering the quiz questions that appeared on

⁷⁹ Alfina Damayanti, "Interviewed by Ayu Puja Pangestu" (Jember, 2024).

the laptop screen and showing the answers that the students had chosen whether they were right or wrong.⁸⁰

Based on the interviews and observations conducted at Nurul Chotib AlQodiri IV, the trend in digital media usage among teachers indicates that YouTube is the most widely used platform. Of the six teachers interviewed, four selected YouTube as their primary media for teaching. Meanwhile, one teacher used TikTok, and another used Wordwall. This trend reflected a clear preference at the institution, where YouTube dominates as the digital media of choice for most teachers.

2. The benefits of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.

Based on interviews with six English teachers from various educational levels, the researchers documented teachers' perceptions regarding the benefits of using digital media in English language teaching. In an interview conducted with Teacher 1, she stated:

*"Video YouTube itu membantu sekali. Siswa jadi lebih gampang ngerti gitu, soalnya visualnya jelas, terus, apa ya, lebih menarik juga. Mereka jadi lebih semangat gitu ikut diskusi, soalnya kan bisa liat contoh langsung gitu dari apa yang lagi dibahas. Walaupun sebenarnya mereka nggak bisa nonton videonya di pondok, tapi di kelas sih saya rasa sudah cukup bantu banget ya buat mereka lebih paham."*⁸¹

⁸⁰ Alfina Damayanti, "Observation in SDS I Nurul Chotib" (Jember, 2024).

⁸¹ Mila, "Interviewed by Ayu Puja Pangestu."

"YouTube videos are really helpful. The students find it easier to understand because the visuals are clear and, well, they're also more engaging. It makes them more excited to join the discussion since they can see real examples of what's being talked about. Even though they can't watch the videos at the boarding school, I think in class, it's still really helpful for them to understand better."

Based on an interview with Teacher 1, she believes that YouTube videos make it easier for students to understand the material because of their visual and engaging format. By seeing direct examples, students can grasp difficult concepts more easily. This also increases their enthusiasm to participate in class discussions. Although they can't watch the videos at the boarding school, having access to them in class is already quite helpful in deepening their understanding without difficulty.

The interview response is reinforced by the observation conducted by the researcher in her class. The lesson began with the use of an animated YouTube video played through a projector. The students responded with great enthusiasm, paying close attention to the video and engaging in some discussions. Afterward, she asked them to analyze the video and provided several questions for them to answer.⁸²

This statement was also supported by Teacher 2, she explained the benefits that were the reason she used digital media in learning:

⁸² Mila, "Observation in MA Al-Qodiri IV."

"Manfaat pakai video YouTube tuh kerasa banget. Siswa jadi lebih paham materi yang kadang susah dijelasin cuma dengan kata-kata. Soalnya kalau video kan bisa ngejelasin materi yang agak sulit jadi lebih jelas. Di kelas, saya lihat anak-anak itu lebih fokus dan bener-bener memerhatikan pas video diputar."⁸³

"The benefits of using YouTube videos are really noticeable. Students understand the material better, especially the parts that are hard to explain with just words. Because with videos, the material that's a bit difficult becomes clearer. In class, I can see the kids are more focused and really paying attention when the video is played."

According to Teacher 2, the use of YouTube videos is very helpful in facilitating students' understanding of the material, especially those that are difficult to explain with words alone. With videos, complex concepts become easier to understand because of the clear visualization.

Observation results during her teaching time showed that when YouTube videos were used in learning, students seemed more focused on the screen. Most students gave positive reactions, such as nodding or chuckling when there was an interesting or informative part. After the video was finished, students seemed more active in asking questions and discussing the material, which indicated that their understanding had increased. Overall, the classroom atmosphere with digital media in the form of YouTube

⁸³ Subhani, "Interviewed by Ayu Puja Pangestu."

was very conducive. This supports her statement that videos help explain difficult material and increase student focus.⁸⁴

This statement was corroborated by Teacher 3 in his statement, he stated:

"... kalau manfaat dari penggunaan Youtube sendiri ya menurut saya efektif banget. Siswa jadi bisa lebih cepat ngerti materi, soalnya, ya... video kan bisa nampilin visual, toh? Sama detail-detail gitu yang mungkin akan sulit dipahami anak-anak jika hanya dijelaskan saja. Eee, tapi ya... meskipun mereka nggak bisa nonton videonya di rumah, pas di kelas tuh, video bener-bener ngebanantu mereka buat, apa ya... ngerti materi lebih dalam, lah."⁸⁵

"Well, as for the benefits of using YouTube, I think it's super effective. Students can pick up the material much faster because, you know, videos provide visuals, right? And all those little details that might be hard for kids to understand if you're just explaining it. Uh, but yeah... even though they can't watch the videos at home, in class, the videos really help them, like, understand the material on a deeper level."

Based on the interview with Teacher 3, it is evident that YouTube is regarded as a highly effective educational tool. The videos offer visual elements and detailed explanations that assist students in understanding the material more easily, particularly when dealing with concepts that are challenging to convey through verbal explanation alone. Although students are unable to access the videos at home, their use in the classroom proves to be highly impactful. The videos enable students to comprehend the material

⁸⁴ Subhani, "Observation in SMP Nurul Chotib."

⁸⁵ Rohman, "Interviewed by Ayu Puja Pangestu."

more thoroughly and foster a deeper and more engaging learning experience.

Besides that, the observation in his class supports his statements during the interview. From the observation conducted in his class, it was evident that when the YouTube video was played, the students appeared fully engaged, attentively watching the screen. Some students pointed out specific parts of the video that caught their attention, while others were busy taking notes on key points. Once the video ended, several students immediately asked the teacher questions about the content, demonstrating a strong interest in the material. The teacher also allowed time for discussions, during which many students were able to explain the material with a clear understanding. The classroom atmosphere was dynamic, with active interactions between the teacher and students following the video.⁸⁶

Another opinion about the benefits of using digital media, especially YouTube videos, was also conveyed by Teacher 4, she argued:

"Media digital seperti YouTube itu, anu, eee, sangat membantu siswa untuk lebih fokus dalam belajar. Soalnya, kalau mereka lihat video yang ada gambar sama suaranya itu, mereka jadi nggak gampang bosan gitu. Nah, ini memudahkan saya juga sih dalam menjelaskan materi ke mereka."⁸⁷

⁸⁶ Rohman, "Observation in SMK Nurul Chotib."

⁸⁷ Ningrum, "Interviewed by Ayu Puja Pangestu."

"Digital media like YouTube, um, really helps students stay more focused while learning. You know, when they watch a video with both images and sound, they don't get bored as easily. Well, this also makes it easier for me to explain the material to them."

In the interview, Teacher 4 explained that the use of digital media, like YouTube, is highly effective in helping students stay more focused during the learning process. This is because videos, which include both images and sound, capture students' attention, preventing them from getting bored easily. As a result, using videos also makes it easier for Teacher 4 to present the material in a more engaging and understandable way.

During the observation in her class, the use of digital media, specifically YouTube videos, was evident in keeping students focused throughout the lesson. The video, which combined both images and sound, successfully captured students' attention, preventing them from getting bored. Teacher 4 skillfully operated the video. The video content was well integrated with the lesson, helping to explain material in a way that was easy for students to follow. The response from students was positive, with many actively participating in discussions and demonstrating an improved understanding of the material after watching the video.⁸⁸

On the other hand, Teacher 5 added the benefits of digital media in learning, namely TikTok which she often uses:

⁸⁸ Ningrum, "Observation in MTs Al-Qodiri IV."

