

**INVESTIGATING DIGITAL TEACHING LEARNING MEDIA USED BY  
ENGLISH TEACHERS AT AN ISLAMIC SENIOR HIGH SCHOOL**

**A Thesis**

Submitted as Partial Fulfillment of the Requirements for Getting *Sarjana*  
*Pendidikan* Degree of English Language Education Study Program



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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the questions and references, as a scientific paper should.

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## **MOTTO**

*So remember me, I will remember you.*

- QS. Al-Baqarah: 152 -

*'There is no instant success. It's impossible to reach the 100<sup>th</sup>, step if you don't go through the first, second, third, and so on''*

- Jerome Polin Sijabat-

## **DEDICATIONS**

Gratefully and thankfully, I dedicate this to:

1. Allah SWT, my everlasting love, who gives me life and has been by my side at every moment till now.
2. For both my parents and my dear sister and also the extended family of grandparents who always giving me support.
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Rangkasbitung, .....2024

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# **INVESTIGATING DIGITAL TEACHING LEARNING MEDIA USED BY THE ENGLISH TEACHER AT AN ISLAMIC SENIOR HIGH SCHOOL**

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## **ABSTRACT**

This study aimed to investigate the use of digital media by English teachers at an Islamic senior high school and how it is implemented in the learning process. It employed a descriptive qualitative method with a case study approach, collecting data through observations and interviews with two English teachers. The findings revealed that PowerPoint and YouTube are the primary digital media used. PowerPoint is utilized to present grammar lessons in a structured manner, while YouTube is used for listening exercises and additional materials such as grammar and vocabulary videos. The first teacher used these tools to enhance student engagement, whereas the second teacher focused on delivering content in a simple and efficient way. However, the study also found no use of mobile learning applications, indicating a preference for more stable and structured digital media. These findings highlight the significance of traditional digital tools in supporting learning within Islamic educational settings.

*Keywords: Digital media, Islamic Senior High School, Interview, YouTube, PowerPoint*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Digital learning is one of the new learning in the world of education that utilizes technology, and most of the digital learning uses the digital media to deliver material, so that the goal of learning is achieved. Digital media interchangeably, with multimedia it defines as "digitized content with elements like text, images, audio, video, and animation." Digital media can be distributed through a variety of methods, including instructional films, games, simulations, online and mobile courses, and developing learning environments (Martin & Betrus 2019). Meanwhile Mardiana (2020) claimed that one method of staying abreast of technological advancements is by incorporating digital media into the learning process. The study of digital media becomes a trend in teaching English since millennial generations are considered as active users of technology.

Using digital media makes students more interesting and interactive or more fun this is because they are close to digital learning technology, learning and systems with easily accessible. Digital media can be particularly beneficial for learning English there are numerous applications that are well-suited for this purpose. Additionally, digital learning presents a wide range of advantages in terms of cost-effectiveness and convenience. It eliminates the requirement for costly classroom-based training initiatives and allows individuals to acquire knowledge from any location across the globe (Mistry, 2019). In addition, digital learning also

supports more interactive learning. It also helps develop technology skills that are crucial in the digital age and allows teachers to provide faster feedback and evaluation so that learning becomes more effective and efficient. With all these advantages, digital media plays an important role in preparing students to face the challenges of an increasingly technology-based world.

Using digital media makes students more interesting and interactive or more fun this is because they are close to digital learning technology, learning and systems with easily accessible. Digital media can be particularly beneficial for learning English since there are numerous applications that are well-suited for this purpose. Additionally, digital learning presents a wide range of advantages in terms of cost-effectiveness and convenience. It eliminates the requirement for costly classroom-based training initiatives and allows individuals to acquire knowledge from any location across the globe (Mistry et al., 2019). Moreover, Kodrle & Savchenko (2021) asserted that if digital learning media are utilized appropriately throughout the learning process, they can significantly enhance the effectiveness and efficiency of achieving learning objectives, boosting student engagement, providing flexibility in implementation, and serving as useful organizational aids, initially, digital learning offers individuals the chance to remain informed and abreast of the most recent developments and advancements in the digital realm, additionally, digital learning empowers individuals to acquire novel skills and competencies that are crucial in the modern digital era. Moreover,

Mistry et al. (2019) pointed out that digital media has a significant impact on all aspects of life, including education. It is crucial for both teachers and students to stay updated with technology. With the emergence of new technologies and tools, new job roles and career paths are also emerging, necessitating specialized knowledge. Hence there were several studies that examined the use of digital learning media.

The first study conducted by Safriyani (2016) her study aimed to demonstrate the ability of the teacher to produce web-based instructional resources in addition to shed light on the challenges and annoyances teachers face when utilizing online learning materials. The findings showed that there are three teachers that are capable of creating online learning materials. These teachers use a variety of internet resources, such as Google Classroom, PowerPoint, and websites like Englisch-Hilfen.de, to create effective teaching materials. The teacher uses the website Englisch-Hilfen.de to create learning resources including text, graphics, and video. The teacher uses an online academic system to publish teaching materials and enable students to download PowerPoint presentations, videos, and PDF files. Moreover, the teacher uses his personal blog as a resource for text genre information. However, this study mentioned the primary obstacle to using online learning resources is an unreliable internet connection at school. Teachers also frequently experience unstable or erratic internet connections, which hinders the use of online learning resources.

The second study conducted by Levan's et al. (2022), the research was about the use of digital media in learning at Al-Irsyad Bulaan Kamba Islamic Boarding School. They identified several key issues, the primary issue addressed is the effectiveness of the Mixpad application as a medium for learning Arabic. The findings indicate that students demonstrate a higher level of interest in learning Arabic when using the Mixpad application, as it allows them to engage creatively through sound editing and audio recording, the use of the Mixpad application has been shown to improve students' listening and speaking skills, facilitating a more interactive and engaging learning experience compared to traditional methods, students responded positively to the integration of digital media into their learning process, suggesting that technology can play a significant role in modernizing education within Islamic boarding schools.

Even though there are many advantages of using digital learning media has proven by two previous studies at Islamic boarding above, such ease of use, cost effectiveness, students become more engage and more interactive in learning. However, the way (how) the teacher implements those digital media especially with the many limitations that boarding schools have need to be investigated further and this become this research gap. It can be seen from the researcher's pre-observation conducted at one of the Islamic boarding schools who found that many students want to learn with digital learning media. And he researcher also conducted the interviews with two English teachers at an Islamic senior high school, those two

English teachers realized that they are required to have a good theoretical understanding and experience to provide effective digital media teaching and learning to engage students during class. Typically, digital media in that school is often used for content in English and Arabic or to showcase the activities of the students. Meanwhile, for English digital media learning, the teacher usually uses simple digital media to expand English vocabulary with correct pronunciation. This method is often used during English lessons which greatly helps in expanding their language skills, especially with the teacher's assistance. However, the media is barely facilitated or provided. Hence, this mazy issue should be clarified by conducting the research in regard with the use of digital learning media used by the English teacher at Islamic boarding schools and how far the extent to which these teacher use digital teaching and learning media in their lessons, how they use these digital media, and what media the teacher employs.

## **1.2 Identification of the Problems**

Based on the background of the study above, there are the following problems;

1. English teachers are required to have good theoretical understanding and experience to provide effective digital media teaching and learning to engage students during class.
2. The use of customized digital media by teachers in teaching is expected to increase students' engagement in English learning.
3. English teachers are challenged to integrate new technology or digital media use into the English learning process.

### **1.3 Limitation of the Problems**

From the identification of the problems above, the researcher focuses on investigating how the implementation and type of digital teaching learning media used by English teachers at an Islamic senior high school.

### **1.4 Formulation of the Problems**

Based on the limitation above, the researcher formulated some questions below;

1. What is the digital learning English media used by the English teachers at an Islamic boarding school?
2. How do the English teachers implement the digital learning media while learning English?

### **1.5 Objectives of the Study**

Based on the formulation above, the followings are the objectives of the study;

1. To investigate what the digital learning English media used by the English teachers at an Islamic boarding school.
2. To investigate the way of English teachers use the digital learning media.

### **1.6 Significance of the Study**

The researcher is expected to be able to provide significant results of this research for the following:

#### **1. For English Teachers**

This research can serve as an alternative or a better strategy to assist English teachers in the learning process using digital media in the

classroom, so that students do not feel bored while learning English, and also makes it easier for teachers to implement technology in teaching and learning activities. Additionally, the use of digital learning media can help teachers deliver material more effectively and engagingly. Teachers can easily access various educational resources, enrich lesson content with interactive materials, and adapt teaching methods to meet student's needs. Furthermore, digital media makes it easier for teachers to monitor students' progress, provide quick feedback, and increase student engagement in the learning process, in this way, teachers can optimize teaching time and improve the quality of learning in the classroom.

## **2. For Students**

This research motivates refer to make student more interesting and interactive or more fun this is because they are close to digital learning technology, learning and systems with easily accessible by utilizing these resources, student can enhance their understanding, develop critical thinking skills, and adapt to the demands of modern education, which increasingly relies on digital literacy and technological proficiency.

## **3. For other researchers**

The results of this research can serve as a reference for future studies, especially in exploring the types of digital media used by teachers and their methods of implementing these tools. This information may assist researchers in examining the effectiveness and impact of digital media in educational settings. Moreover, understanding these methods can help

identify trends, challenges, and opportunities for improvement in the integration of digital media within the teaching process, thereby contributing to the body of knowledge in this field.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Definition of Digital Learning Media**

Digital learning media is another term for electronic-based learning processes. The dissemination method of this type is carried out by using technology as a tool in teaching-learning activities, including types such as computer-based learning and web-based learning to collaborative learning conducted digitally. According to Martin and Betrus (2019), digital media refers to transformed materials that include several media elements such as text, images, audio, video, and animation. These digital media are offered through numerous options, such as instructional films, games, simulations, online and mobile courses, and new learning environments. Digital media can make learning more engaging and increase students' desire for new learning. This approach promises great potential in changing the way individuals acquire and adapt information. Mayer (2017) highlighted that digital media also provides an opportunity for educators to develop learning techniques that produce maximum outcomes, enhance skills, and support the development of abilities. Furthermore, digital media, as a rapidly evolving technology, is designed to offer opportunities to develop abilities and transform the teaching and learning process.

The development of society has undergone substantial changes as a result of digital technology. One of changes is the use of digital media used by educators to perform online learning. Several digital platforms include e learning, Learning House, Edmodo, EdLink, Moodle, and Google Classroom, zoom have used to

accelerate the teaching and learning process. Students must be facilitated in the implementation of online learning. Even several platforms use the internet to be accessed hence educational institution nowadays should provide it to allow students to access learning materials from multiple sources, and virtual meetings. However, the use of digital media for learning must be done wisely and completely. Improper use of digital media can lead to distractions. According to Junco (2014), teachers and students must understand digital media ethics and processes, as well as how to reduce security and privacy issues. Education is crucial in ensuring responsible and effective use of technology for learning.

From the description above, it can be concluded the use of digital media enables students to access various information anytime and anywhere. This provides flexibility in the learning process and improves time efficiency. However, it is important to pay attention to data security when using this technology. Teachers must also ensure that the use of technology supports the learning objectives. In this way, digital education can provide maximum benefits for both students and educators.

## **2.2 Elements of Digital Media**

In using the digital media, there are many things that should be prepared. One of them is the element of digital media that can support the use of digital learning. Martin & Betrus (2019), asserted that there are six elements that should be in digital media such as text, image (photo), graphics, audio, video, and animation. Text can be written or printed. With so many types of typographical fonts available, printed text can be depicted in different formats in digital media.

Image is a visual representation of content. An Images can be captured as a photo or synthesized by the computer as graphics. Meanwhile Zhang et al. (2017), spatial audio aims to replicate a complete acoustic environment, or to synthesize realistic new ones. Sound recording and sound reproduction are two important aspects in spatial audio, where not only the audio content but also the spatial properties of the sound source/acoustic environment are. The goal of spatial audio is to either create realistic new sound environments or reproduce an entire accounting world. Two crucial components of spatial audio are sound recording and sound reproduction, which maintain and replicate the spatial characteristics of the sound source and acoustic environment in addition to the audio content to offer an immersive experience.

## **2.3 The Advantages and Disadvantages of Digital Learning Media**

### **2.3.1 The Advantages**

The advantages of digital learning media are helping teachers to facilitate learning to be more effective and interactive and technology is also vital for their future in the workplace and familiarizing them with a variety of technology tools and platforms. Martin & Betrus (2019) proposed several benefits of using digital learning media in instruction such: (1) *Ease of use*: In most cases, digital media generally easy to use and can be integrated into existing lessons in various formats such as self-paced, hybrid or online. (2) *Immersive experience*: Digital media provides students an immersive experience especially when built with a lot of inter activities. (3) *Reach a wide audience*: Digital media assists in reaching a large number of learners across geographic boundaries. (4) *Easily updated*: If digital

media is delivered online, the content can be easily updated and shared with the learners. (5) *Self-paced*: Digital media can be self-paced. When designed well and effectively, learners can navigate through digital media lessons individually. (6) *Cost effectiveness*: With the recent rapid digital media development tools in the market, developing select digital media products has become more cost effective.

Digital learning media offers numerous advantages, including ease of use, immersive experiences, and the ability to reach a wide audience. It allows content to be easily updated, supports self-paced learning, and proves to be cost-effective with advancements in technology. These benefits highlight the potential of digital media to enhance learning outcomes when designed and utilized effectively. Thus, incorporating digital learning media into education can significantly improve the accessibility, efficiency, and quality of teaching and learning processes.

### **2.3.2 The Disadvantages**

Lack of digital learning both students and teachers may require additional training to master the technologies and digital platforms used in learning, and not all teachers are able to adapt quickly to technological changes in future teaching methods. According to Akhter et al. (2021), when digital media is not online, it is expensive to update and share with learners. Digital media stops working after the technology twilight, but video, audio, and text persist and are translated across time and formats. The other disadvantages are the lack of health in the long-term use of digital media learning devices will lead to eye fatigue and other health problems. Meanwhile, Akhter et al. (2021) mentioned the challenges of using digital media is can increase the tendency of lack of discipline among learners and even among

teachers. If the individuals do not have discipline, they will not be motivated to study bringing about procrastination. In addition to Javed et al. (2021) claimed that among problems are observed among most of the students due to E-learning is suffer from poor eyesight problems. It is usually noticed when any person spends more time on the computer or tablet, he or she faces such problems. It is, however, advisable to relax for at least 10 minutes an hour, walk around, and even do some wrist exercises to prevent pain.

