THE ADVANTAGES AND CHALLENGES OF DIGITAL RESOURCES AS SUPPORTING LEARNING MEDIA IN TEACHING NARRATIVE WRITING TEXT

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ABSTRACT

This research aims to investigate the advantages and challenges of digital resources as supporting learning media in teaching narrative writing text. This research used qualitative methods by using descriptive qualitative design. The data was obtained through document analysis, observation and interview. The subject of this research were two English teachers in Vocational High School Ibnu Khaldun at 10th Grade the academic years of 2022/2023 who implemented digital resources in teaching narrative writing text. The findings of this research show there are four advantages of digital resources. First, digital resources help English teachers in delivering material. Second, access a wider range of material and resources. Third, it can create fun and enjoyable classes. Fourth, improve the quality of learning by new activities. Furthermore, there are three challenges, First, limited internet connectivity. Second, choosing digital resources appropriately. Third, the lack of digital resources implemented by English teachers.

INTRODUCTION

Learning media are well-known in the field of education for their significance in helping teachers assist the teaching and learning process in the classroom. In the beginning, the only forms of learning media utilized in the classroom were simple ones, such as chalk on a blackboard or markers on a whiteboard (Gusnita, 2016) to provide materials. As defined in ESSA (2015), the term "digital learning" refers to

"any instructional practice that effectively uses technology to strengthen a student's learning experience and encompasses a wide spectrum of tools and practices.

The advantages of using technology included aspects such as the access that it gives to wider learning content and resources, and the fact that it allows students to become more motivated, more active and independent, and more attentive in their learning process (Badia et al., 2014). Effective time management, an easy and detailed evaluation process, interesting and interactive presentation techniques, support for students' individual development and assessment, home learning opportunities, and use of various materials which address multiple intelligences can be listed as some of major benefits of technology integration in language classrooms (Çelik & Aytin, 2014).

The opportunity to help every student learn at the best pace and path for them is the most important benefit of digital learning. The shift to digital can boost student motivation. Anyone who has witnessed the engagement of game-based learning can appreciate the potential to create learning experiences that boost persistence. Digital learning powers continuous feedback from content-embedded assessment, games, simulations, and adaptive learning. When student can track their own progress, it can improve motivation and agency (Василишина, 2020).

Islam encourages its people to develop science and technology. Among the verses of the Koran that form the basis of science and technology, one of them is QS Ar-Rum: 22

$$ \text{لَّلْعٰلِمِيْنَ لَاٰيٰت ذٰلِكَ فِي اِنَّ ۚ وَالْوَانِكُمْ اَلْسِنَتِكُمْ وَاخْتِلَافُ وَالْاَرْضِ السَّمٰوٰت خَلْق ۚ اٰيٰتِهِ وَمِنْ} $$

Meaning: "And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed, these are signs for those of knowledge."

The verse clearly describes natural phenomena that are always faced and accompany the journey of human life to be understood, studied, so that knowledge and technology are born. Therefore, as hinted at in the verse above, only people who know the essence of nature know, namely those who are intensely engaged in searching because of their high curiosity by maximizing the work of the mind.

Teachers can take advantage of technology as innovation and creativity in delivering material to students. In the 21st century, this is a big challenge that teachers must face in the world of education. Teachers must be able to keep up with technical advancements, which are both changing and improving. If the teacher is unable to keep up with or cope with technological advancements and improvements, the teachers will be replaced by technology. So, the use of technology must be mastered by teachers, from kindergarten teachers to university lecturers (Pertiwi et al., n.d.).

Digital resources in the world of education are no stranger in the era of globalization. According to Guimarães and Hildeblando Júnior (2022), digital educational resources used in education have long ago, nowadays, it is difficult to conceive educational procedures without contains the benefits provided by digital technologies. According to several studies, industrialized nations have a good

implementation of digital tools for education like the USA (Tyler-Wood et al., 2018), Norway (Instefjord & Munthe, 2017), and China (J. Wang et al., 2019). That means many developed countries have used digital resources as a supporting media which is an important aspect in the world of education.

