Chapter One

Introduction

This chapter is an introduction to the research. It describes the background of the research, identification of the problems, delimitation of the problems, research questions, objectives of the research, significance of the research, and organization of the study.

Background of the Research

With the rapid development of the digital era today, all aspects of life, including education, must be able to adapt. In addition, the "School from Home" regulations force learning to be carried out remotely. Prasetyaningtyas (2020) defined School From Home (SFH) as a learning process carried out by students and teachers in their respective homes with the aim of breaking the chain of the spread of COVID-19. She also stated that it is undeniable that these things also have an impact on the change of learning models from conventional to digital learning. Digital learning itself can be defined "as any instructional practice that uses new communication technologies effectively to improve access to and strengthen learning" (Moon & Villet, 2016, p. 4). According to Keane (2012), digital learning is divided into digital teaching materials (e-books, films/videos, etc.), digital tools (Socrative, Quizlet, Kahoot!, etc), digital delivery (computer, laptop, and other devices), and autonomous learning. From those studies, it can be concluded that digital learning is a learning that relies on technology to help teaching both in terms of materials, tools, and others.

The use of digital technology in English learning is not a new thing. According to Başak and Yeşilel (2016), the use of technology in learning English as a foreign language has become a major research issue since 1960 with the term Computer-Assisted Language Learning (CALL) (p. 99). Then the use of digital technology in learning English has become significantly developed as it is now. One of the factors is that digital technology provides learners opportunities to optimize their communication interactions in English as a target language compared to conventional learning (Chirimbu & Tafazoli, 2013, p. 192). In addition, Golshan and Tafazoli (2014) stated that digital technology is a very effective medium for learning English (p. 117). Furthermore, Ronan (2018) also found that when English Language Learners (ELLs) write and read in online spaces (digital), they will be interested in complex communication both with digital tools, the language they want to learn, and their peers who are following the objectives of learning English at this time (p. 103).

In its application in the classroom, digital learning can be influenced by several factors, one of them is the teacher's belief in digital learning itself. Indriani and Wirza (2020) found that there are internal factors that can influence the practice of teachers in the use of digital learning, one of which is EFL teachers' belief and self-efficacy towards the use of digital learning itself (p. 100). From this research, some teachers use digital tools every two weeks and prefer to use conventional tools such as our textbook in helping their teaching. Furthermore, another study found that the EFL teacher's belief of digital learning in their teaching practices is positive even though there are obstacles because of the lack of facilities in learning this model

(Hendriks, 2016, p. 36). From this research, it can be seen that each individual or teacher has different beliefs regarding the use of digital learning for various reasons.

Besides teachers' belief in digital learning, teachers' competence in teaching is also important in the 21st century. Nessipbayeva (2012) found that there are four competencies that modern teachers must possess, including the effectiveness of classroom management, effective teaching practices, practical assessment, and technology skills (p. 154). In addition, according to Erimurti (2015), in the 21st century, teachers are required to have life and career skills, learning and innovation, and information and media technology skills (p. 5). From the research, it can be seen that teachers are required to have technology skills. Teachers are expected to maximize the use of digital technology in every lesson. With the maximum use of digital technology, the teaching and learning process becomes more effective.

There are several previous studies indicate about the relationship between teachers belief and practice of teaching in digital learning. Celik and Aytin (2014) stated that Turkish EFL teachers used the digital tools in their teaching and learning process following what they believe, but what needs to be underlined is that they have undergone ICT training and the existence of a very supportive school administration. Meanwhile, Nugroho and Mutiaraningrum (2020) found that Indonesian EFL teachers' beliefs and practices about digital learning were not in line due to several factors, such as lack of facilities, training, and others.

This issue raises the idea that it is possible for teachers who have positive beliefs about digital learning be able to use digital technology. On the other hand,

teachers who have negative beliefs still continue to use digital learning for certain reasons. This possibility makes learning ineffective. Moreover, learning English is closely related to the use of digital technology in the teaching process. So it is not certain how EFL teachers' beliefs toward digital learning can affect their practices in the classroom.

With these problems, there is a gap related to the EFL teachers' beliefs and practices toward English digital learning, so the researcher conducts the study. First, this research will find out the Indonesian EFL senior high school teachers' beliefs about digital learning of English. The belief takes major to the importance of integrating digital technology in the English teaching and learning process. Second, this research investigates how Indonesian EFL senior high school teachers enact their digital learning of English beliefs into teaching practices. In addition, there are not many studies related to this topic that focuses on senior high school teachers because several schools in Indonesia have not maximized the application of digital learning. It is intended that teachers can use the teacher practices method with their English digital learning as a reflection to improve their teaching quality and effectiveness.