#### **2.4 Types of Digital Learning Media**

The use of social media has surged globally in recent years. There are several various digital learning media. Martin & Betrus (2019), classified them into the following five categories: (1) Instructional video, Instructional videos are learning media used to teach a particular concept, process, or subject to viewers. These videos can be used as an alternative way to convey information, both for online learning and others. Instructional videos are becoming increasingly popular due to easier access to video-making tools, particularly on smartphones. (2) Instructional simulations and games. Proper usage of simulations and games can enhance learning outcomes significantly. Before using a simulation or game, ensure that it aligns with your educational aims, as with any other media. Properly assisted, instructional simulations and games can effectively motivate and express emotion, encouraging empathy among learners. Games and simulations inherently build narratives for players, with the main focus on personal growth and improvement. (3) Online distribution system is widely employed for employee training, credit, and non-credit instruction due to their flexibility for learners. Online courses can be

self-paced or facilitated by an instructor/trainer. Designing engaging and interactive online courses requires combining multiple digital media elements. This category includes technologies such as quick e-learning, learning management systems, synchronous tools, screen casting, and web design. (4) Mobile learning is utilized for training in both higher education and other sectors since it allows for immediate or just-in-time learning. This category includes design tools for mobile application and mobile web development, such as Xojo, Unity, Xcode, Appery, and so on. (5) Emerging Learning Technologies when working with digital media, it is critical to stay current with the latest developments. Often, new hardware or software will absorb or replace the functionality of older technologies. In detail Chen & Bryer (2012) stated that several platforms often used or the most common platforms used in educational field. Those are:

a) YouTube

YouTube is one of many social media that entered the category of new media. YouTube is also a support for learning, YouTube is a visual audio media that is very suitable for learning these days, let alone the increasingly sophisticated technology that can make everything easier including learning. This makes it very easy to try to find certain kinds of video clips or information. When you search for "Teaching English," for example, hundreds of results appear. Most of these are video tutors in student actions or profiles, but there are also ads that can be used to teach English as well as videos from language training providers for profit. Moreover Jones (2007), mentioned that YouTube has become very popular

in the teaching and learning process. Therefore, YouTube has become a highly popular platform in the teaching and learning process. By providing various educational videos from tutors and language training providers, YouTube facilitates access to resources that support English learning effectively and efficiently.

b) WhatsApp

WhatsApp is a very popular instant messaging app in Indonesia. Users of WhatsApp can send text, images, and video messages as well as create animated images and videos. This application has a group function that allows users to create groups to interact with their friends or family. WhatsApp is quite helpful for communicating with people who are far away from us or for quickly and easily transferring information.

c) Instagram

Instagram is a very popular photo and video sharing social media platform in Indonesia that can also be a learning platform for students. With Instagram, users can share their moments with others, as well as follow other people's accounts and see what they share. The app also provides a Stories feature, which allows users to share their moments in the form of videos or photos for 24 hours. Instagram is one of the most popular platforms in Indonesia, besides being used to share video or photo moments, this application is also often used as a learning media at school. Such as uploading videos /photos of assignments from teachers or student group work. According Marbawi et al. (2022), the use of Instagram social media

in learning to write and write reading the Exposition text is appropriate. This indicates that Instagram is not only a social media platform for socializing but can also be used as a supportive tool for learning, particularly in the context of formal education.

d) Google

Students can use technology google to share their writing as they are writing. Google has advanced further in the modern day, not only for the economics, politics, or business, but also for education. Because of the importance of technology, pupils are able to communicate with one another. For example, we don't turn students off from the internet since it's a convenient way for them to share content with their friends and is a vital resource for students concerned with the modern world. Besides Bahnar et al. (2021) pointed out that Google as one of search engine on internet serves various applications. One of them is drive in account Google. By using Google application, the students can make their own writing, presentation, etc., and then share what they have done in their drive. Besides, it is easy to complete their project (writing, presentation, etc.) because Google may supply information that possibly not possess them, and unconsciously it can enrich their knowledge.

e) TikTok

As one of the most popular social media applications, TikTok takes a place in the international field, comparable to Twitter, YouTube, Instagram, We chat, and so on. Even though massive relevant studies have suggested that utilizing social media for language teaching can have positive effects on learning performance, limited literature sheds light on the utilization of TikTok for educational purpose. As Nafasya et al. (2021), urged that TikTok media is now popular as a way to help students engage inside and outside the classroom. For English class or other learning, for example, students can create a 15-second video clip that briefly summarizes key points learned on a topic or English pronunciation or knowledge that is different. With the rapid development of the technology and the availability of platforms that make it easier to learn, not all new technology is good technology, but it is critical to have a connoisseur attitude toward technology, whether new or old. Some of the most promising new learning technologies are virtual reality, augmented reality, and artificial intelligence. The concept of an adaptive AI that knows our learning needs allows us to be in a different location and time, which is a source of great hope.

According to Chen & Bryer (2012), social media has become a highly effective tool in supporting collaborative and interactive learning in educational settings. With its ability to facilitate real-time communication, information sharing, and the creation of learning communities, social media

enables students to learn both independently and in groups. Therefore, the integration of social media in education not only enhances student participation but also enriches their learning experiences through more flexible and innovative approaches.

## **2.5 The Portrait of Digital Learning Media at Islamic Boarding Schools**

The use of digital learning media for supporting the English lesson can be seen from the following relevant studies at Islamic School.

The first study conducted by Dariyanto et al. (2022) who did the study at Al-Multazam Islamic Boarding School, the finding revealed that the English lesson at this boarding school spent two hours of lessons or 70 minutes per week. In general, English has not become a required subject. English is exclusively considered a local content subject. However, there were many English program (Extracurricular) that can support the English learning practice like speech program, daily vocabulary program, and conversation program. But it does not seem to run well if it is not supported and balanced by class activities that use methods, strategies and digital media. Even several learning strategies were used for learning English: audio-lingual method (ALM), community language learning (CLL), total physical response (TPR), the communicative language teaching (CLT), natural approach, and direct method which have not been used efficiently. The English teachers who are in charge of the learning process have not used intensive and varied English teaching approaches. Hence, the English teaching learning process was tiresome for students. The finding also revealed that the lack of variation of teachers in applying methods in teaching English is in line with the lack of

participation of language teachers in receiving training. So that when the learning process takes place the method used tends to be monotonous. The study suggested that the boarding school and principal must be concerned that the classical way of teaching and studying English is being used without increasing the use of learning media.

The second study conducted by Heryatun & Setiana (2023), this study was prompted by many *ustadz/ustadzah* and librarians at an Islamic boarding school who lacked awareness of digital literacy and its integration into the learning process. The finding suggested 8 alternatives ways/activities to integrate the digital literacy at Islamic boarding school. The first training activity was “*Digital Literacy Orientation*” In this training, the facilitators provided an overview of digital literacy, including its benefits for student learning and various sorts of digital media. After the discussion, trainees gained a better understanding of digital literacy and its role in learning. The second was “*Practice of Reading Strategies and Utilization of Digital Literacy Media in the Learning Process*” The main objective of this session was to equip trainees with various reading strategies and encourage them to utilize digital literacy media in a learning process in order to build santri’s reading interest. At the end of the meeting of learning class, the facilitators shared several website links that can be used for learning by trainees to download electronic books/magazines/newspapers and recommended several applications or software that can build santri’s reading interest and enhance reading comprehension. And any other activities that can support the digital literacy or media at Islamic boarding schools, to sum up those activities have positive

implications. This is reflected in: (1) the integration of digital literacy media into the learning process sustainably; (2) the development of a literacy culture; (3) the realization of a literate Pesantren environment.

The other portrait about digital literacy and media at Islamic boarding school described by Wijaya (2024), Based on their finding, they highlight two key themes about the use of digital media in Pondok Pesantren. Pondok Pesantren uses digital media to manage religious, educational, and economical activities. In addition to it uses digital media to promote religious activities, showcase student activities, recruit new students, and communicate with parents/guardians. However, most Pondok Pesantren have not adopt text-based websites yet. Text-based websites demand more effort from Pondok Pesantren to produce material through written pieces, making them less popular. Moreover, a large quantity of Pondok Pesantren teachers and administrators sometimes lack understanding of website creation and management methods as well as teaching through digital media were lack. Many of them are unfamiliar with websites as an information source. Hence, the rejuvenation and training in regard with those activities at Islamic boarding school.

Based on several studies above, there are many findings that indicate the uneven distribution of digital literacy or digital media in Islamic boarding schools, especially for English language learning. In addition to several studies above also encourages Islamic boarding schools to be more open and willing to utilize digital literacy and digital media in the learning process that allows students to access the latest information and knowledge that they do not get from textbooks, encouraging them to think critically and act selectively in receiving, choosing, and consuming

information to avoid misinformation (hoaxes). This should be always socialized because it is needed for teachers to be optimally use the digital media in the learning process or education (Wardoyo, 2016), the way human being study, receive knowledge, adapt information, and use computers as media has the potential to alter significantly with the evolving application of technology. With the advancement of information technology, productivity can be improved and tasks can be carried out quickly, appropriately, and accurately. The study performed by Harandi (2015), found that e-learning influences students' desire to learn. The above explanation confirms that there is a need to develop digital learning media based on teaching-learning.

## **2.6 Principle of Using Teaching Digital Media**

The practice of using digital media for teaching involves using several principles, according to Narayan et al. (2019), the principles of using educational media consist limited to:

- (1) Making learning exciting
- (2) Making learning more interactive
- (3) Having open communication

Meanwhile, the principle of using digital media effectively in learning is primarily guided by Mayer (2017). There are 12 principles of multimedia learning. These principles were designed to maximize learning outcomes by minimizing cognitive load and enhancing learner engagement. Here are the key principles:

1. Multimedia Principle: Use a combination of words and pictures to help learners process and integrate information more effectively.

2. Coherence Principle: Ensure that words and visuals are closely aligned and exclude unnecessary information to maintain focus.
3. Signaling Principle: Add cues to draw attention to vital information, making it easier for learners to identify critical elements.
4. Redundancy Principle: Avoid presenting the same information in multiple ways, as this can increase cognitive load and reduce learning efficiency.
5. Spatial Contiguity Principle: Place related information close together to facilitate better understanding and retention.
6. Temporal Contiguity Principle: Present related information in close temporal proximity to enhance learning.
7. Segmenting Principle: Break down complex information into smaller segments to reduce cognitive load and improve comprehension.
8. Pre-training Principle: Provide learners with background information before presenting new material to help them understand the context better.
9. Modality Principle: Use visual and auditory information in a way that complements each other, as learners process these differently.
10. Voice Principle: Use real presenters rather than machines for voice overs to enhance engagement and understanding.
11. Personalization Principle: The personalization principle is another common sense one. Learning with multimedia works best when it's personalized and focused on the user. For designers, this means speaking in the first person (I, you, we, our). Avoid formal language and instead use a conversational tone to engage learners. Imagine you are in the room speaking with students.

12. Image Principle: the image principle suggests people may not learn better from talking head videos. High-quality, complementary visuals can often be more effective than having a speaker's image

Finally digital media is a teaching tool that uses technology effectively to improve student learning outcomes by providing high-quality, up-to-date instructions and easy access to informative content. Digital media is also a set of technological formats that can either be produced or consumed (Koc & Barut 2016). Using digital media generally incorporates photographs, videos, audio clips, animations, software and learning management systems to be utilized via mobile devices, tablets, or computers. For several people using digital media as not as easy as it was. Hence, it is needed the principle to guide it. As Reyna et al. (2018), mentioned that these technological advances have changed how we communicate, socialize and learn. Effective communication using digital media is underpinned by a set of design principles. In using technology need some rules to be a good user, especially for teacher who acts as a facilitator in the use of learning media. Everything needs a guideline to know the direction. Through that guideline, every teacher will surely walk following it, it also allows for quick learning through format-specific assessments and gives students the opportunity to learn anything at all.

## **2.7 Review of Relevant Study**

In this study, the researcher found several previous studies that are relevant to this study:

The first study the article titled "*Implication of Digital Learning on Islamic High School*" by Khoiroh & Ismanto (2020), aims to explore the implications of implementing digital learning in Islamic high schools, focusing on its impact on improving students' skills, cognitive development, and knowledge transformation in Islamic education. This study employs a qualitative method with a literature study approach to collect and analyze data with obtaining and describing the aspects that related with the implications of digital learning. The data collection includes primary sources from digital learning implementations in Islamic education and secondary sources such as articles and related theories. The findings reveal several key points: (1) digital learning is more commonly applied to English and Arabic language subjects compared to other subjects; (2) the use of digital technology enhances students' skills and cognitive abilities; and (3) knowledge transformation becomes more effective with the integration of digital technology. This study highlights that digital learning can serve as an efficient tool for integrating Islamic values with modern teaching methods, although it faces challenges such as limited network access in some areas and reduced direct interaction between students and teachers.

The second research titled "*Adolescent Perspectives on Media Use: A Qualitative Study*" by Fiacco (2020) aimed to explore the perceptions and experiences of adolescents regarding their use of media, including motivations, social influences, and the impact of media on their lives. The study employed a qualitative research design, using in-depth interviews with adolescents as the primary data collection method. Thematic analysis is applied to identify key themes

and patterns in their experiences. The findings reveal that adolescents use media for entertainment, education, and social interaction, with both positive and negative impacts. Social influences, such as family and peers, play a significant role in shaping their media consumption. While media offers opportunities for learning and self-expression, it also leads to challenges like stress, sleep disruption, and social pressures. This study provides insights into the complex role of media in the lives of adolescents, emphasizing the need for balanced media use and critical engagement.

The third study conducted by Levans et al (2022), entitled “*Digital Learning Media Used at Al-Irsyad Bulaan Kamba Islamic Boarding School.*” This study aimed to evaluate the effectiveness of the Mixpad application as a learning medium for Arabic language instruction at Al-Irsyad Bulaan Kamba Islamic Boarding School, focusing on enhancing students' interest and skills in learning Arabic through audio media. The research employed a qualitative descriptive method, utilizing observation, interviews, and documentation for data collection. The findings indicated that the Mixpad application fosters students' interest in learning Arabic by allowing them to practice and refine their listening and speaking skills through audio recordings and editing. It provides a creative and engaging platform that integrates modern technology into the learning process, making Arabic language acquisition more effective and enjoyable.