"Menurut saya, dengan menggunakan TikTok itu tadi sangat membantu anak-anak untuk lebih bersemangat di kelas. Karena ada lagu dan gerakannya yang bisa mereka ikuti, gitu-gitu lah ya, mereka jadi lebih mudah menghafal materi juga. Selain itu, dengan adanya unsur yang menyenangkan kayak gitu, suasana kelas jadi lebih hidup, dan siswa yang biasanya pasif menjadi lebih berani tampil."⁸⁹

"In my opinion, using TikTok, as mentioned earlier, really helps the kids get more excited in class. Because there are songs and movements they can follow, you know, it makes it easier for them to memorize the material. Besides that, with something fun like that, the classroom atmosphere becomes more lively, and students who are usually passive become more confident to participate."

Teacher 5 explained that TikTok can boost students' enthusiasm in learning because it incorporates music and movements that are easy to follow. This helps students memorize the material more quickly as they are actively engaged in a fun way. Additionally, the lively and dynamic classroom atmosphere created by these enjoyable elements encourages even the more passive students to become more confident and participate in discussions or group activities.

The findings from the interview align with the observation conducted in her class, TikTok was used effectively with just a smartphone and sound system. The teacher played the TikTok video through the speaker, ensuring all students could hear and follow along. The lyrics of the song were written on the whiteboard to help students keep up with the words. Teacher 5 demonstrated

⁸⁹ Ningsih, "Interviewed by Ayu Puja Pangestu."

the movements from the video, guiding the students to follow along. The students responded enthusiastically, many of them mimicking the movements with energy. Some students initially appeared hesitant but joined in as the activity continued. The atmosphere in the classroom became lively, and the students showed increased engagement and confidence in participating.⁹⁰

While Teacher 6 uses Wordwall which combines English learning materials with interesting games, she has stated:

"Menurut saya ya, pakai Wordwall itu, eee, sangat ngebantu banget buat bikin anak-anak lebih tertarik sama pelajaran. Soalnya kan, permainan ini tuh seru dan menyenangkan ya, jadi mereka nggak merasa kayak lagi belajar, padahal kan, sebenarnya mereka tuh lagi nguji pemahaman mereka. Nah, anak-anak juga jadi lebih aktif buat ikut partisipasi, karena mereka tuh ngerasa kayak lagi main aja gitu. Terus, saya juga ngeliat, eee, Wordwall ini tuh bikin proses pemahaman materi di kelas jadi lebih cepat."⁹¹

"In my opinion, using Wordwall is, umm, really helpful for getting the kids more interested in the lesson. You see, the game is fun and engaging, so they don't feel like they're studying, even though, well, they're actually testing their understanding. And then, the kids become more active in participating because they feel like they're just playing a game, you know? Plus, I also noticed that, umm, Wordwall really speeds up the process of understanding the material in class."

Teacher 6 explained that Wordwall is an effective tool for increasing student interest and participation in learning activities. She highlighted how the fun and interactive nature of the game creates a learning environment where students feel like they are

⁹⁰ Ningsih, "Observation in SDS I Nurul Chotib."

⁹¹ Damayanti, "Interviewed by Ayu Puja Pangestu."

playing rather than studying. This approach not only keeps the students engaged but also helps them actively test their understanding of the material without feeling pressured. Additionally, Teacher 6 noted that the use of Wordwall accelerates the learning process in class by making it easier for students to grasp the material.

The classroom observation supported her statements during the interview. She used her laptop, placed on the teacher's desk at the front of the room, to run the Wordwall quiz. The students formed a line stretching toward the back of the class, taking turns to step forward and answer the questions displayed on the screen. Students who answered correctly returned to the back of the line to await their next turn, while those who answered incorrectly stepped out of the line and waited for the penalty Teacher 6 had prepared. The atmosphere was lively, with students visibly eager to participate and focused on getting the answers right. Teacher 6 maintained the flow of the activity, offering brief feedback on answers and ensuring the game ran smoothly. The interactive and competitive setup kept the students engaged and excited while reinforcing their grasp of the material through an enjoyable and structured activity.⁹²

⁹² Damayanti, "Observation in SDS I Nurul Chotib."

From the explanation above, it can be concluded that the use of digital media in learning English at the Nurul Chotib Al-Qodiri 04 Foundation brings various significant benefits. Teachers revealed that digital media, especially learning videos, were very helpful in increasing students' focus, involvement and understanding of lesson material. Apart from that, digital media is also effective in simplifying difficult concepts and encouraging active student participation through attractive visualizations. Other benefits include increasing student motivation to learn and creating a more interactive and enjoyable classroom atmosphere, ultimately supporting the achievement of learning goals more effectively.

3. The challenges of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.

Based on the results of interviews, researchers identify various obstacles that teachers face in integrating technology into the classroom. The following section presents a detailed explanation of these obstacles, followed by the solutions that teachers implement to overcome them.

Teacher 1 made the following statement in the first interview about teachers' perception of the challenges associated with using digital media for English language learning, she stated:

"Mmm tantangannya ya? Ini sih, karena nggak semua guru tuh bisa memanfaatkan media digital dengan maksimal, termasuk saya. Kadang, kalau ada platform baru, saya butuh waktu buat memahaminya. Nah, untuk mengatasi itu, saya sering ngobrol

sama guru lain, ya sharing-sharing gitu lah, supaya bisa lebih cepat ngerti dan tidak keliru."⁹³

"Mmm, the challenge? Well, it's because not all teachers can fully utilize digital media, including myself. Sometimes, when there's a new platform, I need some time to understand it. To deal with this, I often talk with other teachers, you know, just sharing with each other, so I can understand faster and avoid making mistakes."

Then Teacher 2 also added:

"Tantangan, ya, memindahkan proyektor dari kantor ke ruang kelas yang agak jauh itu. Kadang, pas saya mau pakai, eh, proyekturnya udah dipakai sama kelas lain. Jadi, saya biasanya bikin jadwal pakai proyektor bareng guru-guru lain biar nggak bentrok. Selain itu, juga karena di sekolah ini cuma ada satu proyektor, jadi ketersediaannya juga terbatas."⁹⁴

"The challenge was moving the projector from the office to the classroom, which is quite a distance away. Sometimes when I want to use the projector, the projector is already being used by another class. For this reason, I try to make a schedule for using the projector with other teachers, so that there are no collisions. Also, since there's only one projector available for the whole school, its availability is limited."

This is also confirmed by Teacher 6 statement as follows:

"Kadang, proyektor yang kita butuhin tuh harus dibagi sama guru lain, soalnya proyekturnya cuma satu, kan. Jadi, saya harus lebih fleksibel. Biasanya, sehari sebelumnya saya nanya ke guru lain, udah ada yang pesen proyektor belum, jadi kalau nggak ada, saya bisa atur lagi materi yang mau dipakai."⁹⁵

"Sometimes, the projector we need has to be shared with other teachers because there's only one available. So, I have to be more flexible. Usually, the day before, I ask other teachers if they've already booked the projector, so if it's unavailable, I can adjust the material I plan to use."

⁹³ Mila, "Interviewed by Ayu Puja Pangestu."