One of the applications of digital resources in the areas of education is the use of Internet and multimedia in the learning process (Akbar & Noviani, 2019). However, the application of digital resources is not only related to the physical contribution of technology but also being able to manage processes and technology resources appropriately which will provide solutions for the development of access, quality and social justice in the field of education. According to (Nesbit, Belfer, & Vargo, 2002) digital resources are chosen based on procedure, subject-matter understanding, material quality, potential efficacy as a teaching tool, and user-friendliness for both teachers and students.

Previous research conducted by Kui Xie, Gennaro Di Tosto, Sheng-Bo Chen, Vanessa W. Vongkulluksn (2018). That research aims to investigate features that specifically improve the standard of Education Digital Resources (EDRs). In the current study, we analyzed the review data of 1200 resources produced by the professional development program using quantitative, qualitative, and text-mining methods in order to provide a broad overview of the quality of currently available products and to pinpoint the features of quality digital resources. The research shows digital repositories should represent or highlight the ways in which resources correspond to specific instructional design approaches.

Another previous research conducted by Ismael Sanz-Labrador, Miguel Cuerdo-Mir, and Luis Miguel Doncel-Pedrera (2021)". That research aims to Analyze the changes in search volume for a few different digital learning sites from 2015 to 2021. A special focus is placed on the COVID-19 pandemic period, which runs from March 2020 to June 2021. The results show a general increase in the usage of digital resources compared to the previous five years, while regional and digital educational resource differences can be seen. But when it comes to open access digital educational resources, usage of digital resources in Spain does not appear to vary based on family income. In addition, after the first rise brought on by the pandemic and the closure of schools, there seems to be a steady reduction in search intensity for digital educational resources as well as some degree of substitutability. The research above has something similar in common that is to study about digital resources in education but there are some variations between each research study.

This research is to know the types of digital resources that are used in teaching English writing and to investigate the advantages and challenges of digital resources as supporting learning media in teaching English writing. The difference is that in this research, the researcher focuses on teaching English writing and the study on the implementation of digital resources in higher education related to nowadays conditions after the pandemic period has gradually stopped where students start offline lessons in school. The researcher decided to conduct research in the writing class, one of the reasons is because digital resources and writing are both closely related and both are quite important in the present technological era. This is closely related to writing techniques that meet the requirements of human reading. With

good writing skills and adequate technological support, quality writing can be produced or become very high-quality and effective output by students. We can draw a simple conclusion that writing skills are very important in this technological era. It is line with Zaman et al., (2020) that writing is one important language skills that should be taught from elementary school up to university level, some experts and research have proved that writing is the most difficult skill because in producing writing text students need to find the ideas and think about the way to express and arrange a statement and paragraph that is clear to be understood by the reader.

There are numerous facets to good writing. On a more fundamental level, it typically involves the appropriate, skilled, and accurate use of language. It may also include content quality and rhetorical flair. When it comes to the teaching and learning of writing, a student's capacity to write well is built via practice and is aided by the teachers' insightful criticism (Lim & Phua, 2019). This means, in the teaching-learning process of writing, there are many aspects that need to be considered by an educator, besides that with the development of the era, the emergence of technology can simplify things for teachers to support and improve students' writing skills.

Based on the result of pre-observation through direct experience of the researcher in teaching English. There are many digital resources used and they are quite helpful in the learning process in that class. The teacher's use of digital sources at that time include: eBook, PPT file, YouTube Video, E-portfolio. The advantage of having digital resources in teaching English is to add references to one object of study being studied. Without digital sources, the learning process is less than optimal because there are bound to be limited references to knowledge and less effective and quality learning. Digital sources can also make it easier for teachers and students to access learning in real time.