The fourth study conducted by Berutul and Siregar (2024) entitled “*The Implementation of Quizizz Application as a Learning Media in Teaching English in Senior High School.*” This study aimed to analyze the application of the Quizizz

tool in teaching English and to evaluate its impact on student learning outcomes and engagement. The research employed a qualitative descriptive method, using techniques such as observations, interviews, and documentation to collect data from high school students. The findings reveal that the Quizizz application effectively enhances student motivation and participation in learning English. Students displayed higher enthusiasm for completing assignments via Quizizz compared to conventional methods, and their average scores improved significantly. The study concludes that Quizizz is an innovative and effective digital tool for teaching and evaluation, providing an engaging and interactive learning experience for students while also facilitating teachers in assessment and reporting.

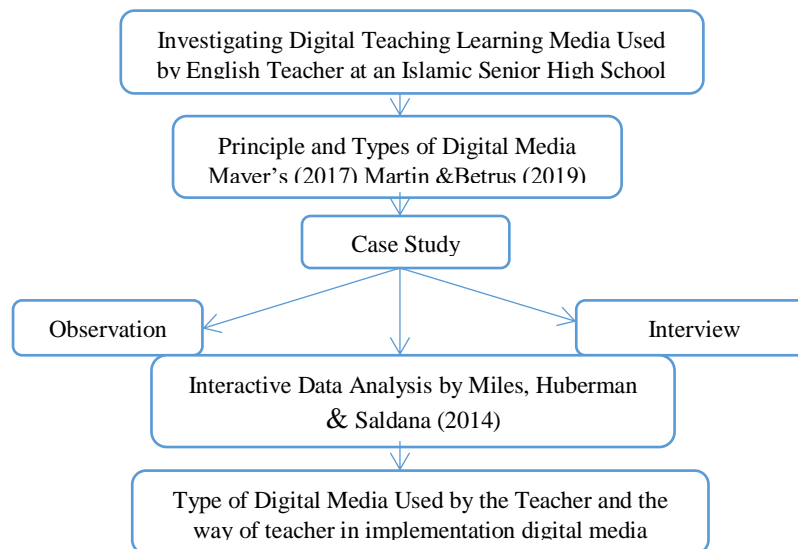
The fifth study was conducted by Iswadi et al. (2024) entitled “*The Use of Digital Learning Platform as Communication Media for Generation Z at PB Soedirman Islamic High School Jakarta*”. This study aimed to assess the effectiveness of digital learning platforms as communication tools in Islamic education, with a specific focus on Generation Z teachers at PB. This qualitative case study employed semi-structured interviews, participatory observations, and document analysis to collect data. The findings revealed that Generation Z teachers, known as digital natives, find digital platforms beneficial for facilitating faster and more efficient communication and collaboration in educational settings. These platforms were effective in transmitting information quickly and overcoming geographical and temporal barriers. However, challenges such as miscommunication due to the absence of non-verbal cues and the risk of information overload were also identified. Factors influencing the success of these

platforms included the teachers' technological competence, the user-friendly design of the platforms, a supportive organisational culture, and the availability of adequate training and technical support. The study concluded that optimizing these platforms through intuitive designs, fostering a positive digital culture, and offering continuous training can enhance teacher performance, job satisfaction, and the overall communication process within Islamic education institutions.

Previous research highlighted similarities and differences with this study. Based on the above studies, the current study has similarities with previous studies, namely this study also has similarities about investigating the use of digital media by the teachers at the senior high school level, using qualitative methods, and analysis using descriptive qualitative. However, there are differences, namely the participants studied are not only English teachers. And there are also differences in data collection with previous researchers they used interviews, observation and documentation while this study only used interviews and observation to collect data.

## 2.8 Theoretical Framework

The theoretical framework of this research is visualized and elaborated as follows:



**Figure 2.1 Theoretical Framework of the Study focus on the type of digital media**

Based on the figure above, the study refers to the theoretical principles provided by Mayer (2017), which highlight the use of digital media in the teaching process. These principles serve as a guideline to understand the effectiveness and appropriateness of different types of digital media in enhancing the learning experience. The classification of digital media types is based on Martin & Betrus (2019), which categorizes various tools and platforms used in the classroom. This component provides a structured understanding of what constitutes digital learning media and how it can be utilized effectively. The research employs a case study approach, incorporating observations and interviews as primary methods for data collection. Observations focus on capturing real-time practices, while interviews provide in-depth insights into the teachers' perspectives and experiences. Data

analysis follows the Three Stages Method outlined by Miles, Huberman, and Saldaña (2014). This includes a systematic process of data reduction, data display, and drawing conclusions to ensure the validity and reliability of findings. The study investigates not only the types of digital media but also the ways in which teachers implement them in their teaching practices. It aims to explore the challenges and strategies involved in integrating digital tools into the classroom environment.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This study aimed to investigate type of the digital learning media used by English teacher and how do they implement those digital learning media at an Islamic high school. The research method used was qualitative research with a case study design that aims to explore and investigate digital learning used by English teachers. As Creswell (2015) said that qualitative approach as a type of approach used to explore and understand the meaning of individuals or groups on a social or human problem where the study research begins with the identification of a particular case. A case study is a qualitative approach used to deeply understand specific phenomena within a particular context. This study aims to investigate the type of digital learning media used by English teachers and how they implement those digital learning media at an Islamic high school. The research method used was qualitative research with a case study design that aims to explore and investigate digital learning used by English teachers. The participants in this study were two English teachers from the Islamic high school.

#### **3.2 Setting and Participants**

The participants in this study were two English teachers from the Islamic school in Indonesia: Aisyah, 23 years old, and Nosvita, 24 years old (pseudonyms). Both teachers are female and currently teach English at the Islamic boarding school. The two teachers are female and currently teaching English at Islamic boarding

schools, among them, the teacher has used digital media, while the digital media used by the teacher is the first teacher of YouTube, the second teacher, PowerPoint

### **3.3 Data Collection Techniques**

The data collection used were observation and interview:

#### **3.3.1 Observation**

Observation is data collection design for general data on activity, behavior, and generally focused on settings. The observation aims to find out what kind of media and how those media implemented by the teacher while teaching English in the classroom. According to Creswell (2015) observation is the process of gathering open-ended notes, first-hand information by observing people and places at a research site. In this stage the researcher used observation sheet and checklist by Fortune (2000) which function to write, record and observe the information as it occurs in a setting. In this study, the researcher used 12 principles of using digital media adapted by Mayer (2017). In addition to there were two English teachers observed, the researcher came to each class, and try to observe with a predetermined schedule.

#### **3.3.2 Interview**

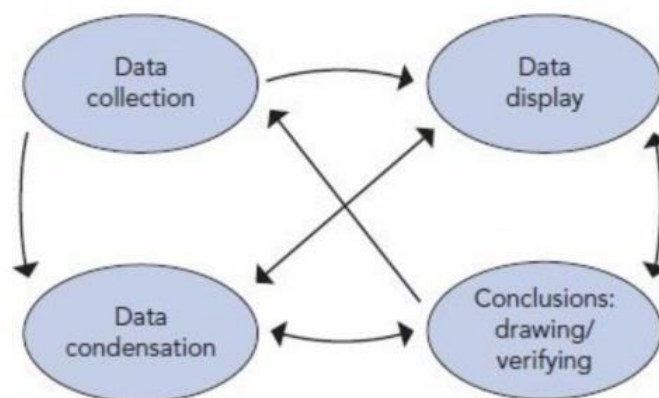
Interview is an activity involving interviewer and interviewee in which the interviewer gave some questions to be answered by the interviewee. An interview is a research method in which a researcher asks open-ended questions of one or more participants and notes their responses (Creswell, 2015). She also believes that the interview process is a "craft" that can be improved with practice. In this study the researcher used the structure interview to find data

about teachers' implementation of teaching through digital media. There were 25 interview questions relate to the teacher English, types of digital media and the process of implementing the digital media in teaching English. In conducting the data Buriro (2017) proposed some procedures both observation and interview. The producers are as follows:

1. Data collection procedures for observation there are three steps in collecting data for observation:
  - a. The researcher asked permission to the teachers first in order to join in the class.
  - b. The researcher came to the class while the teacher began the subject.
  - c. The researcher observed the English teacher to know what media was used by teacher in teaching English in the classroom.
2. Data Collection Procedures for Interview
  - a. The researcher made some questions for the teachers who selected as the subject of this research.
  - b. The researcher interviewed the teachers face to face and their answer.
  - c. The researcher collected the data about investigation teachers' understanding of learning through digital media in learning and teaching English.

### 3.4 Data Analysis Technique

In this research, data analysis carried out was qualitative data analysis. Qualitative data analysis is a fundamental process in social and behavioral research. The goal is to uncover the “why” and “how” of people’s experience to find meaning in life events, processes, and structures to connect those meanings to the social world. According to Miles Huberman & Saldana (2014). Qualitative data analysis involves three processes: data condensation, data display, and conclusion drawing. The data analysis techniques using interactive model can be visualized as follows:



**Figure 3.1 Model of Data Analysis by Miles, Huberman, and Saldana (2014)**

a. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming data that appears in the full corpus (content) of written field notes, interview transcripts, documents, and other empirical materials.

b. Data Display

Data display is a way to organize, summarize, and present qualitative research data in a visually stimulating format. The purpose of data display helps to understand what is going on and to do something-either analyze further or take action-based on that understanding

c. Conclusion drawing

The third stream of analysis is conclusion drawing and verification. From the beginning of data collection, qualitative analysts interpret the meaning of things by noting patterns, explanations, causal pathways, and propositions. Drawing conclusions in qualitative data analysis is used to assess and consider the meaning of data results and then draw conclusions to summarize data in statements and verify conclusions to review data results.

### **3.5 Trustworthiness**

Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study. Meanwhile, Connelly (2016), Qualitative research explores complex details of human behavior, attitudes, and experiences, emphasizing the exploration of nuances and contexts. According to Creswell (2013), the trustworthiness of qualitative content analysis is often presented by using terms such as credibility, dependability, conformability, transferability, and authenticity. The researchers in this research used two of it there are credibility, and conformability.

### **3.5.1 Credibility**

The credibility of this research focuses on strategies to enhance the quality and trustworthiness of qualitative analysis by addressing three interconnected aspects. According to Connelly (2016), improving the quality and credibility of qualitative research requires the application of rigorous methods in both data collection and analysis. These methods include ensuring validity, reliability, and triangulation. Creswell (2013) highlighted additional strategies such as prolonged engagement, member checking, and triangulation, all of which are essential in maintaining the credibility of qualitative research.

### **3.5.2 Confirmability**

Confirmability in qualitative research means ensuring that the findings are based on real data and not influenced by the researcher's opinions or biases. Connelly (2016) explained that this can be achieved by using consistent and repeatable methods. Creswell (2013) highlighted the importance of involving independent reviewers to check whether the data is accurate and relevant. In this study, data was collected through in-depth interviews, which were carefully recorded and transcribed. This process helps ensure that the results are clear, trustworthy, and free from the researcher's personal influence.

## **BAB IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **4.1 Research Finding**

At this stage, the researcher presented the results of the data to answer the problems addressed in the study, namely: (1) What digital learning media used by the English teachers at an Islamic boarding school, and (2) How the English teachers used digital learning media. This study used the theory of types of digital media by Martin and Betrus (2019) and the theory of the principle of using digital media by Mayer (2017). The data collected by the researcher in this study were interview and observation. Based on the results of the data obtained by researcher, several findings related to the types and the process of using digital media were explained as follows:

##### **4.1.1 Types of Digital Media Used by the Teachers**

###### **a. Instructional video**

An instructional video was a visual tool that combines audio and visual aspects to teach a certain topic, skill, product, or service. They can be used for a variety of applications. As Martin & Betrus (2019) mentioned that Instructional video are forms of learning media that teach viewers about a specific concept, procedure, or subject. These videos can be used to impart knowledge in a variety of contexts, including online learning. Instructional videos are growing in popularity as video-making technologies become more accessible, particularly on smartphones. As

mentioned by (T1) that she used one of the instructional videos like YouTube as digital media to help her in teaching English.

**Table 4.1 Observation Result of Instructional Video**

Theory (Mayer, 2017)	Participant	Activity
Instructional Video	Teacher 1	1. The teacher adjust the content they choose according to students' abilities and understanding, so that the material can transfer well.  2. The use of videos customized by the teacher  3. Teachers tend to provide YouTube content or videos that are varied, can be watched anywhere and are easily accessible.
	Teacher 2	1. The teacher tends to only provide pictures with text as a material explanation.  2. For topic explanation the teacher explains using powerpoint only

Based on the results of Teacher Observation, it was found that the teacher effectively utilized YouTube videos and tailored the material to the students' abilities and comprehension levels, ensuring that the content was conveyed clearly. The videos provided were easily accessible and accompanied by instructional guidance to enhance student understanding. Additionally, the teacher 2 used illustrations through digital PowerPoint presentations to explain the material, but relied primarily on images and text as explanatory tools. In this case, teacher 2 predominantly used PowerPoint for topic explanations, without incorporating more interactive or diverse instructional methods that could have increased student engagement and participation in the learning process. According to Martin and

Batrus (2017), integrating interactive instructional strategies, such as digital tools and active learning approaches, can significantly enhance student engagement and improve learning outcomes.

### **Teacher 1**

*“Yes, I use instructional videos on YouTube digital media. The instructional video that I usually use is to explain about the teaching material that will be explained to students in the classroom. In addition, I use several other YouTube videos as teaching materials that help the English learning process.” (T1)*

The results of the interview stated that teacher 1 uses instructional videos through YouTube digital media to explain learning materials to students in class. The videos help explain the material to be taught and are used as additional teaching materials that support the English learning process. This approach shows the utilization of digital media, especially videos, to improve students' understanding of learning materials.

#### **b. Simulations and Games**

Simulation games provide a real-world experience, immersive learning, exploration, and a safe learning environment. As mentioned by Martin and Betrus (2019), stated simulation games offer a real-world experience, immersive learning, exploration, and a safe learning environment. Simulation games have been demonstrated to increase critical thinking, problem-solving, decision-making, and knowledge retention and transfer.