⁹⁴ Subhani, "Interviewed by Ayu Puja Pangestu."

⁹⁵ Damayanti, "Interviewed by Ayu Puja Pangestu."

Based on the opinion of Teacher 5, she stated:

*"Tantangannya sih lebih ke adaptasi kontennya. Kalau untuk anak-anak SD, nggak mungkin cuma kasih video terus suruh mereka dengerin aja. Harus ada gerakan atau aktivitas yang bikin mereka ikutan, gitu. Jadi, nyari konten yang pas dan sesuai buat mereka tuh butuh waktu."*⁹⁶

"The challenge is more about adapting the content. For elementary school children, it's impossible if we just give them a video and ask them to listen. There needs to be a movement that gets them involved. So, finding content that is relevant and appropriate for them takes time."

Furthermore, Teacher 3 stated:

*"Tantangannya tuh kayaknya ada di persiapan materi, ya. Nyiapin proyektor aja kadang bisa makan waktu sampai setengah jam. Kalau kita nggak datang lebih awal buat ngecek alat-alatnya, misalnya proyektor, apakah semuanya oke sebelum kelas mulai, ya nanti malah buang-buang waktu."*⁹⁷

"The challenge seems to be in preparing the material. Just setting up the projector can take up to half an hour. If we don't come early to check whether all the equipment is working properly before class starts, it will definitely waste time."

According to Teacher 4, in her view, she said:

*"Tantangan saya waktu pakai media digital tuh, santri di pesantren kan nggak bisa akses materi digital di luar kelas, ya. Jadi, mereka tuh sangat bergantung sama apa yang diajarkan di kelas. Makanya, penting banget buat memastikan mereka bener-bener paham materi sebelum jam pelajaran selesai."*⁹⁸

"My challenge when using digital media is that the students in the boarding school can't access digital materials outside of class. So, they rely heavily on what is taught in class. That's why it's really important to make sure they fully understand the material before the lesson ends."

⁹⁶ Ningsih, "Interviewed by Ayu Puja Pangestu."

⁹⁷ Rohman, "Interviewed by Ayu Puja Pangestu."

⁹⁸ Ningrum, "Interviewed by Ayu Puja Pangestu."

From the results of the interview above, it can be concluded that there are several challenges that are often faced by teachers in using digital media, namely the lack of maximum support from schools regarding facilities and infrastructure so that teachers have to use existing tools alternately and even carry them over quite long distances, lack of technical skills of some teachers, and difficulties in adapting digital content to student needs. In addition, because the student environment here is Islamic boarding school-based, so they do not have access to the internet outside school hours, they are very dependent on the material presented by the teacher in class.

Table 2.2
Data Presentation and Analysis

Research Focuses	Research Findings
1. The trends of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.	<p>The trends of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV found by researchers according to research that has been carried out are as follows:</p> <ol style="list-style-type: none"> a. YouTube is used by almost all teachers. They use it to present learning videos that help students understand the material visually. b. Tiktok is used by some teachers, especially to create more interactive and fun content for elementary students. c. Like Tiktok, wordwalls are used by some teachers as an interactive gaming tool to increase student engagement in class. <p>In conclusion, the use of digital media in</p>

<p>2. The Benefits of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.</p>	<p>English Language Teaching at Nurul Chotib Al Qodiri IV reflects a variety of approaches tailored to different teaching needs. YouTube emerges as the most widely used platform due to its ease of access and the vast array of content available, making it a versatile tool for delivering educational material. TikTok, with its movement-based and engaging format, adds a dynamic and fun element to learning, especially for younger students. Meanwhile, Wordwall stands out for its interactive features, fostering active participation and engagement in the classroom. These platforms collectively showcase the teachers' adaptability in integrating digital media to enhance the learning experience.</p> <p>The use of digital media has various benefits according to teachers, which can be summarized as follows:</p> <ol style="list-style-type: none"> a. Ease students' understanding of the material: Learning videos help explain difficult concepts in a way that is easier for students to digest. b. Motivate students to be more active: Media such as TikTok and Wordwall make students more enthusiastic and actively involved in the learning process. c. Create a fun learning atmosphere: Interactive content makes the class atmosphere more lively, so students are more interested and not bored. d. Speed up the learning process: Material can be delivered more effectively through visuals and audio, helping students grasp information more quickly. <p>Facilitate understanding evaluation: With platforms like Wordwall, teachers can immediately see students' understanding results in real-time.</p>
--	--

<p>3. The challenges of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.</p>	<p>There are several challenges faced by teachers at Nurul Chotib Al Qodiri IV, namely:</p> <ol style="list-style-type: none"> a. Facility limitations: Projectors that must be used interchangeably by several classes often become an obstacle. b. The long distance between the office and the classroom makes it difficult for teachers to carry tools. c. Lack of technology understanding: Some teachers still find it difficult to learn the new platform so it takes longer to prepare the material. d. The limited exposure of students to digital media: Students living in Islamic boarding school dormitories do not have access to the internet outside of class hours, so they rely heavily on what is taught in class. <p>Difficulty in creating or adapting content: Teachers need to find creative ways to create or search for learning videos that are appropriate to the age of the child and the learning material they want to convey.</p>
--	--

UNIVERSITAS ISLAM NEGERI

C. Discussion

This section presents the researcher's insights on the findings gathered from the field through interviews, observations, and documentations. Subsequently, the researcher presents these findings to be compared with the theories discussed in the preceding chapters.

1. The trends of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.

Based on the findings from this study, the use of digital media in teaching English at Nurul Chotib Al-Qodiri IV is primarily driven by platforms such as YouTube, TikTok, and Wordwall. YouTube is the most frequently used platform by teachers, with four out of six teachers reporting its frequent use due to its vast repository of videos that are relevant to English language teaching. These resources provide a variety of learning materials, making it easier for teachers to find content that fits their curriculum. The wide accessibility of YouTube also makes it a convenient choice for many teachers.

However, TikTok and Wordwall are utilized less frequently. Although TikTok offers engaging, short-form video content and Wordwall provides interactive games, these platforms are still underutilized due to either limited understanding or the specific nature of their content. According to Andeska, English teachers tend to like platforms that are easy to access, user-friendly, and rich in educational content. Teachers are increasingly turning to digital tools such as YouTube for their ability to enrich the learning experience with multimedia content.⁹⁹ Additionally, Mason & Yunus highlight that platforms with diverse and easily accessible content, such as YouTube, tend to receive more attention from teachers, whereas new or niche platforms such as TikTok still face challenges in

⁹⁹ Andeska, "Teacher Perception on Digital Media Fluency in English Language Teaching: Expectation and Reality in Indonesian Context."

their widespread use.¹⁰⁰ The preference for familiar and easy-to-use platforms reflects broader global trends in the adoption of digital media in education.

Furthermore, Fitriani shows that teachers in primary schools also have a tendency to utilize digital technology as a learning tool in the modern era.¹⁰¹ Teachers tend to choose platforms that are easily accessible and have content that supports the achievement of learning targets. This trend found in Nurul Chotib Al-Qodiri IV shows that digital media is a strategic choice for teachers, especially in the midst of limited physical facilities.

Overall, the most dominant trend is the use of YouTube, which is supported by the ease of access and variety of content available. Although TikTok and Wordwall are still less popular, both platforms have great potential to increase student engagement. Therefore, further training on the utilization of various digital platforms in the school environment can help teachers to optimize existing media.