Identification of the Problems

Based on researcher's experience on teaching internship, the researcher learned that teachers have their own belief on the use of digital learning in teaching of English. Some of teachers felt difficult when they need to change their conventional learning into digital-based learning gradually. It is because they need to learn about

technology which is new for some of them. Meanwhile, some of them, especially young teachers, who already have basic competency for using technology in teaching (TPCK) felt that the implementation of digital learning is very helpful. In fact, they claimed to feel more comfortable using digital learning than the conventional ones.

Furthermore, when looking at classroom teaching, not all teachers implemented digital learning effectively. Some teachers feel that digital learning is difficult to apply so they prefer to rely on traditional tools in teaching. However, there are teachers who have positive beliefs about digital learning who cannot link their beliefs with actual teaching. This is due to lack of support for school facilities or technical problems that occur suddenly. Thus, how teachers implement digital learning in the classroom is not always in line with what they believe.

Delimitation of the Problem

This research focuses on the Indonesian EFL teachers' beliefs about digital learning and how they enact their beliefs into teaching practices. The belief in this study focus on teachers' arguments or views about the importance of integrating digital technology in English learning. Furthermore, the reasercher also focuses on digital learning tools, both internet and non-internet connected, as types of digital learning itself. For the participants, the researcher chose high school EFL teachers in the Yogyakarta region who had teaching experience of at least three years and were integrated into the digital learning. It is because the research for high school teachers is still limited. In addition, the various grade levels taught by the teacher are expected

to provide various answers. The selection of teachers who are domiciled in Yogyakarta is due to the ease of the research process. The reason why the researchers chose this topic is that there are still many Indonesian EFL teachers who feel that they can not use technology properly, so that it affects the English learning process.

Research Questions

According to the background and identification problem above, the research consists these research questions:

1.   How are Indonesian EFL senior high school teachers' belief about Digital Learning in the Teaching of English?

2.   How do Indonesian EFL senior high school teachers enact their belief on Digital Learning the Teaching of English into their teaching practices?

Objectives of the Research

Based on the research questions, the objectives of this research are:

1.   To investigate Indonesian EFL senior high school teachers' belief about Digital Learning in the Teaching of English.

2.   To investigate Indonesian EFL senior high school teachers enacting their belief on Digital Learning in the Teaching of English into their teaching practices.

Significance of the Research

This research is expected to benefit many parties, including teachers, students of education program, and other researchers.

For teachers. This research can give new knowledge to teachers about English digital learning. Furthermore, they can also know how the teachers believe in English digital learning and its reasons behind it. So that teachers who have similar beliefs can use this research as a reference or evaluation so that they can hold more effective teaching practices.

For students of education. The researcher hoped that students of education could be more aware of their technology skills in the teaching and learning process. Those teachers' beliefs and the reasons for their occurrence can be a new lesson. They can also imitate how to use English digital learning effectively and interestingly in the classroom according to the responses from the participants.

For other researchers. This research can be a reference related to the same topic. Other researchers could conduct similar research with more participants so that the data obtained becomes more diverse so that there is renewal. Besides, it can also be used as a comparison with future research.

For institutions. This research is expected to provide new literature related to teacher's beliefs and their teaching practices. Furthermore, institutions can pay more attention to providing training or motivation that makes teacher's belief became positive and also evaluates the use of digital learning to run effectively.

Organization of the Study

There are five chapters in this thesis. The first chapter consists of several parts. The background of the research explains the fact about the topic and the reason

why the researcher decided to choose this topic. Identification of the problems and delimitation of the problems describes an explanation and focus related to the problems in the research that will be carried out. These problems are formulated into research questions and objectives of the research. The significance of the research explains about what is the benefit of this research to people. Last, the organization of the study is summarized in each chapter in this thesis.

The second chapter is a literature review that consists of theories used as the main reference in this study. It also contains the results of researches from other researchers to support the available theories. So that in this chapter, the researcher will explain a theory related to the definition, types and the use of digital learning, also previous studies about EFL teacher's belief and practices of English. Besides, it also provides the result of other research related to teachers belief and the practice of English Digital Learning and the conceptual framework of this studies.

The third chapter is methodology. In the first part, the researcher explains the qualitative approach – case study design as the research design of this research. In the second part, there is a research setting whereas the research conducted on February-March 2022 in Senior High Schools. The third part consists of the participant of this research, five Indonesian EFL senior high school teachers. Then, the data collecting where the researcher uses written reflection, observation and interviews. The last part is the data analysis of this research.

The fourth chapter is finding and discussions that provide answers or the result of the research questions. In the finding, this research consists of the answers to

the questions in the interview. It consists of an explanation from the teachers as participants about their belief and practice of English Digital Learning. Those answers are written in the direct quotation and then analyzed. In the discussion, this is linked and supported by other studies with similar topics.

The fifth chapter is the conclusion and recommendation of the result in this research. The conclusion is to summarize the finding and discussion. Then recommendation and implementation are about what is the participant or the reader needs to do.