**Table 4.2 Observation Result of Simulations and Games**

<b>Theory (Mayer, 2017)</b>	<b>Participant</b>	<b>Activity</b>
Simulations and games	Teacher 1	1. The teacher applies games to stimulate learning.  2. The teacher only use YouTube digital media as an auxiliary media in teaching
	Teacher 2	1. The teacher use simulation forms of learning such as playing games, but do not use digital media, teachers tend to prefer to use simpler methods  2. The teacher conduct games in learning but only use games in a simple way and utilize digital powerpoint media as supporting

From the results of Teacher Observation, it was found that both teachers applied game-based strategies to stimulate learning. However, the games used were relatively simple. Teacher 1 utilized YouTube videos to assist in the game-based learning, without incorporating additional software or other digital tools. Similarly, Teacher 2 employed a form of simulation learning through games, but in a simpler manner by relying on PowerPoint as the primary supporting medium. Both teachers used digital media, but the integration of more complex or interactive tools could have further enhanced the learning experience. According to Martin and Betrus (2019), the use of interactive and advanced digital tools in instructional design can foster higher levels of student engagement

and improve the overall learning process, highlighting the need for educators to explore diverse technological approaches.

#### **Teacher 1**

*“Yes, I use simulations, games, and YouTube videos in teaching English, as they offer fun, interactive, and engaging ways for my students to learn.”*

#### **Teacher 2**

*“Yes, I do use simulation and games in teaching English, as they provide a fun and interactive way for my students.”*

The results of the interviews revealed that both teachers used simulations, games, and YouTube videos in English teaching to create a fun, interactive, and engaging way for students in the learning process. Teacher 1 also utilized YouTube as an additional resource to increase student engagement, while Teacher 2 focused on simulations and games as the main tools for learning. This approach demonstrated the importance of using interactive methods to enhance students' learning experiences.

#### **c. Mobile Learning**

Mobile learning, also referred to as M-Learning, is a way of accessing learning content through mobile devices. Mobile learning (m-learning) is the practice of accessing educational content via a mobile device such as a tablet or smartphone (Martin & Betrus, 2019). It's a popular approach to learn because it allows students to access training resources whenever and wherever they need them.

**Table 4.3 Observation Result of Mobile Learning**

<b>Theory</b>	<b>Participant</b>	<b>Activity</b>
<b>(Mayer, 2017)</b>		
Mobile Learning	Teacher 1 &2	From the observation results of teacher 1 and teacher 2, it can be said that both teachers do not use any mobile learning other than digital media which is used as a tool in learning.

Based on the observation results of Teacher 1 and Teacher 2, it can be concluded that both teachers did not utilize any mobile learning tools beyond digital media, which were primarily used as aids in the learning process. As mentioned by Martin and Betrus (2019) This suggests that while digital tools were incorporated, the use of mobile learning applications or more interactive mobile-based resources was not explored in their instructional strategies.

**Teacher 1**

*“No, I don’t use of mobile learning I only use YouTube to support my teaching”.*

**Teacher 2**

*“No, I don’t use mobile learning when teaching English, I only use PowerPoint to explain the material”.*

The results from the interviews stated that both teachers revealed that they did not use mobile learning in their English teaching practices. Teacher 1 stated that although they did not use mobile learning, they used YouTube as an additional tool to enhance their lessons. This showed that Teacher 1 preferred to use a specific platform

(YouTube) for visual and auditory learning support, rather than integrating mobile learning apps or platforms. Meanwhile, Teacher 2 also did not use mobile learning and relied more on PowerPoint as the main tool to explain the material. Teacher 2's approach focused on using more structured and traditional digital tools to present information clearly to students. Both teachers' responses indicated a preference for using specific digital resources, such as YouTube and PowerPoint, rather than incorporating mobile learning into their teaching practices.

**d. Emerging Learning Technology**

Emerging technology is a term often used to describe a new technology, but it can also refer to the ongoing evolution of an existing technology. Emerging learning technologies are those that are employed in education to provide more engaging and innovative learning opportunities. Examples of emerging learning technology include: Virtual and augmented reality (VR and AR) and Artificial intelligence (AI) (Martin & Betrus, 2019).

**Table 4.4 Observation Result of Emerging Learning Technology**

Theory (Mayer, 2017)	Participant	Activity
Emerging Learning Technology	Teacher 1	1. The teacher tend to provide content that is customized by the teacher, so students will only learn from the content that the teacher shows or provides.  2. The teacher do not apply interactive video because the use of digital media tends to only focus on explaining the material.  3. The teacher only uses digital media youtube
	Teacher 2	1. In learning, teacher only tend to use powerpoint for delivering material, other activities will be carried out directly without using digital media.  2. The teacher only uses PowerPoint as digital media

Based on the observations, it can be concluded that both teachers predominantly used digital media to present content tailored to their teaching, limiting students' learning to the materials provided by the teachers. In this context, the use of digital media was primarily focused on material explanation, with no engagement in virtual communication or interactive learning activities. Teacher 2, in particular, relied mostly on PowerPoint for content delivery, and other activities were conducted directly without the use of digital media. As mentioned by Martin and Betrus (2019) neither teacher incorporated virtual communication or more dynamic uses of digital media in their instructional approach.

**Teacher 1**

*“I prefer to focus on tools that are more universally effective and easier to integrate into my teaching style.”*

**Teacher 2**

*“I have never gone that far, I tend to give the old methods such as video, audio, or linguistics that come from platforms and applications and still try to optimize these media first before teaching.”*

Based on the interview results, both Teacher 1 and Teacher 2 expressed a preference for traditional and widely used digital tools over newer or more advanced methods. Teacher 1 stated a preference for tools that were universally effective and easy to integrate into their teaching style, reflecting a focus on simplicity and reliability. Teacher 2, on the other hand, acknowledged using older methods such as video, audio, and linguistic resources from platforms and applications, choosing to optimize these media before considering more advanced teaching strategies. Both teachers' approaches emphasized a cautious and practical use of digital resources, prioritizing familiar tools and methods that were proven to work effectively in the classroom.

The conclusion regarding the types of digital media used by teachers found from the interviews, and Teacher 1 and Teacher 2 incorporate digital tools into their teaching, but with slightly different preferences and approaches. Teacher 1 uses YouTube instructional videos as the main tool to explain learning materials, increasing students' understanding and engagement. In addition, Teacher 1 incorporates interactive elements such as simulations and games to

create a fun and engaging learning environment. Despite not using mobile learning apps, Teacher 1 prefers certain platforms such as YouTube for visual and auditory support, showing a clear preference for reliable and widely used tools. Teacher 2, while also using digital tools, focuses more on traditional methods such as PowerPoint presentations, along with video, audio, and language resources. Similar to Teacher 1, Teacher 2 also does not use mobile learning, and prefers platforms that have proven effective in delivering clear and understandable content. In conclusion, both teachers share a similar approach to integrating digital media into their teaching practice, relying on proven and widely used tools such as YouTube, PowerPoint, and video/audio resources.

#### 4.1.2 The Implementation of Teaching English using Digital Media

##### 1. Multimedia Principle

According to the multimedia principle, people learn better when they combine words and pictures rather than when they only use words. This is reinforced by the premise that words and images activate different mental processes, and that learning and perception are active and constructive processes.

**Table 4.5 Observation Result of Multimedia Principle**

<b>Theory (Mayer, 2017)</b>	<b>Participant</b>	<b>Activity</b>
Multimedia Principle	Teacher 1	1. The teacher applies the use of digital YouTube media that displays visuals and text simultaneously.

		2. The use of YouTube media that display visuals and text simultaneously displays key points in the material.
	Teacher 2	1. The teacher uses digital media power point that adds visuals and text together  2. The teacher does use some visuals in explaining the material but not too many, so it is limited to supporting the material.

Based on the observation, it can be concluded that Teacher 1 effectively implemented YouTube digital media that displayed both visuals and text simultaneously, highlighting important points in the material. Additionally, the teacher 2 utilized PowerPoint, combining visuals and text to support the explanation. As mentioned by Martin and Betrus (2019) the teacher incorporated some visuals in the explanation the use of visuals was limited primarily serving as supplementary material rather than a central focus of the instruction.

### **Teacher 1**

*“Yes, I use text media combined with pictures or visuals when teaching English. I will give the students the video with vocabulary words and images, help students connect words to their meanings more easily.”*

*“I implement digital multimedia in my teaching by integrating various digital tools and resources that enhance student engagement and understanding. For example using YouTube as a platform that supports learning, with embedded videos, animations and audio to make lessons dynamic, and visually appealing”*

According to the interview results from teacher 1, the English teaching conducted combines text media with images or visuals to help students understand the meaning of words more easily. As mentioned by Martin and Betrus (2019) the use of digital tools and resources, such as

YouTube, and also integrated to enhance student engagement and understanding, utilizing video, animation, and audio to make learning more dynamic and visually engaging.

## **Teacher 2**

*“I usually use PowerPoint to display images and text.”*

*“Implement it by using pictures and audio/sound for listening and using Power Point when teaching.”*

Interview results from teacher 2 stated that in teaching he uses PowerPoint as the main tool to display images and text, while images and audio/sound are used to support listening activities. This approach is taken by the teacher to combine visual and audio elements to enhance students' understanding, as well as create more interactive and effective learning.

The conclusion from the interviews with Teacher 1 and Teacher 2 is that both teachers use an approach that combines various media to improve students' understanding of English learning. Teacher 1 utilizes a combination of text, images, video, animation, and audio from digital tools such as YouTube to make learning more dynamic and interesting, increasing student engagement. Meanwhile, Teacher 2 focuses more on using PowerPoint to display images and text, as well as utilizing images and audio to support listening activities, creating more interactive and effective learning. Both approaches demonstrate the importance of integrating visual and audio media in the learning process to support student understanding and engagement.

## 2. Coherence Principle

Avoid using unneeded sounds, graphics, and text in multimedia presentations. Concentrate on providing only the relevant information.

**Table 4.6 Observation Result of Coherence Principle**

Theory (Mayer, 2017)	Participant	Activity
Coherence Principle	Teacher 1	1. The teacher adjusts the material used according to the learning that will be taught  2. Teachers try to choose YouTube content that is easy for students to understand so that explanations can be understood and are not long-winded.
	Teacher 2	1. The use of digital PowerPoint media by teachers is used as a medium that helps explain the material.  2. The teacher combines visuals and text on one screen to make it easier for students to understand

Based on the observation, it can be concluded that Teacher 1 demonstrated a deliberate approach in adapting the materials to align with the specific lesson being taught. The teacher carefully selected YouTube content that was clear, simple, and accessible to students, ensuring that the explanations were comprehensible and engaging. This selection of media facilitated student understanding by presenting the content in a format that was both familiar and visually stimulating. Furthermore, the teacher employed PowerPoint as a digital tool to support the explanation of the material. By integrating visuals and text on a single slide, as mentioned by Martin and Betrus (2019) the teacher created a multisensory learning experience that enhanced the students' ability to process and retain information. The combination of visuals and text not only clarified the

material but also contributed to a more interactive and supportive learning environment, ultimately improving the students' grasp of the lesson.

### **Teacher 1**

*“I prefer videos that are suitable for the material or part of the lesson that I want to convey. This helps students quickly identify essential information, improving retention and focus.”*

### **Teacher 2**

*“I use PowerPoint which is usually very full of features. I bolded something important in the displayed text.”*

From the results of interviews conducted with both teachers, it was stated that Teacher 1 selected videos that were appropriate to the material, ensuring that important information was presented clearly and in focus, without the distraction of irrelevant information. This helped students to absorb the information more easily and maintain focus on the core of the lesson. Meanwhile, Teacher 2 used PowerPoint with an emphasis on important elements, such as thickening the text, to ensure that the words and visuals displayed supported each other, without overwhelming the information. Both approaches demonstrated the importance of alignment between words and visuals and eliminating unnecessary information, so that students could focus and understand the material better.

## **3. Pre training Principle**

The pre-training principle refers to the fundamental concepts or principles underlying the pre-training process in the development of machine learning models, especially in deep learning and natural language processing.

**Table 4.7 Observation Result of Pre training Principle**

<b>Theory (Mayer, 2017)</b>	<b>Participant</b>	<b>Activity</b>
Pre-training Principle	Teacher 1	<ol style="list-style-type: none"> <li>1. The use of YouTube digital media chosen by the teacher helps in helping to apply the concept of introductory material before entering the main material.</li> <li>2. The teacher do not preparing a cheat sheet of terms and definitions to accompany the course.</li> <li>3. When using this YouTube digital media, the teacher shows the instructions for its use so that the students can understand.</li> </ol>
	Teacher 2	<ol style="list-style-type: none"> <li>1. The teacher does not use digital media for the introductory material, the teacher mostly uses verbal when delivering the introductory material before going into the main material.</li> <li>2. The teacher do not use digital media to prepare cheat sheets or to accompany courses.</li> <li>3. The teacher tend to use oral to explain instructions rather than using digital media</li> </ol>

Based on the observation results, it was found that Teacher 1 effectively utilized YouTube digital media to introduce the material before transitioning to the main content. The teacher provided clear instructions on how to navigate the YouTube videos, ensuring that students understood their purpose and context, which helped establish a strong foundation for the lesson. In contrast, Teacher 2 did not incorporate digital media for the introductory material, opting instead to rely primarily on verbal explanations. As mentioned by Martin and

Betrus (2019) resulted in lecture-based method for introducing the content, as verbal instructions were emphasized over the use of digital tools.

### **Teacher 1**

*“Yes, I often use introductory material before entering the main content when teaching English. This helps set the stage for learning and engages students from the start.”*

*“Yes, I provide guidance to students on how to use the tools needed to support the completion of English learning tasks.”*

### **Teacher 2**

*“Yes, I often use introductory material before entering the main content when teaching English. It will make students prepare to receive learning materials.”*

*“Yes, I usually give directions to students if there will be an assignment that allows them to present, so I will tell them how to present using PowerPoint and also use features that support their explanation.”*

The interview results from both teachers stated that both teachers used a structured approach in starting the lesson to prepare students well. Teacher 1 and Teacher 2 both used introductory materials before getting into the main content to help students be ready to receive the subject matter and grab their attention from the start. In addition, both teachers also provided guidance to students regarding the use of tools needed in learning. Teacher 1 provided directions on the use of tools to complete the English assignment, while Teacher 2 provided further instructions on the presentation assignment, including how to use PowerPoint and the features that supported the explanation. This approach demonstrated the importance of

thorough preparation and clear support to ensure students could learn more effectively.

#### 4. Modality Principle

The modality principle is a learning principle that refers to the delivery of information through various channels (modalities) to enhance understanding and retention. In the context of multimedia learning, this principle suggests that information presented through a combination of text and images (or audio and images) is more effective than using a single channel alone.