2. The benefits of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.

Based on the findings of this research, teachers at Nurul Chotib Al-Qodiri IV experience various significant benefits in implementing digital media during English learning. This is in line with teachers' perceptions

¹⁰⁰ Lim and Yunus, "Teachers' Perception towards the Use of Quizizz in the Teaching and Learning of English: A Systematic Review."

¹⁰¹ Nani Soengkono Madayani, "Exploring Perception of EFL Teachers towards Use of Media in Teaching English."

which state that digital media is able to improve the quality and effectiveness of learning. One of the main benefits identified was increased student understanding of teaching material. For example, the use of learning videos via the YouTube platform has been proven to clarify difficult concepts for students. The use of video as a learning media was able to enrich students' learning experiences through interactive visual and audio delivery, so that students could more easily understand abstract material.¹⁰²

Teachers also found that interactive media such as Wordwall and the TikTok application not only motivated students to be more active, but also created a more enjoyable learning atmosphere. This is in line with previous research which emphasizes that interactive media can increase student participation, as highlighted by Andeska in his study of digital fluency in educational environments. Andeska said that interactive digital media is able to stimulate deeper student involvement because students can learn while playing, which ultimately improves their learning outcomes.¹⁰³

Apart from that, another benefit found was speeding up the learning process. By utilizing digital media, teachers can deliver material more efficiently. The use of technology can save time because material can be presented through clear visualizations and is easy for students to

¹⁰² Lim and Yunus, "Teachers' Perception towards the Use of Quizizz in the Teaching and Learning of English: A Systematic Review."

¹⁰³ Andeska, "Teacher Perception on Digital Media Fluency in English Language Teaching: Expectation and Reality in Indonesian Context."

understand.¹⁰⁴ At the Nurul Chotib Al-Qodiri IV institution, teachers feel that using platforms such as YouTube allows them to access content that is relevant and directly tailored to learning needs.

Another advantage is the ease of evaluating student understanding in real-time. With applications such as Wordwall, teachers can see the results of student evaluations directly, so they can assess the extent of students' understanding of the material that has been taught. This platform helps teachers to identify student weaknesses quickly and precisely, so that learning improvements can be made more effectively.

On the other hand, digital media also helps speed up the learning process. Through the use of video and audio, teachers can convey information more efficiently, so that the time allocated to manual explanations can be used for other, more productive activities. As stated in research by Yunus, the use of digital technology can speed up the delivery of material and increase student retention of information.¹⁰⁵

Overall, the findings from researchers are that digital media not only facilitates the learning process, but also increases student motivation and engagement. The use of technology in learning not only speeds up the information transfer process but also makes students more interested in participating actively in class.¹⁰⁶

¹⁰⁴ Jannah, Prasojo, and Jerusalem, "Elementary School Teachers' Perceptions of Digital Technology Based Learning in the 21st Century: Promoting Digital Technology as the Proponent Learning Tools."

¹⁰⁵ Lim and Yunus, "Teachers' Perception towards the Use of Quizizz in the Teaching and Learning of English: A Systematic Review."

¹⁰⁶ Lim and Yunus.

Trends in the use of digital media by teachers at Nurul Chotib Al-Qodiri IV show alignment with various theories and previous research findings. The use of YouTube is particularly effective in helping students understand more complex concepts through easily accessible visual and audio content. This is in line with Yunus and Lim's findings which show that digital media such as YouTube can speed up students' understanding and provide instant feedback in English language learning. Teachers also utilize Wordwall for rapid evaluation, in line with Andeska research, which states that interactive platforms can speed up the assessment process and increase student engagement.

3. The challenges of digital media utilization in English Language Teaching at Nurul Chotib Al-Qodiri IV.

The results of research at the Nurul Chotib Al-Qodiri IV Foundation show that although the use of digital media brings various benefits, teachers also face a number of significant challenges in practice. Limited facilities in schools, especially in terms of equipment such as projectors which must be used interchangeably by several classes, is a significant challenge in implementing educational technology. This is in line with findings from Andeska, which states that limited digital infrastructure in many Indonesian schools hinders the maximum use of technology in learning.¹⁰⁷ Dependence on limited hardware often slows down the learning process and makes it difficult for teachers to prepare

¹⁰⁷ Andeska, "Teacher Perception on Digital Media Fluency in English Language Teaching: Expectation and Reality in Indonesian Context."

material that utilizes media digital effectively. For example, the use of shared projectors in some classes means they are not always available on time, hampering the smooth process of multimedia-based teaching.

The second challenge faced by teachers is the distance between the office and the classroom, which makes transporting equipment difficult and time consuming. While this may seem like a simple logistical issue, it has the potential to reduce the time available to prepare learning materials using technology. As explained by Drajadi, time constraints caused by factors such as the physical distance between the work space and the classroom often influence teachers' readiness to utilize digital media optimally.¹⁰⁸

Another major issue is the lack of understanding among teachers regarding how to effectively use new digital platforms. This problem is consistent with findings from Yunus, which highlighted that teachers' lack of familiarity with technology often leads to difficulties in lesson planning and classroom management.¹⁰⁹ As digital tools evolve rapidly, teachers must continually update their skills, which can be overwhelming without sufficient training and support. Many educators struggle with digital fluency, which can hinder their confidence in adopting new teaching

¹⁰⁸ I. Drajadi, "Teachers' Challenges in Implementing Online Learning," *Journal of Education Research*, 2020, 115.

¹⁰⁹ Lim and Yunus, "Teachers' Perception towards the Use of Quizizz in the Teaching and Learning of English: A Systematic Review."

methods, thus slowing the integration of digital media into their classrooms.¹¹⁰

Another challenge identified was the limited exposure of students to digital media, due to their residence in Islamic boarding schools. Digital literacy in pesantren, as noted by Rijal and Irene, represents a transformation of traditional educational methods by incorporating modern practices to ensure pesantren are not left behind.¹¹¹ However, the reality in Nurul Chotib Al-Qodiri IV shows that this transformation process is not entirely smooth due to limitations in student exposure to digital media. The pesantren policy that limits internet access and digital equipment outside the classroom is one of the main obstacles for teachers in integrating digital media effectively into learning. This results in students being dependent on what is taught in class, given that they do not have the opportunity to explore further outside of class hours. Teachers also need more time to review previously taught materials. This limitation requires teachers to adjust their teaching methods to accommodate students' offline learning needs, often leading to frustration and disengagement.

Furthermore, adapting content to suit students' developmental levels and maintaining interest in digital media presents a persistent challenge. As Yunus observed, teachers often find it difficult to tailor digital content, such as videos and interactive quizzes, to students' age and

¹¹⁰ Andeska, "Teacher Perception on Digital Media Fluency in English Language Teaching: Expectation and Reality in Indonesian Context."

¹¹¹ Muhammad Rijal Fadli, Siti Irene, and Astuti Dwiningrum, "PESANTREN ' S DIGITAL LITERACY : An Effort to Realize the Advancement of Pesantren Education" 22, no. 2 (n.d.): 338–59.

cognitive abilities.¹¹² This is compounded by the fast-paced nature of digital content creation, where teachers must ensure that learning materials remain both educational and engaging without being too complex or too simplistic for their students.

These challenges highlight the gap between the expectations of digital learning and the practical limitations faced by teachers in the classroom. However, these barriers also suggest the need for continuous professional development and technological infrastructure improvements to enable a more effective integration of digital tools into English language teaching.