Furthermore, According to Frost, (2008); McCurry, (2010); (Y.-J. Wang et al., 2013), with the development of educational resources, particularly in the area of artificial intelligence, educators and policymakers have been more interested in using technology, like a Linguistic Feedback Tool (LiFT), to assist students increase their English skills. Considering the importance of digital resources are needed to support education. Students are expected to be able to take advantage of this research to improve their abilities in English subjects by using digital resources and teachers can also improve their teaching process. This research aims to know about how digital resources are able to help the teaching process and the implementation of digital resources to support their skill in English.

RESEARCH METHOD

The researcher used a descriptive qualitative research design for this study. The objective of the descriptive qualitative approach is to explain using information about the link between interpretation and data in order to look for comprehension of observation in addition to seeking the truth. Descriptive qualitative data are usually collected by questionnaire or interview. It is in line with Lambert & Lambert, (2012) that the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. Data collection of qualitative descriptive studies focuses on

discovering the nature of the specific events under study. Thus, data collection involves minimal to moderate, structured, open-ended, individual or focus group interviews. However, data collection also may include observations, and examination of records, reports, photographs, and documents.

The research will be conducted in 2023 with an instrument that is an interview. The subject of this research is Vocational High School Ibnu Khaldun Cirebon. The samples of this study are English Teachers from the first grade of Vocational High School Ibnu Khaldun. The researcher chooses the subject with consideration that (a) the English teacher in Vocational High School have experienced both offline and online teachers so they can give feedback to the research data from multiple perspectives, and (b) Teacher have experienced at least other one or two years of teaching in writing class at the school so they are among a group of teachers that experienced in implementing digital resources in teaching English writing.

The subject selected in this study were two English teachers. The first teacher was T1 and the second teacher was T2. The English teachers were chosen who are teaching narrative writing text. The English teachers teach at the tenth grade of Vocational High School Ibnu Khaldun in the academic year 2022/2023. Those teachers used digital resources in teaching narrative writing text.

RESULT AND DISCUSSION

Result

The Advantages and Challenges of Digital Resources as Supporting Learning Media in Teaching Narrative Writing Text

In this section researcher uses interview open-ended questions that do not provide participants with a predetermined set of answer choices, instead allowing the participants to provide responses in their own words. Firstly, the researcher asked general questions regarding the use of digital resources in teachers' teaching to ensure that T1 and T2 use digital resources as supporting learning media in teaching narrative writing text. Results of interview are presented in extracts below:

Extract 1

T1: Yes, I do, because this school is also based on modern information technology, it is appropriate that the learning process also applies technology/digitalization, including its teaching materials, one of its digital resources to respond to the demands of globalization.

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T2: Of course, digital resources are the supporting learning media that can be used by teachers. Especially in the subject of narrative text writing which is very appropriate if digital resources are used in the lesson.

Based on that, the researcher concluded that T1 and T2 use digital sources as supporting media in teaching narrative writing text. Vocational High School Ibnu Khaldun Cirebon is currently a research place of researcher being a technological developments-based advances school, so digital-based teaching materials should also be used, this is in line with T1 during the interview. Digital resources are also

very appropriate when it is used in teaching the subject of narrative text writing, it can be concluded from result interview with T2.

Extract 2

T1: Always, I'm feeling interested when using digital resources in teaching, especially in narrative subjects, of course we have to give examples of stories to students and that is relevant with digital resources that are being used.

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T2: Yes, I'm interested in teaching writing narrative texts using digital stories because it can encourage students to practice collaborative learning

Digital resources always have self-attraction as supporting learning media in the teaching process, especially in narrative text writing because it can be used to show materials more visually and effectively. It is line with result of interview from English Teachers in Vocational High School Ibnu Khaldun Cirebon about narrative text writing, T1 and T2 state that digital resources in teaching, especially in narrative subjects, it can help teacher to deliver material because it can show example of narrative story in animation and make students to practice collaborative learning.