**Table 4.8 Observation Result of Modality Principle**

Theory (Mayer, 2017)	Participant	Activity
Modality Principle	Teacher 1	1. Teacher are good at utilizing content from YouTube and adjusting it according to learning materials.  2. The use of YouTube digital media by teachers is broader because it utilizes a variety of content that can be accessed and adjusted in learning.
	Teacher 2	1. Teacher use powerpoint as a digital media tool, which tends to show a lot of text compared to visuals.  2. The teacher tends to use more text than visuals

Based on the observation, Teacher 1 demonstrated considerable proficiency in utilizing YouTube content and adapting it to the instructional material being taught. The teacher's use of YouTube digital media was extensive, offering a diverse array of resources that could be customized to meet various pedagogical needs. This approach enabled the teacher to enrich the learning experience by

incorporating a variety of multimedia elements, thereby fostering student engagement and enhancing comprehension. By effectively integrating YouTube videos into the lesson, Teacher 1 applied the modality principle, combining visual and auditory components to accommodate different learning styles and reinforce the material being presented. Meanwhile, teacher 2 used PowerPoint as a digital media tool, which predominantly displayed a considerable amount of text in comparison to visuals. The teacher tended to rely more on textual content rather than visual elements during the lesson as mentioned by Martin and Betrus (2019) focusing on delivering information through written explanations rather than incorporating a balanced use of images or other visual aids.

### **Teacher 1**

*“Yes, using multiple types of media—visual, audio, and linguistic—can significantly enhance material understanding in the classroom.”*

### **Teacher 2**

*“The ones I use the most are video and audio. For linguistics, I usually apply it during writing sessions. I apply it according to the material that will be presented later, for example listening then I implement audio as a learning support.”*

The interview results from both teachers stated that both teachers recognized the importance of using different types of media in the learning process to improve understanding of the material. Teacher 1 stated that the use of visual, audio, and linguistic media could significantly improve comprehension of the material in class. Meanwhile, Teacher 2 more often used video and audio media, as well as applied linguistics in writing

sessions. Teacher 2 also adjusted the use of media to the material to be taught, such as using audio as learning support during listening sessions. These two approaches showed the importance of applying different types of media relevant to the learning materials to improve teaching effectiveness and student comprehension.

### 5. Voice Principle

The voice principle is a multimedia learning principle that recommends the use of human voice (voiceover) to deliver information in learning materials. This principle states that using natural human voice is more effective than computer-generated voice or machine-read text, as human voice can enhance engagement, understanding, and information retention.

**Table 4.9 Observation Result of Voice Principle**

Theory (Mayer, 2017)	Participant	Activity
Voice Principle	Teacher 1	1. The teacher use youtubecontent that is already available on YouTube by utilizing professional voice over.  2. The teacher more likely to explain directly if there is something to explain, not using recordings of themselves
	Teacher 2	1. The teacher use self-selected audio either using their own voice or using a professional voice, but usually it is already provided and will be played only on certain materials.  2. The teacher only uses regular audio or professional audio as teaching materials

Based on the observations and interviews, it can be concluded that Teacher 1 mostly uses existing YouTube content featuring professional voice actors. Although the teacher often relies on these videos, she also explains certain concepts directly when needed, rather than making her own recordings. The video content used by Teacher 1 was diverse and easily accessible, thus providing a rich learning experience. In this contrast, Teacher 2 mostly uses self-selected audio, either their own voice or a professional's voice, which is usually pre-provided and played only for certain materials. Teacher 2 use of audio is more limited as mentioned by Martin and Betrus (2019) focusing only on regular or professional audio recordings as teaching resources.

### **Teacher 1**

*“When presenting audio learning materials, I usually take content from YouTube. This is primarily because it ensures the quality and accuracy of the information, and it saves time in content creation. However, there are instances where I create the content myself to tailor it more closely to the specific needs of my students or the lesson's objectives.”*

### **Teacher 2**

*“I took the existing audio because it is more time efficient and very practical to apply during learning.”*

The interview results from both teachers stated that both teachers chose to use existing audio for time efficiency and ease of learning. Teacher 1 more often took audio materials from YouTube as it ensured the quality and accuracy of the information, and saved time in content creation. However, Teacher 1 also created his own content if needed to suit students' specific needs or lesson objectives. Meanwhile, Teacher 2 tended to use

existing audio as it was more practical and efficient in its application during lessons. Both approaches showed the importance of efficient media selection to support a more effective learning process.

## 6. Image Principle

Image principle is a concept in multimedia learning that suggests that the use of relevant images or visuals alongside content can enhance learning. This principle states that using images of human characters, especially those that demonstrate emotions or actions, can make the learning experience more engaging and relatable. The image principle emphasizes that visuals should support or complement the content rather than distract from it.

**Table 4.10 Observation Result of Image Principle**

<b>Theory</b>	<b>Participant</b>	<b>Activity</b>
<b>(Mayer, 2017)</b>		
Image Principle	Teacher 1	1. The teacher only use videos that are aligned with the learning material.  2. The teacher use digital media that uses visuals that are adapted to the learning material
	Teacher 2	1. The teacher tend to only use verbal and gesture to build students' attention in learning  2. the teacher uses digital media that selects relevant images in the lesson.

Based on the results of the interview and observation, it can be concluded that both teachers adjusted their use of media according to the students' needs and learning levels. Teacher 1 carefully selected YouTube video content that was

aligned with the students' language proficiency, ensuring that the material was appropriate for their learning stage. On the other hand, the observation results for Teacher 2 indicated that the teacher primarily relied on verbal communication and gestures to capture and maintain students' attention during lessons. Although Teacher 2 used digital media, as mentioned by Martin and Betrus (2019) focus was on selecting relevant images to support the learning material rather than integrating more dynamic multimedia tools.

### **Teacher 1**

*“Yes, I do, I usually give the instructions to my students if I use video for my explanation. Because without explanation, the students may get misunderstanding.”*

### **Teacher 2**

*“Yes, I usually explain the pictures first to make it easier for students to digest the learning material.”*

The interview results from both teachers stated that both teachers provided explanations first before presenting learning materials to ensure students could understand well. Teacher 1 provided instructions before using the video as an explanation, because without an explanation, students might have experienced misunderstandings. Meanwhile, Teacher 2 explained the pictures first so that students could more easily digest the material to be taught. Both approaches showed the importance of providing initial explanations so that students could understand the material more clearly and avoid confusion.

In conclusion from the interview results regarding the Implementation of English Language Teaching using Digital Media, both Teacher 1 and Teacher 2 effectively utilize digital media to improve students' understanding of English. Teacher 1 uses YouTube videos combined with text, images and audio to create an interactive and dynamic learning environment. She ensures that the videos are relevant and focused, helping students absorb the material more easily. Teacher 2 relies on PowerPoint, integrating text, images and audio to support listening activities. She customizes her media use based on the lesson, ensuring that students are engaged with the content. The two teachers emphasized the importance of a structured and clear delivery of the material. Teacher 1 divides the material into easy-to-understand sections, while Teacher 2 simplifies the language and uses gestures to make the lesson more accessible. They also provide preliminary explanations before presenting the material, to ensure students understand it better. The teachers both used a friendly tone of voice to engage students and make the material easier to understand. Overall, the use of various digital aids, clear instructions and engaging teaching methods reflect their commitment to improving students' understanding and catering to different learning styles.

#### **4.2 Discussion**

In English language learning, digital media was a teacher's tool and resource that enriched teaching methods and increased student engagement. Through digital media, teachers were able to deliver learning materials in more engaging ways, such

as using learning videos, podcasts, and interactive apps to develop students' speaking, listening, and writing skills. Digital media also allowed teachers to leverage technology to provide immediate feedback, such as through apps that analyzed students' writing or provided practice questions automatically. In the context of Islamic Boarding Schools, the use of digital media in English language learning was a very effective means to improve the quality of English language education. Digital media also provided an opportunity for Islamic boarding schools to introduce English in a more contextualized and relevant way for students, while enriching a more fun and interactive way of learning.

Based on the interviews, it can be concluded that the use of various digital media in English language learning can significantly improve students' understanding. An approach that combines text, images, video, animation, and audio from various digital tools, such as YouTube and PowerPoint, has been shown to create more dynamic, engaging and interactive learning. Research from Berutul and Siregar (2024) revealed the use of digital media is very suitable and effective to be used as evaluation media in learning. The use of digital media also has a good impact on learning in the classroom. Levans et al. (2022) in their research revealed that the use of digital media shows that students can increase their interest in learning foreign languages. In conclusion, the application of different types of media that are relevant to the learning material is essential to improve teaching effectiveness. Media such as audio from reliable sources and the use of a friendly, easy-to-understand conversational tone also play a big role in ensuring the material is well accessible to students. The use of these various digital media creates a more

inclusive, fun, and effective learning experience, providing opportunities for students with different learning styles to better understand the material.

Based on the research findings, English teachers use digital media effectively to support learning. Teachers combine text and images to help students connect vocabulary with meaning, and ensure images support the text without being distracting. They also use audio from existing sources or create their own materials for listening and pronunciation exercises, often combined with PowerPoint for visual display. The teachers also emphasized the importance of clear instructions when using images and bolded keywords to facilitate comprehension. In their research, Khoiroh et al. (2020) revealed that the use of digital learning is more widely used in English subjects and the development of digital aspects of learning is more develops students' skills and able to improves students' cognitive aspects. The use of technology to create more interactive and structured learning shows how digital tools if used appropriately, can improve the quality of education. Through the utilization of various relevant digital media, teachers can create a more engaging and effective learning experience, which not only keeps students more engaged but also facilitates a deeper understanding of the subject matter. Research from Iswadi et al. (2024) argued that digital platforms can improve the performance and job satisfaction of teachers, especially Generation Z teachers. Factors affecting the effectiveness of communication through digital platforms were identified, including teachers' technological competence, digital platform design, organizational culture, and provision of adequate training and support.

In this study, one of the main applications of digital media is the use of YouTube videos to provide in-depth visual illustrations. Videos help connect theory with practice through visual displays that show how words and phrases are applied in real-life contexts. In addition, the application of PowerPoint is useful for presenting clear and structured material. The use of images and text that support each other allows teachers to make difficult-to-understand concepts simpler. In English language learning, the incorporation of images with words helps students to associate meaning in a visual way, which strengthens their memory of the material. Moreover, PowerPoint allows teachers to create interactive presentations by adding sound and animation elements that can make learning more interesting. Overall, the application of digital media in English language learning can be one of the effective strategies to increase students' engagement and deepen their understanding of the material. Furthermore, by choosing and combining different types of media appropriately, the learning process would become not only more interesting but also more effective in meeting the needs of students' diverse learning styles. Technology, if applied wisely and planned, can create more inclusive, interactive and holistic learning.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

The purpose of this study was to investigate the digital English learning media used by English teachers and to explore how these digital learning media were utilized in an Islamic Boarding School. Based on the observations and interviews conducted by the researcher, the use of digital media by both teachers in English language learning showed a quite diverse approach, with the main goal of making learning more interactive, interesting, and effective for students. PowerPoint and YouTube were the two main digital platforms used by teachers in teaching. PowerPoint was used to present learning materials in grammar, while YouTube was utilized for listening exercises, such as watching learning videos related to specific topics, including grammar, vocabulary, and various other concepts.

Based on the results of the research, the first teacher made greater use of multimedia to create a dynamic and engaging classroom atmosphere. The teacher employed different types of videos, animations, and audio to help clarify concepts that were difficult for students to understand, as well as to make learning more interactive. For example, in teaching vocabulary, the first teacher used videos that illustrated the use of a particular word in various contexts. This approach allowed students to see the connection between words and images in real life, which improved their understanding. Meanwhile, the second teacher prioritized time efficiency and simplicity in the use of

digital media. The media selection included PowerPoint with bold text to highlight important information, such as vocabulary or grammatical concepts. In this way, the second teacher made use of a clear presentation structure to emphasize key points in the subject matter. Additionally, the second teacher also used audio to support listening sessions, for example, by playing recordings of conversations or texts being read, so that students could directly interact with auditory materials without the need to create new materials from scratch.

One important finding in this study was that both of English teachers not use mobile learning or cellphone-based learning applications. In the context of Islamic boarding schools, where students usually live and learn in a more controlled environment, the effective use of digital media helped to create a more dynamic classroom atmosphere. Despite the proliferation of technology, these two teachers did not rely on mobile learning or mobile phone-based apps, but instead continued to use more stable and structured digital platforms, such as PowerPoint and YouTube, to deliver lessons. This showed that while mobile learning could provide flexibility, these teachers preferred more familiar platforms that had been proven effective in English language learning, especially in a more organized environment such as a Islamic boarding school.

## **5.2 Recommendation**

These recommendations are directed to the English teachers, the students and future researchers.

### **1. For English Teachers**

- a) Teachers should continue to explore and integrate interactive digital tools to reinforce vocabulary, grammar and speaking skills in an engaging and fun way, thus motivating students to practice outside the classroom.
- b) Teachers are advised to combine visuals, audio, and text in teaching to help students connect vocabulary with its meaning. The use of images, videos, and audio relevant to the learning material will make it easier for students to understand and remember the concepts taught, especially for listening and pronunciation skills.
- c) Teachers are advised to divide the subject matter into smaller, easy-to-understand parts. Starting with a warm-up activity or a brief review will help students activate prior knowledge, preparing them for more complex material. In addition, presenting instructions clearly and close to the given task will make it easier for students to follow the lesson better.

### **2. For Students**

- a) Students should actively participate in English learning apps that can improve vocabulary, grammar, listening, and speaking skills. Utilizing digital media will help reinforce learning outside the classroom.

- b) Students should be encouraged to utilize interactive exercises, such as simulations, quizzes, and games, to make their learning more enjoyable. These activities not only improve language skills, but also increase motivation and participation in lessons.
- c) Students should pay attention to instructions when using digital media for activities, especially when visuals or instructions are provided. Clear directions are essential for understanding tasks and ensuring correct completion

### **3. For Future Researchers**

- a) Future researchers are advised to further investigate the effectiveness of various language learning apps. Future research could focus on comparisons between gamified apps and conventional learning methods to understand the impact of using digital apps on student motivation and achievement.
- b) Future researchers can focus on exploring the effectiveness of a combination of digital media (visual, audio and text) in improving students' English language comprehension and skills.