Unlike previous studies that focused more on public schools with easier access to technology, this s

tudy reveals *unique challenges* faced by teachers in Islamic boarding schools, such as limited digital facilities and restricted internet access. In Islamic boarding schools, students cannot access the internet outside of class and are highly dependent on the material taught in class. Therefore, the use of digital media in Islamic boarding schools is more limited and constrained by the availability of devices such as projectors, which must be shared between several classes. This distinguishes this study from previous findings that emphasize the freer use of digital media in schools with adequate infrastructure.

¹¹² Lim and Yunus, "Teachers' Perception towards the Use of Quizizz in the Teaching and Learning of English: A Systematic Review."

In addition, this study highlights *creative adaptation strategies* from Islamic boarding school teachers in overcoming these limitations. Teachers in Islamic boarding schools must play a dual role as educators and technology facilitators who can manage limited digital tools. These teachers not only rely on digital media to increase student motivation and engagement, but also to accelerate understanding of the material in limited conditions. This was not found in previous studies, which focused more on digitalization in schools with easier access and more adequate infrastructure.

Overall, the *novelty* of this study lies in its deeper focus on the context of Islamic boarding schools, how limited access affect the use of digital media, and how teachers in Islamic boarding schools overcome these challenges with a more creative approach. This study not only enriches the literature on the use of digital media in education, but also provides new insights into how technology can be used effectively even in limited conditions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presents the conclusion with a concise summary based on the findings from Chapter IV, along with several suggestions, as outlined below:

1. The trends of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.

The findings indicate that YouTube is the most popular platform among teachers at Nurul Chotib Al-Qodiri IV, largely due to its diverse and accessible video content that complements lesson materials. Other platforms like TikTok and Wordwall, while promising, are used less frequently, despite their potential to increase student engagement. This trend reflects a preference for platforms that offer rich, easily accessible resources.

2. The benefits of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.

- a. Ease students' understanding of the material: Learning videos help explain difficult concepts in a way that is easier for students to digest.
- b. Motivate students to be more active: Media such as TikTok and Wordwall make students more enthusiastic and actively involved in the learning process.

- c. Create a fun learning atmosphere: Interactive content makes the class atmosphere more lively, so students are more interested and not bored.
 - d. Speed up the learning process: Material can be delivered more effectively through visuals and audio, helping students grasp information more quickly.
 - e. Facilitates understanding evaluation: With platforms like Wordwall, teachers can immediately see students' understanding results in real-time.
3. The challenges of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.
- a. Facility limitations: Projectors that must be used interchangeably by several classes often become an obstacle.
 - b. The long distance between the office and the classroom makes it difficult for teachers to carry tools.
 - c. Lack of technology understanding: Some teachers still find it difficult to learn the new platform so it takes longer to prepare the material.
 - d. The limited exposure of students to digital media: Students living in Islamic boarding school dormitories do not have access to the internet outside of class hours, so they rely heavily on what is taught in class.

- e. Difficulty in creating or adapting content: Teachers need to find creative ways to make learning videos appropriate to the children's age and remain interesting.

B. Suggestion

In this section, based on the discussion and conclusion that has been stated, the researcher would elaborate some suggestions, as follows:

1. The Educational Institution

Educational institutions should focus on improving digital infrastructure by providing adequate projectors, reliable internet access, and digital tools for teachers. This would alleviate the current challenges faced by teachers who struggle with facility limitations. Additionally, schools should offer continuous professional development for teachers to ease their digital literacy and better integrate digital tools into their teaching methods. Providing more access to technology for students, especially those in remote areas or boarding schools, is also essential to ensure that every student has the same learning opportunities outside the classroom.

2. The English Teacher

English teachers should embrace and utilize interactive digital tools like YouTube, Wordwall, and TikTok, as they have proven to improve student engagement and learning outcomes. To maximize their potential, teachers are encouraged to enhance their

digital literacy through *workshops* and professional development programs, enabling them to adopt creative strategies and foster collaboration with peers. By integrating these platforms into interactive and engaging activities, teachers can significantly boost student motivation and involvement in the learning process, aligning education with the demands of the modern era.

3. The Future Researcher

Future researchers should investigate the long-term effects of digital media on both student learning outcomes and teacher effectiveness in different educational settings. Studies can also explore the challenges faced by students in rural or remote areas who lack access to technology, and propose solutions to bridge the digital divide. Additionally, understanding how teachers and students perceive the integration of digital media into education will offer valuable insights into the evolving role of technology in the classroom. These studies can further enrich the body of knowledge on educational technology use.

REFERENCES

- Alharthi, Rania K., et al. "The Use of Artificially Intelligent Chatbots in English Language Learning: A Systematic Meta-Synthesis Study of Articles Published Between 2010 and 2024." *ReCALL* (2024). <https://doi.org/10.1017/S0958344023000147>.
- Andeska, Hardi. "Teacher Perception on Digital Media Fluency in English Language Teaching: Expectation and Reality in Indonesian Context." Universitas Sriwijaya, 2019, 289–90. file:///D:/00. PLANNING JOURNAL GB/71. Unindra/Digital Teknologi 4.pdf.
- Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013)
- Bertagnolli, Carlo. "Delle Vicende Dell'agricoltura in Italia; Studio e Note Di C. Bertagnolli." *Delle Vicende Dell'agricoltura in Italia; Studio e Note Di C. Bertagnolli.* 13, no. 3 (2011): 319–40. <https://doi.org/10.5962/bhl.title.33621>.
- Bilal, Y., & Saeed, M. (2015). The effect of using computer technology on English language teachers ' performance. *SUST Journal of Humanities*, 16(1), 64–79.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. 6th ed. Pearson Education, 2019.
- Budiman, A. B., Rahmawati, R., & Ulfa, R. A. (2018). EFL Teacher's Belief And Practice On Integrating ICT in The Classroom: A Case Study On The Implementation Of Samr Model In Teaching Reading Descriptive Text At Ma Assalam, Sukoharjo. *Jurnal Penelitian Humaniora*, 19(2), 31–51. <http://journals.ums.ac.id/index.php/humaniora/article/view/6809>
- Daryanto. (2017). Penggunaan Teknologi dalam Pendidikan di Indonesia: Tantangan dan Solusi. *Jurnal Pendidikan*, 23(2), 123-134.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From Game Design Elements to Gamefulness: Defining "Gamification". In *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments* (pp. 9-15).
- Djiwandono, P. I. (2019). How language teachers perceive information and communication technology. *Indonesian Journal of Applied Linguistics*, 8(3), 608–616. <https://doi.org/10.17509/ijal.v8i3.15260>