Extract 3

T1: *Not always, usually I download it to make digital resources available offline before the class starts. Hmmm, but there is e-quiz that should accessed using internet*

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T2: *Yes, such as YouTube media that I have used in teaching need internet connectivity. Google-form that should be filled by students it has to be accessed using internet*

The importance of asking about using the internet because it is also related to digital resources that might be needed by teachers to be able to access digital resources as supporting learning media. It can be seen from the English Teacher's response which is T2 states that some of digital resources such as YouTube Media, Google form, and etc. While T1 responds do not always use the internet in the teaching process. So, T1 prepared before the class started to download digital resources so that it can be available offline.

Extract 4

T1: Using the internet especially for educator is important, this school provides internet facilities in the form of accessible school Wi-Fi.

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T2: Yes, there is internet in school.

T1 and T2 state that the school has an internet connection through Wi-Fi. It can support implementation of digital resources in teaching, especially for narrative text subjects. T1 also states that the internet is very important for educators, the

Internet has become a major tool for effective teaching as well as a learning tool. Teachers can use it as a teaching tool by posting their teaching materials (notes and videos) on school websites or forums.

The advantages of digital resources in teaching narrative writing text

Furthermore, to answer question research number 3 about "the advantages of digital resources in teaching narrative writing text. This part discuss the perspective of teachers about the advantages of teachers and students in implementing digital resources in narrative writing text. Researcher get the data following:

Extract 5:

T1: *Digital sources make it easier for teachers to present subject matter and also make it easier for students to add to their knowledge to explore more and not just focus on one educational resource. Especially in teaching narrative text writing, digital resources can support in achieving goals of learning, for example: support students in developing verbal interaction skills, increasing vocabulary and improving reading comprehension and that's all has significance to writing skill in narrative text specifically.*

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T2: *Digital learning resources assist learners to get on well with mental representations with the use of different media elements, which support information processing. Information, which is made up of content and sometimes learning activities, are presented with the use of the combination of text, image, video and audio by digital learning resources.*

English Teachers in Vocational High School Ibnu Khaldun Cirebon reveal that digital resources in teaching narrative writing texts are very helpful for teachers in teaching because digital resources make it easier for teachers to present subject matter. Therefore, teachers not only focus on one educational resource. Digital resources also can support in achieving goals of teaching. For example, in narrative text writing, achieving goals of learning such as developing verbal interaction skills, increasing vocabulary and improving reading comprehension and that's all has significance to writing skill. Additionally, teachers can deliver different media, novelty material and activities in teaching. It is very recommended for all subject matter in teaching.

Extract 6:

T1: *Firstly, digital technology gives access to a wider range of learning content and resources. Second, digital resources help teachers to create classes that are fun and enjoyable. And the last maybe, improving the quality of education due to the novelty of activities in learning.*

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T2: *Digital sources make it easy for teachers, especially for me, to present subject matter. It can help me as a teacher to explain things that are difficult to just explain verbally, and also help attract the attention of students.*

The English teachers report positive response about digital resources that they use. There is various perspective about the advantages of digital resources in teaching narrative writing text such as respond of T1: (1) Digital technology giving access to a wider range of learning content and resources; (2) Digital resources helping teachers to create classes that are fun and enjoyable; (3) Digital resources improving the quality of education due to the novelty of activities in learning.

Based on data above, T2 also shows positive respond, we can see that T2 have different assumption related the advantages of digital resources who T2 use in teaching Even though, it still reveals positive things but they are different aspects, following: (1) Digital resources is easy way to present subject matter by teacher; (2) Digital resources help teacher to explain materials that are difficult to just explain verbally; (3) It also help teacher attract the attention of students.

Extract 7:

T1: *Digital sources are proven to be able to increase children's interest in learning because they look more attractive so they avoid feeling bored when participating in learning. Students can digest material more easily and also because digital resources give an exciting impression when class starts, adding new insights for students because access is very broad and easy. By utilizing digital resources, it can improve student learning outcomes and improve the quality of learning*

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T2: *In teaching writing, for example, the utilization of a digital story is to educate learners how to write narrative texts to make them feel more engaged and less bored. or such as e-Book that can be used to improve my insight when sharing knowledge, Edu-website that gives me an easy way to deliver material for students, and many more…*

These data above indicate the advantages of digital resources in teaching narrative writing text. Based on T1 responses) Digital resources can be increasing student's interest so it can be an easy way for teaching in the teaching process. Moreover, digital resources can be accessed so broad/unlimited and easily that can add new insight or knowledge for students in getting material. By utilizing digital resources, teachers can improve student learning outcomes and quality of learning.