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## APPENDICES

### Appendix 1

#### Observation Guideline

Theory	Aspect	Indicator
<b>Principle of Using Digital Media</b> (Mayer, 2017)	<b>Multimedia Principle</b>	<ol style="list-style-type: none"> <li>1. Use a combination of words (text) and pictures (image), video</li> <li>2. Incorporate visuals to illustrate key points in the E-Learning program.</li> </ol>
	<b>Coherence Principle</b>	<ol style="list-style-type: none"> <li>1. Ensure that words and visuals are closely aligned and exclude unnecessary information to maintain focus.</li> <li>2. Only include graphics, text or narratives if they are on point and support the learning goals.</li> </ol>
	<b>Signaling Principle</b>	<ol style="list-style-type: none"> <li>1. Emphasize key points with arrows, callouts, highlights or bold text.</li> <li>2. Add cues to draw attention to vital information, making it easier for learners to identify critical elements.</li> </ol>
	<b>Redundancy Principle</b>	<ol style="list-style-type: none"> <li>1. Use either graphics or text to complement spoken presentations. Never use both at the same time</li> <li>2. Minimize the use of on-screen text in narrated presentations. Instead, focus on images or graphics.</li> </ol>
	<b>Spatial Principle</b>	<ol style="list-style-type: none"> <li>1. Keep text and visuals close to each other in the frame</li> <li>2. Place any feedback next to the relevant questions or answers</li> <li>3. Ensure directions are presented on the same screen as an activity</li> </ol>
	<b>Temporal Principle</b>	<ol style="list-style-type: none"> <li>1. Ensure voiceovers are timed with visuals or animations</li> <li>2. Place related text and pictures on the same screen</li> </ol>
	<b>Segmenting Principle</b>	<ol style="list-style-type: none"> <li>1. Organize content in manageable, coherent bite-sized chunks.</li> <li>2. Ensure no one lesson, module, or slide has too much information packed in.</li> <li>3. Allow users to control the pace of instruction with next buttons or speed controls.</li> </ol>
	<b>Pre training Principle</b>	<ol style="list-style-type: none"> <li>1. Develop an introductory module to explain key concepts before starting the main program</li> <li>2. Consider preparing a cheat sheet of terms and definitions to accompany the course.</li> <li>3. Ensure students know how to use any tools needed to complete tasks within the course</li> </ol>
	<b>Modality Principle</b>	<ol style="list-style-type: none"> <li>1. Try to limit your use of text. Instead, rely on visuals, images and voice overs.</li> <li>2. During a narrated presentation with visuals, only use text to list steps or provide directions.</li> </ol>

	<b>Voice Principle</b>	<ol style="list-style-type: none"> <li>1. Narrate your own audio content or use a voiceover professional.</li> <li>2. Ensure you have a high-quality microphone and use audio editing software</li> </ol>
	<b>Personalization Principle</b>	<ol style="list-style-type: none"> <li>1. Use accessible, everyday language in your content.</li> <li>2. Consider the demographics of your target audience and tailor your language accordingly</li> </ol>
	<b>Image Principle</b>	<ol style="list-style-type: none"> <li>1. Consider using talking head videos initially to develop connections and build trust only.</li> <li>2. Select relevant and meaningful images that align with the instructional content.</li> </ol>
<b>Types of Digital Learning Media (Martin &amp; Betrus, 2019)</b>	<b>Instructional Video</b>	<ol style="list-style-type: none"> <li>1. Using explainer video provide: Show visual illustration of how a material can be used or how a video can explain the material.</li> <li>2. Micro Videos: These are short videos that provide instructions, information, or explanations on a single topic.</li> <li>3. Video Presentations: A video presentation is simply a recording of the presentation that can then be watched at any time in the future by those who need or want to watch it but missed the original presentation.</li> </ol>
	<b>Simulations and Games</b>	<ol style="list-style-type: none"> <li>1. Simulations: A form of experiential learning that can take many forms, including games, role-plays, tabletop exercises, and metaphorical activities.</li> <li>2. Games: Software designed to increase motivation to learning by adding game rules and/or competition to learning activities</li> </ol>
	<b>Mobile Learning</b>	<ol style="list-style-type: none"> <li>1. Educational practice of using mobile devices such as smartphones, tablets, and laptops to access learning materials and engage in academic activities.</li> <li>2. Learning Management Systems (LMS), Mobile Apps for Specific Skills, Video-Based Platforms, E-Book and Textbook Apps.</li> </ol>
	<b>Emerging Learning Technologies</b>	<ol style="list-style-type: none"> <li>1. Students read, listen to, and view authentic, engaging, and timely materials from the target culture.</li> <li>2. Students practice interpersonal skills as they interact via video, audio, or text in real-time with other speakers of the target language.</li> <li>3. Augmented reality (AR) and virtual reality (VR) Artificial intelligence (AI).</li> </ol>

## Appendix 2

## Observation Sheet adapted by Fortune (2000)

Teacher: 1 Grade: XI Teaching Observed: English

Theory	Aspects/Principle teaching using Digital Media	Observed	Not Observed	Not Applicable	Comments	Code
<b>PRINCIPLE OF USING DIGITAL MEDIA</b>						
<b>1. Multimedia Principle</b>						
	a. The teacher uses digital media that mix of text and images.	✓			The teacher applies the use of digital YouTube media that displays visuals and text simultaneously.	O/IDM I_1
	b. The teacher incorporates visuals to illustrate key points while explaining the material.	✓			The use of YouTube media that display visuals and text simultaneously displays key points in the material.	O/IDM I_1
<b>2. Coherence Principle</b>						
	a. The teacher uses only graphics, text or narratives if they are on point and support the learning goals.	✓			the teacher adjusts the material used according to the learning that will be taught	O/IDM _2
	b. The teacher uses the digital media that Ensure that words and visuals are closely aligned and exclude unnecessary	✓			Teachers try to choose YouTube content that is easy for students to understand so that explanations can be understood and are not long-winded.	O/IDM _2

information to maintain focus.					
<b>3. Signaling Principle</b>					
a. The teacher uses the digital media that Emphasize key points with arrows, callouts, highlights or bold text.			✓	This use is not really applied by teacher because the teacher only uses material content that is deemed appropriate for learning.	O/IDM _3
b. The teacher used the digital media that add cues to draw attention to vital information, making it easier for learners to identify critical elements			✓	The researcher did not observe the use of additional information apart from the YouTube content used and a brief explanation from the teacher.	O/IDM _3
<b>4. Redundancy Principle</b>					
a. The teacher uses the digital media either graphics or text to complement spoken presentations. Never use both at the same time			✓	The teacher does not apply graphics or text in learning, but uses YouTube content as a supporting media for learning.	O/IDM _4
b. The teacher minimizes the use of on-screen text in narrated presentations. Instead, focus on images or graphics			✓	The use of content used by teachers still focuses on explanations that contain text as a stage of explaining the material .	O/IDM _4
<b>5. Spatial Principle</b>					

a. The teacher uses the digital media that keep text and visuals close to each other in the frame	✓			Yes, the teacher uses media that implements visuals and text close to each other	O/IDM _5
b. The teacher uses the digital media that place any feedback next to the relevant questions or answers			✓	The researcher did not see any implication of feedback on the screen, because the feedback will be delivered directly by the teacher.	O/IDM _5
c. The teacher uses the digital media that ensure directions are presented on the same screen as an activity			✓	The researcher did not see any application of directions in the same screen because the teacher will convey directions to students directly.	O/IDM _5
<b>6. Temporal Principle</b>					
a. The teacher uses the digital media that ensure voiceovers are timed with visuals or animations		✓		Yes, the teacher selects appropriate content to explain the lesson by implementing visuals, text and voice together.	O/IDM _6
b. The teacher uses digital media that place related text and pictures on the same screen		✓		Yes, the teacher implements using images and text together.	O/IDM _6
<b>7. Segmenting Principle</b>					
a. The teacher uses the digital media that organize content in		✓		Yes, in the implementation of the	O/IDM _7

manageable, coherent bite-sized chunks.				material the teacher chooses the content in a simple and customized manner so that it is easy for students to understand.	
b. The teacher uses the digital media that ensure no one lesson, module, or slide has too much information packed in		✓		Yes, the teacher selects content that is appropriate and clear	O/IDM _7
c. The teacher uses the digital media that allow users to control the pace of instruction with next buttons or speed controls.		✓		The use of digital YouTube media that teachers use can control the speed or slowness of the explanation of the material being explained, this is adjusted to the needs of students.	O/IDM _7
<b>8. Pre training Principle</b>					
a. The teacher uses the digital media that develop an introductory module to explain key concepts before starting the main program	✓			The use of YouTube digital media chosen by the teacher helps in helping to apply the concept of introductory material before entering the main material.	O/IDM _8
b. The teacher uses the digital media which consider preparing a cheat sheet of terms and definitions to			✓	No, teachers do not apply this in teaching	O/IDM _8

accompany the course.					
c. The teacher uses the digital media that ensure students know how to use any tools needed to complete tasks within the course	✓			When using this YouTube digital media, the teacher shows the instructions for its use so that the students can understand.	O/IDM _8
<b>9. Modality Principle</b>					
a. The teacher uses the digital media which try to limit the use of text. Instead, rely on visuals, images and voice overs	✓			Teachers are good at utilizing content from YouTube and adjusting it according to learning materials.	O/IDM _9
b. The teacher uses the digital media that a narrated presentation with visuals, only use text to list steps or provide directions.		✓		The use of YouTube digital media by teachers is broader because it utilizes a variety of content that can be accessed and adjusted in learning.	O/IDM _9
<b>10. Voice Principle</b>					
a. The teacher uses the digital media that narrate your own audio content or use a voiceover professional.	✓			Yes, teacher use youtubecontent that is already available on YouTube by utilizing professional voice over.	O/IDM _10
b. The teacher uses the digital media that have a high-quality microphone and use			✓	No, the teacher more likely to explain directly if there is something to	O/IDM _10

audio editing software				explain, not using recordings of themselves.	
<b>11. Personalization Principle</b>					
a. The teacher uses the digital media that Use accessible or everyday language in the content		✓		Yes, the teacher adjusts the use of video content according to the students' language skills.	O/IDM_11
b. The teacher uses the digital media that Consider the demographics of students language accordingly		✓		Yes, teachers select content that is tailored to the students' language learning level.	O/IDM_11
<b>12. Image Principle</b>					
a. The teacher uses the digital media that Consider using talking head videos initially to develop connections and build trust only			✓	No, teachers only use videos that are aligned with the learning material.	O/IDM_12
b. The teacher uses the digital media that Select relevant and meaningful images that align with the instructional content	✓			Yes, teachers use digital media that uses visuals that are adapted to the learning material	O/IDM_12
<b>TYPES OF DIGITAL MEDIA USED BY THE TEACHER</b>					
<b>12. Instructional Video</b>					
a. The teacher shows visual illustration which explain the material.	✓			Yes, the teacher adjust the content they choose according to students' abilities and	O/ITDM_1G

<b>Types of Digital Learning Media (Martin &amp; Betrus, (2019)</b>					understanding, so that the material can transfer well.		
	b. Micro Videos: The teacher use short videos that provide instructions, information, or explanations on a single topic.	✓			Yes, the use of videos customized by the teacher	O/ITDM_1G	
	c. Video Presentations: the teacher uses simply a recording of the presentation/material that can then be watched at any time	✓			Teachers tend to provide YouTube content or videos that are varied, can be watched anywhere and are easily accessible.	O/ITDM_1G	
	<b>13. Simulations and Games</b>						
	a. Simulations: The teacher use a form of experiential learning that can take many forms, including games, role-plays, tabletop exercises, etc.	✓			Yes, the teacher applies games to stimulate learning.	O/ITM_2G	
	b. Games: The teacher use software designed to increase motivation to learning by adding game rules and/or competition to learning activities			✓	No, teachers only use YouTube digital media as an auxiliary media in teaching.	O/ITM_2G	
	<b>14. Mobile Learning</b>						
	a. Students and teacher practice of using mobile devices such as smartphones, tablets, and laptops to			✓	The teacher do not use mobile learning	O/ITM_3G	

	access learning materials and engage in academic activities					
	b. The teacher uses Learning Management Systems (LMS), Mobile Apps for Specific Skills, Video-Based Platforms, E-Book and Textbook Apps.			✓	The teacher do not use mobile learning	O/ITM_3 G
<b>15. Emerging Learning Technologies</b>						
	a. The teacher uses and ask the students to read, listen to, and view authentic, engaging, and timely materials from the target culture.		✓		The teacher tend to provide content that is customized by the teacher, so students will only learn from the content that the teacher shows or provides.	O/ITM_4 G
	b. The teacher asks the students practice interpersonal skills as they interact via video, audio, or text in real-time with other speakers of the target language.			✓	No, the teacher do not apply this because the use of digital media tends to only focus on explaining the material.	O/ITM_4 G
	c. The teacher uses Augmented reality (AR) and virtual reality (VR), Artificial intelligence (AI).			✓	no, the teacher only uses digital media youtube	O/ITM_4 G