- Drajati, I. "Teachers' Challenges in Implementing Online Learning." *Journal of Education Research*, 2020, 115.
- Ertmer, P. A., Ottenbreit-Leftwich, A. T., Sadik, O., Sendurur, E., & Sendurur, P. (2015). Teacher Beliefs and Technology Integration Practices: A Critical Relationship. *Computers & Education*, 84, 43-53.
- Fauzan, U., & Pimada, L. H. (2018). ICT-Based Teaching of English at Madrasah Aliyah in Kalimantan. *TARBIYA: Journal of Education in Muslim Society*, 5(2), 193–211. <https://doi.org/10.15408/tjems.v5i2.10414>
- Inan, F. A., & Lowther, D. L. (2016). Factors Affecting Technology Integration in K-12 Classrooms: A Path Model. *Educational Technology Research and Development*, 58(2), 137-154.
- Jannah, Miftahul, Lantip Diat Prasojo, and Mohammad Adam Jerusalem. "Elementary School Teachers' Perceptions of Digital Technology Based Learning in the 21st Century: Promoting Digital Technology as the Proponent Learning Tools." *Al Ibtida: Jurnal Pendidikan Guru MI* 7, no. 1 (2020): 1. <https://doi.org/10.24235/al.ibtida.snj.v7i1.6088>.
- Johnson, L., & Smith, K. (2018). Teachers' Perceptions of Digital Media in Education: A Qualitative Study. *Educational Technology Research and Development*, 66(3), 689-701.
- Jonassen, D. (1999). Designing Constructivist Learning Environments. In C. M. Reigeluth (Ed.), *Instructional-design theories and models: A new paradigm of instructional theory* (Vol. II, pp. 215-239). Lawrence Erlbaum Associates.
- Klimova, B. (2019). Impact of Mobile Learning on Students' Achievement Results. *Education Sciences*, 9(2), 90.
- Krumsvik, R. J. (2014). Teacher Educators' Digital Competence. *Scandinavian Journal of Educational Research*, 58(3), 269-280.
- Lai, K.-W., & Bower, M. (2019). Learning Analytics and Teacher Inquiry: A Learning Design Perspective. *Journal of Learning Analytics*, 6(2), 1-5.
- Lim, Thomas Mason, and Melor Md Yunus. "Teachers' Perception towards the Use of Quizizz in the Teaching and Learning of English: A Systematic Review." *Sustainability (Switzerland)* 13, no. 11 (2021). <https://doi.org/10.3390/su13116436>.

- MacIntyre, Peter D., Tamera Gregersen, and Sarah Mercer. "Setting an Agenda for Positive Psychology in SLA: Theory, Practice, and Research." *Modern Language Journal* 103 (2019): 262-274.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed., pp. 31-33). Thousand Oaks, CA: Sage Publications.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2020). *Qualitative Data Analysis: A Methods Sourcebook* (4th ed.). Sage Publications. Thousand Oaks, CA
- Mukarromah, Inayatul. Morphosyntactic of Students' Writing through Sociolinguistics Approach in a Higher Islamic Education. *Qolamuna*, 6(1) (2020): 22-30.
- Mukarromah, Inayatul, and Siti Zulaihah. "Language Variations for Tourism Sectors Around English and Dutch Colonial Buildings: Sociolinguistics and Ethnolinguistics Studies." *Ranah: Jurnal Kajian Bahasa* 12, no. 1 (2023): 263.
- Munday, P. (2016). The case for using Duolingo as part of the language classroom experience. *RIED. Revista Iberoamericana de Educación a Distancia*, 19(1), 83-101.
- Nani Soengkono Madayani, Muhassin Muhassin. "Exploring Perception of EFL Teachers towards Use of Media in Teaching English." *IJOLTL (Indonesian Journal of Language Teaching and Linguistics* 5 (2020): 29–44. <https://doi.org/10.30957/ijoltl.v5i1.613>.
- Pourhosein Gilakjani, A., Sabouri, N. B., & Zabihniaemran, A. (2015). What Are the Barriers in the Use of Computer Technology in EFL Instruction? *Review of European Studies*, 7(11), 213–221. <https://doi.org/10.5539/res.v7n11p213>.
- Reinders, H., & Benson, P. (2017). Research Agenda: Language Learning Beyond the Classroom. *Language Teaching*, 50(4), 561-578.
- Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. 3rd ed. Cambridge: Cambridge University Press, 2014.
- Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior* (18th ed.). Pearson.

- Rodliyah, R. S. (2018). Vocational school EFL teachers' practices of integrating ICT into English lessons: Teachers' voices. *Indonesian Journal of Applied Linguistics*, 8(2), 418–428. <https://doi.org/10.17509/ijal.v8i2.13308>.
- Rollins, K. B. (2011). *Classroom Observations Of Instructional Practices And Technology Use By Elementary School Teachers And Students In An Ethnically-And Economically-Diverse School District a Dissertation*.
- Saheeh International. *The Qur'an English Meanings*, 2004.
- Sari, R. (2021). Integrasi Teknologi dalam Kurikulum Bahasa Inggris: Peluang dan Tantangan. *Jurnal Pendidikan Bahasa dan Sastra*, 14(1), 77-88.
- Siapera, E. (2018). *Understanding New Media*. SAGE Publications.
- Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, Dan R&D, ed. by Sutopo, Cetakan 2 (Bandung: ALFABETA, 2020)
- Teo, T. (2014). Modelling Technology Acceptance in Education: A Study of Pre-service Teachers. *Computers & Education*, 52(2), 302-312.
- Tondeur, J., van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2017). Understanding the Relationship Between Teachers' Pedagogical Beliefs and Technology Use in Education: A Systematic Review of Qualitative Evidence. *Educational Technology Research and Development*, 65(3), 555-575.
- Tondeur, J., van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2017). Understanding the Relationship Between Teachers' Pedagogical Beliefs and Technology Use in Education: A Systematic Review of Qualitative Evidence. *Educational Technology Research and Development*, 65(3), 555-575.
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Utami, P., & Hidayat, A. (2020). Pilihan Aplikasi Pembelajaran Digital: Manfaat dan Tantangan. *Jurnal Pendidikan Bahasa Inggris*, 8(3), 210-222.
- Vygotsky, Lev S. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press, 1978.
- Wang, S., & Vásquez, C. (2014). Web 2.0 and Second Language Learning: What Does the Research Tell Us? *CALICO Journal*, 29(3), 412-430.

Yusuf Ali, M. (1934). *The Holy Qur'an: Text, Translation and Commentary*. Penerbit Amana Corporation, Maryland. (Hal. 596).

Yusuf, M., & Widyaningsih, S. (2018). Kesiapan Guru dalam Menggunakan Teknologi untuk Pembelajaran Bahasa Inggris. *Jurnal Teknologi Pendidikan*, 10(1), 45-58.

Zhao, Y., & Frank, K. A. (2018). Factors Affecting Technology Uses in Schools: An Ecological Perspective. *American Educational Research Journal*, 40(4), 807-840.