According to T2 responds, implementation of digital resources in teaching such as digital story can make class feel more engaged and less bored, e-Book can be used by teacher as supporting material when teach narrative text writing, Education website can be a reference when the teacher needs many resources like narrative story that needed in teaching narrative text. In the education website there are many resources that can be taken by teacher in delivering material.

Extract 8:

T1: *I'm as a teacher has to have creativity and innovation that can support and optimize function digital resources maximumly.*

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T2: *Hmm, maybe, the way to effectively optimize digital resources is to empower students to be able to explore teacher digital resource options or find resources on their own*

When discuss about the advantages of digital resources, researcher also want to know the extent to which teachers can optimize the implementation of digital resources, the researcher founds based on data above that there are different perspective of T1 and T2, T1 states that when be a teacher want to optimize the digital resources in teaching, they have to have creativity and innovation so it will support and utilize function of digital resources maximumly, While T2 assumes that to optimize digital resources it can be done with student, teacher 2 states empower students to be able in exploring digital resources option based on needs' student. Thereby, both English teachers each has its own way when optimizing using digital resources as supporting learning media in teaching.

The challenges of digital resources in teaching narrative writing text

Moreover, to answer question research number 3 about "the challenges of digital resources in teaching narrative writing text. This part discusses the perspective of teachers about the challenges that teachers and students in implementing digital resources in narrative writing text. Researcher get the data following:

Extract 9:

T1: *Generally, when they access digital resources that need internet connectivity, sometimes constrained by the internet because some teachers access using the same Wi-Fi. Secondly, difficulties when choosing the right technology to support the delivery of lessons because it has to go through several considerations such as time efficiency and effectiveness of subject matter that must really be considered. Thirdly, overcoming students who have not been able to follow the lesson and in using digital resources.*

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T2: *Yes, poor internet with unstable networks and out of teaching maybe I have difficulties in developing digital learning resources in terms of selecting the type of learning material content*

We can see in the data above that the result of an interview that researchers obtained from English teachers regarding the challenges of digital resources in teaching narrative writing text. As a result of English teacher responds, the researcher finds three things that they report: (1) Several of digital resources need internet connectivity to access it, but sometimes there is constraint of internet because it used simultaneously; (2) Teachers have to choose the types digital resources exactly as supporting learning media in delivering of primary material in teaching; (3) Teachers have to adjust digital resources based on students' need. Both English Teachers almost have the same perception on this matter.

Extract 10:

T1: *Hmmm, sometimes some students have difficulty when they are given homework, maybe due to the unavailability of their devices to access digital resources, for example in using learning apps, it can only be accessed if each students have mobile phone. In other cases, some students have difficulty in the technical ability to use tools and devices in learning.*

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T2: *The abilities and needs of students are not the same which results in some students experiencing difficulties in some of the digital resources used or feeling less suited to the digital resources that I use in learning.*

Additionally, Students also have several difficulties in using digital resources delivered by English teachers, Data above states that is: (1). There are several students that have not mobile phones to access Learning Apps; (2) Ability of student in access digital resources is different, there several students have technical problem in using digital resources; (3) Several digital resources used or feeling by English teacher less suited to needs students related with digital resources

Discussion

The Advantages and Challenges of Digital Resources as Supporting Learning Media in Teaching Narrative Writing Text

