

CHAPTER 1

INTRODUCTION

1.1 Background

In this digital era, digital media is a tool for the teaching and learning process. According to Suherdi (2019), teachers who act as facilitators need to present digital media in the classroom to motivate enthusiasm for learning, motivate self-regulated learning, and have a strong and positive character. As English teachers in the 21st century, we need to use digital media in the classroom. Many types of digital media can be used such as laptops, social media, computers, web-based applications, and projectors that support and help the teachers to deliver the material to the students Mardiana (2020). Moreover, students today are commonly using digital media i. e. social media (such as YouTube, and TikTok). According to Kurniawati et al (2018), their research shows that most students utilize digital media in their daily lives. IEAB (2008) states millennials spend an average of 6.5 hours daily using digital media. Every day, they create and distribute information, play video games, and communicate via mobile phones. Therefore, Teachers must use digital media when teaching speaking so that students will be motivated and enthusiastic in the speaking learning process.

On the other hand, some teachers still have obstacles in implementing digital media in teaching speaking. According to Marhamah et al (2022), Difficulties faced by teachers when using digital media in teaching speaking occur due to a lack of school facilities and a lack of knowledge about digital media for example, they only use course books provided by the school, and teach the material to a student without interesting ways. Therefore, the goal of teaching speaking in Indonesia has not been achieved well for students as shown by the English First or Education First (EF) release of the 2022 English Proficiency Index report the first rank of the English proficiency index in the world this year is the Netherlands with 661 scores (very good), while Indonesia is rank 81 with 469 scores (low) in the World, and 15 from 24 countries in the Asia Region. This research shows Indonesia in a low position mastery of English speaking. Indonesia is very left compared to

Singapore and Malaysia which very fluent English. According to Heriansyah (2012) difficulties faced by students speaking English such as; limited vocabulary, lack of confidence to speak, no ideas about what to speak, afraid of making mistakes when speaking, afraid of being mocked by friends.

Digital media are media that contain a combination of text, information in the form of sound data, and various types of images and video. Then it is saved in a certain digital format. Digital media is important for teachers as a tool for teaching speaking to help students improve their speaking. Many kinds of digital media can be used by teachers in the teaching speaking process to students. According to Mardiana (2020), The use of digital media in the teaching and learning process can create an enjoyable environment, facilitate the teaching and learning process in the classroom, motivate students, increase student attention when the teacher delivers material, and increase speaking ability.

Therefore, many digital media can be used as supporting tools that can support the teaching speaking process. Teachers can use digital media and technology to help them teach speaking in the digital era. Digital media is an effective tool that facilitates to convey their material to students more interestingly. According to Ahmadi (2018), the use of digital media makes learning activities interesting, facilitates activities in the classroom, more enjoyable, and catches students' interest. The digital media in teaching speaking must be matched to the objectives of speaking teaching and learning. it means the teacher needs to choose the best digital media that can be used effectively to improve students' speaking. From the explanation above, the researcher is interested in researching the topic of the use of digital media in teaching speaking SMAN 1 Bungo: teachers' perspective."

1.2 Research Questions

1. What are the digital media used by teachers in teaching speaking?
2. How is the teachers' perspective on the impact of digital media towards students speaking aspect?

3. What are the advantages and disadvantages of using digital media in teaching speaking?

1.3 Objectives of the Research

1. To describe the digital media used by teachers in teaching speaking
2. To describe the teachers' perspective on the impact of digital media towards students speaking aspect
3. To describe the advantages and disadvantages of using digital media in teaching speaking

1.4 Limitations of the Research

Based on the background of the study, the researcher limits the research by focusing on digital media used by teachers in teaching speaking, the teachers' perspective on the impact of digital media towards students speaking aspect, and the advantages and disadvantages of using digital media in teaching speaking. This research is conducted only for four English teachers in SMAN 1 Bungo. So, the findings of this research may not be generalized to other senior high schools.

1.5 Significance of the Research

1. For an English teacher

The findings of this research can help the teacher to know the digital media that can be used in teaching speaking. Hopefully, this study can guide teachers and increase information about the digital media can be used in teaching speaking and know to use digital media for teaching speaking to the students.

2. For other researchers

This research is expected to be a relevant reference for other researchers who intend to do the same research

1.6 Definition of Key Term

1. Digital media

Digital media for refers to electronic content, such as text, images, audio, and video that is created, distributed, and accessed through digital devices and platforms that comprise content or teaching materials targeted at improving teaching effectiveness (Holzberger, 2013)

2. Teaching Speaking

The goal of teaching speaking is to assist students improve their communication skills, because only that way the students can express themselves and learn how to follow the social and cultural rules appropriate in each communication circumstance (Harmer,2007)

3. Teachers' perspective

The teacher's perspective is a multifaceted concept that encompasses beliefs, values, and experiences that shape instructional practices, student interactions, and curriculum decisions (Orlando and Ventayen, 2017).