UNIVERSITAS ISLAM NEGERI
UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
KH ACHMAD SIDDIQ
JEMBER
JEMBER

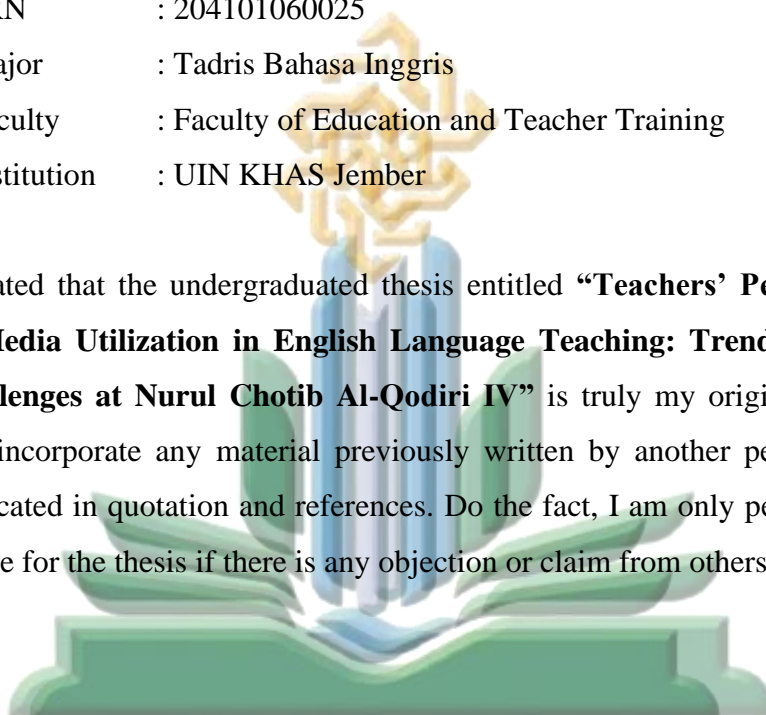
Appendix 1: Statement of Authenticity

STATEMENTS OF AUTHENTICITY

This undersigned below:

Name : Ayu Puja Pangestu
SRN : 204101060025
Major : Tadris Bahasa Inggris
Faculty : Faculty of Education and Teacher Training
Institution : UIN KHAS Jember

Stated that the undergraduated thesis entitled **“Teachers’ Perception of Digital Media Utilization in English Language Teaching: Trends, Benefits, and Challenges at Nurul Chotib Al-Qodiri IV”** is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from others.



UNIVERSITAS ISLAM NEGERI
KHAJAH ACHMAD SYAHID
JEMBER
Jember, December 2nd, 2024
Author

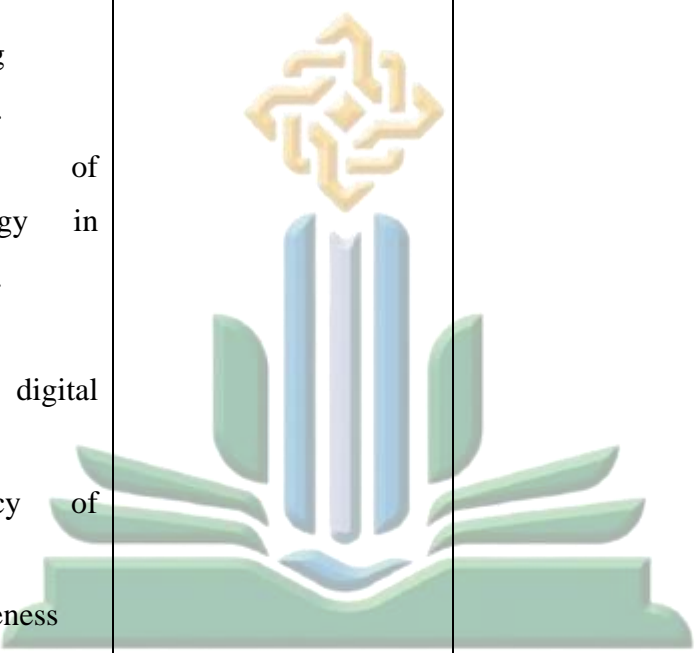


Ayu Puja Pangestu
NIM.204101060025

Appendix 2: Research Matrix

RESEARCH MATRIX

TITTE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEM
TEACHERS' PERCEPTION OF DIGITAL MEDIA UTILIZATION IN ENGLISH LANGUAGE TEACHING: TRENDS, BENEFITS, AND CHALLENGES AT NURUL CHOTIB AL QODIRI IV	1. Teachers' Perception	<ul style="list-style-type: none"> • Technical skill level • Attitude towards using digital media • Teachers' interest or enthusiasm in integrating digital media 	1. Subject : The 6 English Teachers	1. Approach: Qualitative 2. Design: Case Study 3. Data Instrument: <ol style="list-style-type: none"> Interview Observation 	What are the teachers' perception of digital media utilization in English Language Teaching at Nurul Chotib Al-Qodiri IV? a. The trends of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV. b. The Benefits of digital media utilization in English Language Teaching at Nurul Chotib
	2. Digital Media Utilization	<ul style="list-style-type: none"> • Type of digital media • Usage Diversity • Inovation 			

	<p>3. English Language Teaching</p> <p>4. Trends, Benefits, and Challenges</p>	<ul style="list-style-type: none"> • Teaching methods. • Use of technology in teaching. • Popular digital media. • Frequency of Use • Effectiveness • Technology Issues. • Teachers difficulties. 	 <p>UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER</p>		<p>Al Qodiri IV.</p> <p>c. The challenges of digital media utilization in English Language Teaching at Nurul Chotib Al Qodiri IV.</p>
--	--	--	--	--	---

Appendix 3: Observation Sheet

Observation Sheet

General Information

- Observer's Name : _____
- Date of Observation : _____
- Teacher's Name : _____
- Institution : _____
- Class : _____

Observation Indicators:

1. Types of Digital Media Used:

- Educational Apps (specify: _____)
- Educational Videos (specify: _____)
- Online Platforms (specify: _____)
- Others (specify: _____)

2. Methods of Integrating Digital Media into Lesson Plans:

- During introduction of the material
- For exercises and assignments
- Others (specify: _____)

3. Accessibility of Learning Materials:

- Teachers can easily access digital learning resources via internet
- Teachers cannot access digital learning resources via internet

4. Technical Challenges Faced:

- Internet Connectivity
- Hardware (computer/laptop/tablet) (specify: _____)
- Software (apps/platforms) (specify: _____)
- Others (specify: _____)

5. Teacher's Digital Skills:

- Teachers know how to use digital media in the learning process easily
- Teachers seem confused about using digital media in the learning process

6. Student Response to Digital Media:

- Students look enthusiastic in learning with digital media
- Students are not enthusiastic during learning process
- Most students do not pay attention to the learning process

7. School Support and Resources:

- The school provides learning media
- Schools pay less attention to the availability of digital media

Observation Conclusion:



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Appendix 4: Interview Instrumen

Interview Instrument

Respondent Informations

- Name :
- Educational Level :
- Teaching Experience :

- Trends in Digital Media Utilization in English Language Teaching:
 - a. Do you frequently use digital media in English language teaching?

 - b. What digital media do you usually use?

 - c. What was your reason for choosing this media?

- Benefits of Digital Media Utilization:
 - a. What are the main benefits you have found from using digital media in English language teaching?

 - b. How do you perceive the impact of digital media usage on student engagement and understanding?

- Challenges in Digital Media Utilization:
 - a. What are the main challenges you face when using digital media in English language teaching?

 - b. How do you address these challenges?







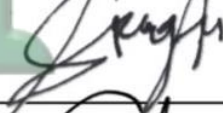

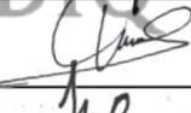



- Support and Resources:
 - a. Do you feel you receive sufficient support from the school in using digital media in English language teaching?

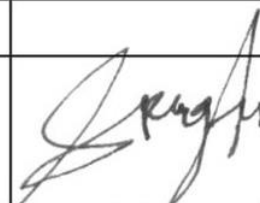





 - b. Are there any additional resources or training you feel are needed to enhance digital media usage?