**Observation Sheet adapted by Fortune (2000)**

**Teacher: 2**

**Grade: X**

**Teaching Observed: English**

Theory	Aspects/Principle teaching using Digital Media	Observed	Not Observed	Not Applicable	Comments	Code
<b>PRINCIPLE OF USING DIGITAL MEDIA</b>						
<b>1. Multimedia Principle</b>						
	a. The teacher uses digital media that mix of text and images.	✓			The teacher uses digital media power point that adds visuals and text together.	O/IDM I_1
	b. The teacher incorporates visuals to illustrate key points while explaining the material.	✓			The teacher does use some visuals in explaining the material but not too many, so it is limited to supporting the material.	O/IDM I_1
<b>2. Coherence Principle</b>						
	a. The teacher uses only graphics, text or narratives if they are on point and support the learning goals.	✓			Yes, the use of digital PowerPoint media by teachers is used as a medium that helps explain the material.	O/IDM _2
	b. The teacher uses the digital media that Ensure that words and	✓			Yes, the teacher combines visuals and	O/IDM _2

visually are closely aligned and exclude unnecessary information to maintain focus.				text on one screen to make it easier for students to understand.	
<b>3. Signaling Principle</b>					
a. The teacher uses the digital media that Emphasize key points with arrows, callouts, highlights or bold text.	✓			Yes, the teacher uses some emphasis such as bolding words with a purpose that is aligned with the discussion of the material.	O/IDM _3
b. The teacher used the digital media that add cues to draw attention to vital information, making it easier for learners to identify critical elements			✓	No, the teacher only uses some supporting media such as images or sounds that help in explaining the material.	O/IDM _3
<b>4. Redundancy Principle</b>					
a. The teacher uses the digital media either graphics or text to complement spoken presentations. Never use both at the same time	✓			Yes, the teacher uses powerpoint which contains the points of material that will be explained in the lesson.	O/IDM _4
b. The teacher minimizes the use of on-screen text in narrated presentations. Instead, focus on images or graphics			✓	Not so much, teachers tend to give a brief explanation of what will be taught and explain the whole directly or verbally.	O/IDM _4
<b>5. Spatial Principle</b>					

a. The teacher uses the digital media that keep text and visuals close to each other in the frame	✓			Yes, the teacher displayed the pictures and text close together to facilitate students' understanding.	O/IDM _5
b. The teacher uses the digital media that place any feedback next to the relevant questions or answers			✓	No, the teacher only uses digital powerpoint media and does not display feedback on the screen but will deliver it verbally.	O/IDM _5
c. The teacher uses the digital media that ensure directions are presented on the same screen as an activity			✓	No, the teacher gives direct verbal directions rather than writing them on the screen.	O/IDM _5
<b>6. Temporal Principle</b>					
a. The teacher uses the digital media that ensure voiceovers are timed with visuals or animations		✓		At this stage, the teacher tends to focus on delivering the material only.	O/IDM _6
b. The teacher uses digital media that place related text and pictures on the same screen	✓			Yes, the powerpoint used by the teacher places the use of images and text on the same screen.	O/IDM _6
<b>7. Segmenting Principle</b>					
a. The teacher uses the digital media that organize content in		✓		It seems to be less visible, because the teacher tends to explain	O/IDM _7

manageable, coherent bite-sized chunks.				the material using body gestures and verbal communication.	
b. The teacher uses the digital media that ensure no one lesson, module, or slide has too much information packed in		✓		Yes, in the slide presentation the teacher ensures that the material presented is short and clear so as not to ramble or include unnecessary information.	O/IDM _7
c. The teacher uses the digital media that allow users to control the pace of instruction with next buttons or speed controls.	✓			Yes, the use of digital powerpoint media used by teachers can be adjusted by the teacher.	O/IDM _7
<b>8. Pre training Principle</b>					
a. The teacher uses the digital media that develop an introductory module to explain key concepts before starting the main program			✓	The teacher does not use digital media for the introductory material, the teacher mostly uses verbal when delivering the introductory material before going into the main material.	O/IDM _8
b. The teacher uses the digital media which consider preparing a cheat sheet of terms and definitions to accompany the course.			✓	The teacher do not use digital media to prepare cheat sheets or to accompany courses.	O/IDM _8

c. The teacher uses the digital media that ensure students know how to use any tools needed to complete tasks within the course			✓	The teacher tend to use oral to explain instructions rather than using digital media	O/IDM _8
<b>9. Modality Principle</b>					
c. The teacher uses the digital media which try to limit the use of text. Instead, rely on visuals, images and voice overs			✓	Teachers use powerpoint as a digital media tool, which tends to show a lot of text compared to visuals.	O/IDM _9
d. The teacher uses the digital media that a narrated presentation with visuals, only use text to list steps or provide directions.			✓	The teacher tends to use more text than visuals	O/IDM _9
<b>13. Voice Principle</b>					
c. The teacher uses the digital media that narrate your own audio content or use a voiceover professional.	✓			Yes, teachers also use self-selected audio either using their own voice or using a professional voice, but usually it is already provided and will be played only on certain materials.	O/IDM _10
d. The teacher uses the digital media that have a high-quality microphone and use audio editing software			✓	The teacher only uses regular audio or	O/IDM _10

				professional audio as teaching materials	
<b>10. Personalization Principle</b>					
c. The teacher uses the digital media that Use accessible or everyday language in the content	✓			Yes, the teacher uses digital media that is customized to the students' ability in the material.	O/IDM _11
d. The teacher uses the digital media that Consider the demographics of students language accordingly	✓			Yes, the teacher organized the materials used according to the students' language demographics	O/IDM _11
<b>11. Image Principle</b>					
c. The teacher uses the digital media that Consider using talking head videos initially to develop connections and build trust only			✓	No, teachers tend to only use verbal and gesture to build students' attention in learning	O/IDM _12
d. The teacher uses the digital media that Select relevant and meaningful images that align with the instructional content		✓		Yes, the teacher uses digital media that selects relevant images in the lesson.	O/IDM _12
<b>TYPES OF DIGITAL MEDIA USED BY THE TEACHER</b>					
<b>12. Instructional Video</b>					
d. The teacher shows visual illustration	✓			The teacher tends to only provide pictures	

<b>Types of Digital Learning Media (Martin &amp; Betrus, (2019))</b>	which explain the material.				with text as an material explanation.	O/ITD M_1G	
	e. Micro Videos: The teacher use short videos that provide instructions, information, or explanations on a single topic.	✓			For topic explanation the teacher explains using powerpoint only	O/ITD M_1G	
	f. Video Presentations: the teacher uses simply a recording of the presentation/material that can then be watched at any time			✓	For topic explanation the teacher explains using powerpoint only	O/ITD M_1G	
	<b>13. Simulations and Games</b>						
	c. Simulations: The teacher use a form of experiential learning that can take many forms, including games, role-plays, tabletop exercises, etc.	✓			Yes, teachers use simulation forms of learning such as playing games, but do not use digital media, teachers tend to prefer to use simpler methods.	O/ITM _2G	
	d. Games: The teacher use software designed to increase motivation to learning by adding game rules and/or competition to learning activities	✓			Yes, teachers conduct games in learning but only use games in a simple way and utilize digital powerpoint media as supporting media.	O/ITM _2G	
<b>14. Mobile Learning</b>							

	c. Students and teacher practice of using mobile devices such as smartphones, tablets, and laptops to access learning materials and engage in academic activities		✓	The teacher do not use mobile learning	O/ITM _3G
	d. The teacher uses Learning Management Systems (LMS), Mobile Apps for Specific Skills, Video-Based Platforms, E-Book and Textbook Apps.		✓	The teacher do not use mobile learning	O/ITM _3G
<b>15. Emerging Learning Technologies</b>					
	a. The teacher uses and ask the students to read, listen to, and view authentic, engaging, and timely materials from the target culture.		✓	In learning, teachers only tend to use powerpointfor delivering material, other activities will be carried out directly without using digital media.	O/ITM _4G
	b. The teacher asks the students practice interpersonal skills as they interact via video, audio, or text in real-time with other speakers of the target language.		✓	The teacher only uses powerpoint as digital media	O/ITM _4G
	c. The teacher uses Augmented reality (AR) and virtual reality (VR), Artificial intelligence (AI).		✓	The teacher only uses PowerPoint as digital media	O/ITM _4G

**Appendix 3**

**INTERVIEW GUIDELINE**

Theory	Aspect	Indicator	Question
<b>Teacher General Information</b>			
	Teachers' background Information	<ol style="list-style-type: none"> <li>1. Teacher's profile</li> <li>2. Teacher's education background</li> <li>3. Teacher's ability in using the digital media</li> <li>4. Teacher's preference in using the digital media</li> <li>5. Teacher's digital media track record</li> </ol>	<ol style="list-style-type: none"> <li>1. How long have you been teaching English in this school, can you tell me more about yourself?</li> <li>2. Are you from English education major, can you tell me more about your education background?</li> <li>3. How far is your ability in operating the digital media?</li> <li>4. Do you use the digital media while teaching English, which digital media do you use and how do you use it?</li> <li>5. Have you ever got the digital learning media seminar/training to enhance your ability in using digital learning media?</li> <li>6. What is your expectation in regard with teaching learning using digital media?</li> </ol>
<b>Digital Media Implementation</b>			

<b>Principle of Digital Media Mayer's (2017)</b>	Multimedia Principle	Use a combination of words/linguistics and pictures/visual/audio	7. Do you use text media combined with pictures/visual when teaching English? What kind? 8. How do you implement the digital multimedia into your teaching and learning process?
	Coherence Principle	Ensure that words and visuals are closely aligned and exclude unnecessary information to maintain focus.	9. Does the digital media that you use having the words and visuals which closely aligned and exclude unnecessary information, how do you implement it?
	Signaling Principle	Add cues to draw attention to vital information.	10. Does your digital media provide arrows, callouts, highlights, or bold text, to determine important points that need to be highlighted in English teaching materials? How does it run?
	Redundancy Principle	Avoid presenting the same information in multiple ways.	11. Does your digital media presenting the same information or having multi ways in explaining the material? How do you implement it?
	Spatial Principle	Place related information close together to facilitate better understanding and retention.	12. When teaching English, do you usually present directions close to the activities that students will do on one screen so that it is easier for

		students to understand? Can you explain how?
	Temporal Principle	Present related information in close temporal proximity to enhance learning.
	Segmenting Principle	Break down complex information into smaller segments to reduce cognitive load and improve comprehension.
	Pre training Principle	Provide learners with background information before presenting new material to help them understand the context better.
/	Modality Principle	Use visual and auditory information in a way that
		13. Do you present visuals and text as learning support on the same screen and close together, how do you implement it?
		14. Do you tend to use content in small easy-to-understand and coherent parts when teaching English? How do you create materials that are easy for students to understand?
		15. Do you tend to be concise and clear when presenting learning materials? How do you simplify the content to make it easier for students to understand?
		16. Do you often use introductory material before entering the main material when teaching English? What kind?
		17. Do you provide guidance to students to know how to use the tools needed to support the completion of English learning tasks?
		18. Does your digital media use several of media

		complements each other, as learners process these differently.	(visual, audio, linguistics etc) to support material understanding, how do you implement it?
	Voice Principle	Use real presenters rather than machines for voiceovers to enhance engagement and understanding.	19. When presenting audio learning materials, do you create the content yourself or take it from existing learning materials or from others? Why? (If yes, what do you prepare when creating learning content?)
	Personalization Principle	Avoid formal language and instead use a conversational tone to engage learners. Imagine you are in the room speaking with students.	20. Which language or conversational voice does your digital media use in explaining the material, or do you use your own conversational tone?
	Image Principle	the image principle suggests people may not learn better from talking head videos. High-quality, complementary visuals can often be more effective than having a speaker's image	21. When teaching English, do you usually give instructions for students to do by using meaningful pictures to help students understand the tasks given?
<b>Types of Digital Media</b>			
<b>Types of Digital Learning Media (Martin &amp; Betrus, 2019)</b>	Instructional Video	Teacher use digital media to teach a particular concept, process, or subject through video illustration.	22. Do you use instructional video, if yes, which instructional video that you use and how do you implement it? If not, give the reason!
	Simulations and Games	Teacher use games and simulations to assist	23. Do you use simulation and game while teaching

		students in comprehending and applying new ideas in a secure setting.	English? if yes, which simulation and game that you use and how do you implement it? If not, give the reason!
	Mobile Learning	Teacher use mobile devices such as smartphones, tablets, and laptops to access learning materials and engage in academic activities.	24. Do you use mobile learning while teaching English? if yes, which mobile learning that you use and how do you implement it? If not, give the reason!
	Emerging Learning Technology	Teacher uses and ask the students to read, listen to, and view authentic, engaging, and timely materials from the target culture.	25. Do you use Emerging Learning Technology while teaching English? if yes, which Emerging Learning Technology hat you use and how do you implement it? If not, give the reason!

## Appendix 4

### INTERVIEW SHEET

Previously, the researcher asked the English teacher for permission to collect data and asked for the teacher's willingness to be a participant and be interviewed about teaching English lessons using digital media teaching learning in English subjects. After the teacher confirmed her willingness, the researcher tried to arrange a date and time for the interview.

Day/ Date : Sunday, 10 November 2024  
 Place : AQ Islamic Boarding School  
 Time : 7.28 am  
 Interviewer : Researcher  
 Interviewee : Teacher 1

Teacher & researcher code	Statement (Raw Data)	Preliminary Code	Final Code
R	1. How long have you been teaching English in this school, can you tell me more about yourself?		
T-1	<b>Almost 4 years.</b> I am an English teacher in AQ Boarding School for almost 2 years but before that I have taught English <b>since 2020 in my prior school for two years,</b> so my teaching experience has been running for 4 years	Almost 4 years since 2020 in my prior school.	I-TGI_1
R	2. Are you from English education major, can you		

	tell me more about your education background?		
T-1	Yes, I am. I <b>take English education</b> in 2020 and <b>now I am in the last semester.</b>	English education (major) Current Status (Students)	I-TGI2_2 (EM)  I-TGI2_2 (NG)
R	3. How far is your ability in operating the digital media?		
T	I can use the digital media such as YouTube.	Teacher's ability	I-TGI3_3
R	4. Do you use the digital media while teaching English, which digital media do you use and how do you use it?		
T	Yes I do. I usually used <b>Youtube</b> . I give five questions about the <b>video</b> that I showed on youtube and for each students to answer and who get most points I give them a special gift as an appreciation.	Youtube  Video	I-TGI4_4  I-TGI5_5
R	5. Have you ever got the digital learning media seminar/training to enhance your ability in using digital learning media?		
T	Yes, I have. I <b>got a seminar to make an eBook</b> which include	I got seminar	I-TGI5_6

	interesting materials with pictures and sounds.	Make an eBook	
R	6. What is your expectation in regard with teaching learning using digital media, how often do you use digital media?		
T-1	<b>I can provide further explanations as additional resources</b> that I use so that my students gain a clear understanding of the material I present. Usually, <b>I use this digital media learning 4 times a month</b> , so once a week, because the school's facilities are also inadequate. My hope for this school is that many people want it to be a comfortable, quality learning place that supports students' development.	I can provide further explanations as additional resources  I use this digital media learning 4 times a month	O/IDMI_1
R	7. Do you use text media combined with pictures/visual when teaching English? What kind?		
T	Yes, <b>I use text media combined with pictures or visuals</b> when teaching English. I will give the students <b>the video with vocabulary words and images</b> , help students connect words to their meanings more easily.	I use text media combined with pictures or visual  The video with vocabulary words and images	O/IDM_2
R	8. How do you implement the digital multimedia into		

	your teaching and learning process?		
T	I implement digital multimedia in my teaching by <b>integrating various digital tools and resources</b> that enhance students' engagement and comprehension. I teach digital learning with the title "Winter Break." The first step in the material is that I provide a narrative text about winter, after which the children read it together. Then, I provide vocabulary related to the material, and finally, they will answer questions based on the material.	Integrating various digital tools and resources	O/IDM_2
R	9. Does the digital media that you use having the words and visuals which closely aligned and exclude unnecessary information, how do you implement it?		
T	Yes, I ensure that <b>the digital media I use has words and visuals</b> that closely align and excludes unnecessary information to maintain clarity and focus. Here's how I implement it: I choose visuals that directly support the text, such as images that illustrate vocabulary words or grammar concepts. For example, when teaching vocabulary, I use pictures that clearly represent the word's meaning without adding distracting elements.	The digital media I use has words and visuals	O/IDM_3

R	10. Does your digital media provide arrows, callouts, highlights, or bold text, to determine important points that need to be highlighted in English teaching materials? How does it run?		
T	Actually, <b>not really</b> , I prefer videos that are suitable for the material or part of the lesson that I want to convey. This helps students quickly identify essential information, improving retention and focus.	Not really	O/IDM_4
R	11. Does your digital media presenting the same information or having multi ways in explaining the material? How do you implement it?		
T	<b>Yes, my digital media often presents information in multiple ways</b> to cater to different learning styles and reinforce understanding. For vocabulary, I provide the word, definition, and a picture or illustration. This way, students can learn both visually and through text, which enhances comprehension, especially for visual learners.	Yes, my digital media often present information in multiple ways	O/IDM_5
R	12. When teaching English, do you usually present directions close to the activities that students will do on one screen so that it is easier for students to understand? Can you		

	explain how?		
T	<p><b>Yes, I make sure to present directions close to the activities on the same screen to make it easier for students to follow.</b></p> <p>I place the activity instructions directly above or next to the task. For example, if students are asked to fill in blanks with the correct verbs, I provide the directions right above the exercise with a sample answer, making it clear what is expected.</p>	I make sure to present directions close to the activities on the same screen	O/IDM_6
R	13. Do you present visuals and text as learning support on the same screen and close together, how do you implement it?		
T	<p><b>Yes, I present visuals and text as learning support on the same screen and close together to help students connect words with images easily.</b> Because I often use YouTube videos in learning, I will choose videos that are in accordance with the lesson plan. For example, if teaching vocabulary, I will choose a video that displays the position of the word picture (for example, a picture of an apple) right next to the word “apple” and its definition. This way, students see the picture and the text at the same time, thus</p>	I present visuals and text as learning support on the same screen	O/IDM_7

	reinforcing the meaning.		
R	14. Do you tend to use content in small easy-to-understand and coherent parts when teaching English? How do you create materials that are easy for students to understand?		
T	<b>Yes, I tend to break content into small, easy-to-understand, and coherent parts when teaching English.</b> I divide lessons into clear, manageable parts, each covering a specific topic or concept.	I tend to break content into small, easy-to-understand, and coherent parts when teaching English.	O/IDM_8
R	15. Do you tend to be concise and clear when presenting learning materials? How do you simplify the content to make it easier for students to understand?		
T	<b>Yes, I tend to be concise and clear when presenting learning materials</b> to make it easier for students to understand. I use simple and straightforward language, avoiding jargon or overly complex terms. For example, instead of saying "utilize," I use "use," which is easier for students to grasp.	I tend to be concise and clear when presenting learning materials	O/IDM_9
R	16. Do you often use introductory material		

	before entering the main material when teaching English? What kind?		
T	<p>Yes, <b>I often use introductory material before entering the main content when teaching English.</b> This helps set the stage for learning and engages students from the start. Here's how I use it:</p> <p>I begin with a brief warm-up or review activity to activate prior knowledge. This could be a simple vocabulary quiz, a short discussion about a related topic, or a question related to the theme of the lesson.</p>	I often use introductory material before entering the main content when teaching English	O/IDM_10
R	17. Do you provide guidance to students to know how to use the tools needed to support the completion of English learning tasks?		
T	<p>Yes, <b>I provide guidance to students on how to use the tools needed to support the completion of English learning tasks.</b> Here's how I implement it:</p> <p>At the beginning of the lesson, I introduce the tools that students will be using (Such as youtube) . I explain their purpose and how they can help in completing tasks.</p>	I provide guidance to students on how to use the tools needed to support the completion of English learning tasks	O/IDM_11
R	18. Does your digital media use several of media (visual, audio, linguistics		

	etc) to support material understanding, how do you implement it?		
T	<p><b>Yes, using multiple types of media—visual, audio, and linguistic—can significantly enhance material understanding in the classroom.</b></p> <p>When I teach English vocabulary, I might show a video of a word, like "ocean," to reinforce the meaning.</p>	Yes, using multiple types of media—visual, audio, and linguistic—can significantly enhance material understanding in the classroom.	O/IDM_12
R	19. When presenting audio learning materials, do you create the content yourself or take it from existing learning materials or from others? Why? (If yes, what do you prepare when creating learning content?)		
T	<p><b>When presenting audio learning materials, I usually take content from YouTube.</b></p> <p>This is primarily because it ensures the quality and accuracy of the information, and it saves time in content creation. However, there are instances where I create the content myself to tailor it more closely to the specific needs of my students or the lesson's objectives.</p> <p>I start by determining the learning goal of the audio content. For example, if it's a</p>	When presenting audio learning materials, I usually take content from YouTube	O/IDM_13

	pronunciation exercise, the objective would be to help students practice specific sounds or words.		
R	20. Which language or conversational voice does your digital media use in explaining the material, or do you use your own conversational tone?		
T	<b>In explaining the material through digital media, I generally try to use a conversational tone that is clear, friendly, and approachable.</b> Whether I am using pre-existing content or creating my own, the tone I choose aims to make the material accessible and engaging, especially when explaining concepts to students.	Explaining the material through digital media	O/IDM_13
R	21. When teaching English, do you usually give instructions for students to do by using meaningful pictures to help students understand the tasks given?		
T	<b>Yes, I do, I usually give the instructions for my students if I use video for my explanation. Because without explanation, the students may get misunderstanding.</b>	I usually give the instructions for my students if I use video for my explanation.	O/IDM_14
R	22. Do you use instructional video, if yes, which		

	instructional video that you use and how do you implement it? If not, give the reason!		
T	<b>No, I don't.</b> I commonly used my words to instruct my students directly without instructional video, because in my opinion this way is more effective	No, I don't.	O/IDM_15
R	23. Do you use simulation and game while teaching English? if yes, which simulation and game that you use and how do you implement it? If not, give the reason!		
T	Yes, I use simulations, games, and YouTube videos in teaching English, as they offer fun, interactive, and engaging ways for my students to learn.	Use of Simulation	O/IDM_16
R	24. Do you use mobile learning while teaching English? if yes, which mobile learning that you use and how do you implement it? If not, give the reason!		
T	<b>No, I don't use of mobile learning</b> I only use youtube to support my teaching	I don't use mobile learning	O/IDM_17
R	25. Do you use Emerging Learning Technology while teaching English? if yes, which Emerging Learning Technology that you use and how do you implement it? If not, give the reason!		

T	No, I don't. While emerging technologies can be exciting, I find that simpler, traditional methods (like using mobile learning apps or interactive games) often work just as well in terms of engaging students and achieving the learning outcomes. <b>I prefer to focus on tools that are more universally effective and easier to integrate into my teaching style.</b>	I prefer to focus on tools that are more universally effective and easier to integrate into my teaching style.	O/IDM_18
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### INTERVIEW SHEET

Previously, the researcher asked the English teacher for permission to collect data and asked for the teacher's willingness to be a participant and be interviewed about teaching English lessons using digital media teaching learning in English subjects. After the teacher confirmed her willingness, the researcher tried to arrange a date and time for the interview.

Day/ Date : Sunday, 10 November 2024  
 Place : AQ Islamic Boarding School  
 Time : 16.00 p.m  
 Interviewer : Researcher  
 Interviewee : Teacher 2

Teacher & researcher code	Statement (Raw Data)	Preliminary Code	Final Code
R	1. How long have you been teaching English in this school, can you tell me more about yourself?		
T	I have been teaching at this boarding school since 2019 until now, so about 5 years.	teaching at this boarding school since 2019  About 5 years	I-TGI_1
R	2. Are you from English education major, can you tell me more about your education background?		
T	Yes, I majored in English education because I have loved this subject since junior high school.	Current Status (Students)  English education	I-TGI_2

		(Major)	
R	3. How far is your ability in operating the digital media?		
T	I can use digital media such as, powerpoint adjusting to the lesson.	Teacher's ability	I-TGI4_3
R	4. Do you use the digital media while teaching English, which digital media do you use and how do you use it?		
T	Yes, I use digital <b>powerpoint</b> media quite often when presenting learning materials. I will create materials using power point according to the material that will be taught in class.	PowerPoint	I-TGI4_4
R	5. Have you ever got the digital learning media seminar/training to enhance your ability in using digital learning media?		
T	Yes, <b>I have attended it.</b> One of the materials is <b>the utilization of E-books in learning</b>	I have attended it the utilization of E-books in learning	I-TGI4_5
R	6. What is your expectation in regard with teaching learning using digital media?		
T	I can further develop learning and provide different learning experiences to students	Expectations in teaching strategies	I-TGI4_6

R	7. Do you use text media combined with pictures/visual when teaching English? What kind?		
T	I usually use <b>power point</b> to display images and text.	Power point	I-TGI4_7
R	8. How do you implement the digital multimedia into your teaching and learning process?		
T	Implement it by using <b>audio/sound</b> for listening and using <b>Power Point</b> when teaching.	Audio/sound  PowerPoint	O/IDM_1  O/IDM_2
R	9. Does the digital media that you use having the words and visuals which closely aligned and exclude unnecessary information, how do you implement it?		
T	Of course, <b>I always make sure to keep it aligned with the learning.</b> I check it before my teaching session starts to make sure that	I always make sure to keep it aligned with the learning.	O/IDM_3
R	10. Does your digital media provide arrows, callouts, highlights, or bold text, to determine important points that need to be highlighted in English teaching materials? How does it run?		
T	Yes, I use power point which is usually very full of features. <b>I bolded something important in the displayed text.</b>	I bolded something important in the displayed text.	O/IDM_4

R	11. Does your digital media presenting the same information or having multi ways in explaining the material? How do you implement it?		
T	Yes, <b>my digital media has multiple ways for explaining the material.</b> I can use images as well as text in the presentation. Not only that, I can include video or audio san also features that help in explaining the learning material.	my digital media has multiple ways for explaining the materia	O/IDM_5
R	12. When teaching English, do you usually present directions close to the activities that students will do on one screen so that it is easier for students to understand? Can you explain how?		
T	Yes, <b>I usually give directions</b> to the students before explaining the learning material.	I usually give directions	O/IDM_6
R	13. Do you present visuals and text as learning support on the same screen and close together, how do you implement it?		
T	<b>Yes, I use it.</b> if I use power point I usually write the text next to the picture. as well as the printed picture illustrations I usually paste them on the blackboard.	Yes, I use it.	O/IDM_7
R	14. Do you tend to use content in small easy-to-understand and coherent parts when teaching English? How do you create materials that are easy for		

	students to understand?		
T	I usually look for easier ones with vocabulary that students can understand. I also <b>use body gestures when teaching to attract students' attention</b> in learning so that they can easily understand.	use body gestures when teaching to attract students' attention	O/IDM_8
R	15. Do you tend to be concise and clear when presenting learning materials? How do you simplify the content to make it easier for students to understand?		
T	Yes, to make it easy to understand, <b>I tend to focus more on students' understanding</b> of vocabulary and simple sentences.	I tend to focus more on students' understanding	O/IDM_9
R	16. Do you often use introductory material before entering the main material when teaching English? What kind?		
T	Yes, <b>I often use introductory material before entering the main content when teaching English.</b> it will make students have preparation to receive learning materials	Use of introductory material	O/IDM_10
R	17. Do you provide guidance to students to know how to use the tools needed to support the completion of English learning tasks?		
T	Yes, <b>I usually give directions to students</b> if there will be an assignment that allows them to present, so I will tell them how to	I usually give directions to students	O/IDM_11

	present using powerpoint and also use features that support their explanation.		
R	18. Does your digital media use several of media (visual, audio, linguistics etc) to support material understanding, how do you implement it?		
T	The ones I use the most are <b>video and audio</b> . For linguistics, I usually apply it during writing sessions. I apply it according to the material that will be presented later, for example like listening then I implement audio as a learning support.	Video and Audio	O/IDM_11
R	19. When presenting audio learning materials, do you create the content yourself or take it from existing learning materials or from others? Why? (If yes, what do you prepare when creating learning content?)		
T	<b>I took the existing audio</b> because it is more time efficient and very practical to apply during learning.	I took the existing audio	O/IDM_12
R	20. Which language or conversational voice does your digital media use in explaining the material, or do you use your own conversational tone?		
T	<b>I usually use my own conversation</b> , because I make all the materials myself to suit the students' goals and needs.	I usually use my own conversation,	O/IDM_13

R	21. When teaching English, do you usually given instructions for students to do by using meaningful pictures to help students understand the tasks given?		
T	<b>Yes, I usually explain the pictures first</b> to make it easier for students to digest the learning material.	Yes, I usually explain the pictures first	O/IDM_14
R	22. Do you use instructional video, if yes, which instructional video that you use and how do you implement it? If not, give the reason!		
T	I usually use my words to teach my students directly and use illustrations to explain the material using powerpoint, because I think this is more effective to use.	Use illustrations to explain the material using powerpoint	O/IDM_15
R	23. Do you use simulation and game while teaching English? if yes, which simulation and game that you use and how do you implement it? If not, give the reason!		
T	<b>Yes, I do use simulation and games in teaching English</b> , as they provide a fun and interactive way for my students	I do use simulation and games in teaching English	O/IDM_16
R	24. Do you use mobile learning while teaching English? if yes, which mobile learning that you use and how do you		

	implement it? If not, give the reason!		
T	<b>No, I don't use a mobile</b> learning when teaching English, I only use Powerpoint for explained the material.	No, I don't use a mobile	O/IDM_17
R	25. Do you use Emerging Learning Technology while teaching English? if yes, which Emerging Learning Technology that you use and how do you implement it? If not, give the reason!		
T	<b>I have never gone that far</b> , I tend to give the old methods such as video, audio or linguistics that come from platforms and applications and still try to optimize these media first before teaching.	I have never gone that far	O/IDM_18

## Appendix 5

### Documentation