Appendix 5: Research Journal

RESEARCH JOURNAL

Teachers' Perception of Digital Media Utilization in English Language Teaching: Trends, Benefits, and Challenges at Nurul Chotib Al-Qodiri 04

NO.	DAY/ DATE	ACTIVITY	SIGNATURE
1.	27th May 2024	The observation permission letter accepted	
2.	28th May 2024	The researcher did the preliminary study by conducting observation and interview with English Teacher at MA Al-Qodiri 04	
3.	31th July 2024	The research permission supplication letter accepted	
4.	1st August 2024	The researcher gained the research documentation	
5.	5th August 2024	The researcher observed the digital media utilization at MA Al-Qodiri 04	
6.	6th August 2024	The researcher observed the digital media utilization at SMP Nurul Chotib	
7.	9th August 2024	The researcher observed the digital media utilization at SDS I Nurul Chotib Al-Qodiri	
		The researcher observed the digital media utilization at SDS I Nurul Chotib Al-Qodiri	
8.	12th August 2024	The researcher observed the digital media utilization at SMK Nurul Chotib	
		The researcher observed the digital media utilization at MTs Al-Qodiri 04	
9.	13th August 2024	The researcher interviewed the English teacher of MA Al-Qodiri 04 about digital media utilization in English language teaching	
		The researcher interviewed the English teacher of SMP Nurul Chotib about digital media utilization in English language teaching	

		The researcher interviewed the English teacher of SDS I Nurul Chotib Al-Qodiri about digital media utilization in English language teaching	
		The researcher interviewed the English teacher of SDS I Nurul Chotib Al-Qodiri about digital media utilization in English language teaching	
10.	14th August 2024	The researcher interviewed the English teacher of SMK Nurul Chotib about digital media utilization in English language teaching	
		The researcher interviewed the English teacher of MTs Al-Qodiri 04 about digital media utilization in English language teaching	
11.	19th August 2024	The researcher completed the data needed for document review	
12.	30th August 2024	The researcher ask for a letter of research finishing	

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER


Researcher



Ayu Puja Pangestu
NIM.204101060025



Wringinagung, 30 Agustus 2024
Manajer SDM,


Nur Wicaksono, S.Pd

Appendix 6: Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-7985/In.20/3.a/PP.009/07/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Yayasan Pendidikan Nurul Chotib Al-Qodiri 04

Jl. Guntar No.16, Wringinagung, Kec. Jombang, Kab. Jember, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 204101060025
 Nama : AYU PUJA PANGESTU
 Semester : Semester sembilan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai: "Teachers` Perception of Digital Media Utilization in English Language Teaching: Trends, Benefits, and Challenges at Nurul Chotib Al-Qodiri 04 " selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Hermin, S.Pd., M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 31 Juli 2024

an. Dekan,




Wakil Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI
 KH ACHMAD SIDDIQ
 JEMBER



KHOTIBUL UMAM

Appendix 7: Letter of Research Completion

	<h2 style="text-align: center;">YAYASAN NURUL CHOTIB AL QODIRI</h2>
<p style="text-align: center;">Alamat : Jl. Guntar No. 16 Wringinagung - Jombang - Jember 68168 email : yayasannurulchotibmerdeka@gmail.com telp : +62 851-4106-1487</p>	
<h3 style="text-align: center;"><u>SURAT PERNYATAAN SELESAI PENELITIAN</u></h3>	
<p style="text-align: center;">Nomor: 06.001/SPn/YNCH-SDM/X/2024</p>	
<p>Yang bertanda tangan di bawah ini:</p>	
Nama	: Tintus Nur Wicaksono, S.Pd
Jabatan	: Manajer SDM
Lembaga	: Yayasan Nurul Chotib Al Qodiri
<p>Dengan ini menyatakan bahwa:</p>	
Nama	: Ayu Puja Pangestu
NIM	: 204101060025
Fakultas/Prodi	: Fakultas Tarbiyah & Ilmu Keguruan/Tadris Bahasa Inggris
Universitas	: UIN Kiai Haji Achmad Siddiq Jember
<p>Telah menyelesaikan kegiatan penelitian dengan judul “TEACHERS’ PERCEPTION OF DIGITAL MEDIA UTILIZATION IN ENGLISH LANGUAGE TEACHING: TRENDS, BENEFITS, AND CHALLENGES AT NURUL CHOTIB AL-QODIRI 04” yang dilaksanakan di Yayasan Nurul Chotib Al Qodiri mulai tanggal 01 Agustus 2024 sampai dengan 30 Agustus 2024.</p>	
<p>Demikian surat pernyataan ini dibuat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.</p>	
<p style="text-align: right;">Wringinagung, 30 Agustus 2024 Manajer SDM,  Tintus Nur Wicaksono, S.Pd</p> 	
<p style="text-align: center;">Dipindai dengan CamScanner</p>	

Appendix 8: Letter of Turnitin Check



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Ayu Puja Pangestu
 NIM : 204101060025
 Program Studi : Tadris Bahasa Inggris
 Judul Karya Ilmiah : The Implementation of Think, Pair, and Share Strategy in Teaching Reading Comprehension on Recount Text at Eleventh Grade of SMK Asy-Syafa'ah Jember telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (13,2%)

1. BAB I :	21	%
2. BAB II :	11	%
3. BAB III :	20	%
4. BAB IV :	6	%
5. BAB V :	8	%

UNIVERSITAS ISLAM NEGERI
 KH ACHMAD SIDDIQ
 JEMBER

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 26 November 2024
 Penanggung Jawab Turnitin
 FTIK UIN KHAS Jember


(ULFA DINA NOVIENDA S. Sos. M.Pd.)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
 2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 9: Documentation



Interview with English Teacher



Interview with English Teacher



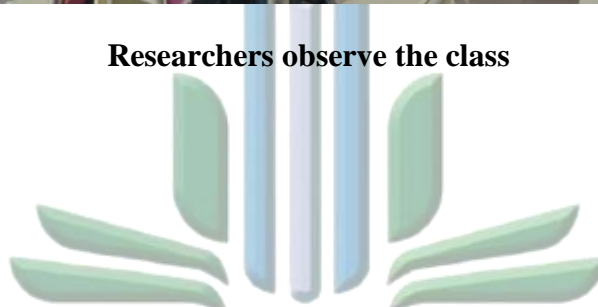
Researchers observe the class



Researchers observe the class



Researchers observe the class



Researchers observe the class

Appendix 10: Researcher Biography



Personal Information:

- Complete Name : Ayu Puja Pangestu
- SRN : 204101060025
- Gender : Female
- Place, Date of Birth : Jember, 21st of June 2002
- Address : Jatiroto- Sumberbaru- Jember
- Religion : Islam
- Faculty/ Study Program : FTIK/ English Education Department
- Phone Number : 0858-5975-5726
- Email Address : ayupuja221@gmail.com

Educational Background:

- Elementary School (2009-2015) : SDN Yosorati 01
- Junior High School (2015-2017) : SMPs Nahdlatul Wathon
- Senior High School (2017-2020) : MA Al-Qodiri IV
- University (2020-2024) : UIN KHAS Jember

Organizational Experience:

- Director of Supel Media Center (2021-2022)
- Secretary of the Information and Communication Division ESCO Jember (2021-2022)
- Secretary of the Student Resource Development Division HMPS TBI (2022-2023)
- Head of the Internal Affairs Division of KOHATI-HMI Komisariat Sunan Ampel (2023-2024)
- Head of the Women's Studies Department of HMI Komisariat Sunan Ampel
- General Secretary of KOHATI-HMI Komisariat Sunan Ampel