Based on the analysis results of interviews of English teachers shows that English teachers have used digital resources in their teaching narrative writing text. They have the same perspective that the implementation of digital resources are very suitable for teaching narrative writing text. It is also reported by some previous studies, Due to technological advances, the art of storytelling has changed and acquired various forms (Castañeda, 2013) including digital. In late 1980, the digital format employed by community theater staff to record, produce and broadcast their stories was conceptualized as "digital storytelling (DS)" (Lambert, 2009). It has taken time for narrative to develop the depth of its form and meaning within each new medium. We are fortunate to be at the forefront of the development of narrative within the digital environment that began as a theory of non-sequential writing at Brown University in the mid-sixties and has become both an entrenched feature of our daily lives [National Institute on Media and the Family 2003] and a significant part of our culture [Manovich 2000]. Besides that, the school as the place they teach is appropriate with its tagline that is digital generation Muslim. It means, digital resources must be implemented as one of ways to introduce technology for students. It is in line with (Dahlström, 2019), in order for students to be able to benefit from both current and future education, that part of the school's mission which is to provide every student with digital skills is important here. The internet is one of the facilities that must exist in schools, because it is also needed to be able to access several digital resources. Those things are based on the explanation from two English teachers who were interviewed.

As a result of interviews that have been done related to the advantages of digital resources as supporting learning media in teaching narrative writing text, there are four things that can be revealed. Firstly, digital resources make it easier for teachers in the learning process to deliver material). Secondly, digital resources give access to a wider range of material and resources. Thirdly, digital resources help teachers in creating fun and enjoyable classes. Fourthly, through new activity in teaching when implementing digital resources, it can improve quality of learning and be less boring.

The presence of digital resources in teaching makes it easy for the teacher to deliver material. But one of things that should be paid attention to is the accuracy of the teacher in choosing digital learning resources. It is as stated by (Akrim, 2018), the process of teaching and learning will be effective and successful if the teacher is able to create learning media suitable to the material and age level of students. A teacher must choose the right learning media with the subject materials. When using the PowerPoint it can help to convey the subject materials.

Currently, many students are less optimal to get knowledge obtained from school because of limited resources who has given. The presence of technology makes a wider range of available learning resources in the school. According to (McKnight et al., 2016), that teachers used technology to enable access to a wider range of learning resources, to keep the content current, and to provide greater depth and "richness" not otherwise available. Improved access also helped teachers to tailor or personalize instruction to meet a wide range of learning needs.

Teachers also have roles to make class more fun for students. When digital technology opened the door for stories, learning games, and websites, it did so for game platforms and video games as well. Video games are engaging and fun; children embrace them enthusiastically and play them for hours (Madej, 2003). Increasing a student's interest in learning is not an easy thing. Students who live in the millennial era who are already accustomed to advanced technology find it very difficult to educate by using ancient methods that are only lecturing. But with the creativity and innovation which is always built by the teacher through the media, technology can be overcome properly (Tafonao et al., 2019).

According to the result of the interview, most of the respondents stated several challenges that their faced when implement digital resources in teaching narrative writing text, following: Firstly, limited internet connectivity. Secondly; choosing digital resources appropriately. These things are a big challenge in the learning process at school. For this reason, the role of teachers in utilizing learning media is very important to influence this next generation to positive things (Tafonao et al., 2019). Thirdly, the lack of digital resources. Because of that, several students face some difficulties. For example, in using Learning Apps, YouTube, etc.

A study carried out by Suryaman (in Setiadi, Azmi, & Indrawadi, 2019) are found, namely: 1) Video availability, on the YouTube, several videos are only available within a specific time, so students or educators must consider the availability of the videos (Burke & Snyder, 2008). 2) Quality of Content, for videos, to not be

outdated, YouTube users, especially students and educators, must pay attention to the date of the video. Then, keep in mind the quality of the videos' content because the videos are often created individually without limits. Frequently, videos also violate the rules of appropriateness as they exhibit inappropriate or obscene videos (Buckley, Adelson, & Agazio, 2009). 3) The search process, the next challenge is in the video search process. A video search can produce abundant video displays that confuse users in choosing a video to get appropriate information (Setiadi et al., 2019). Thus, the considerations in making YouTube content as a learning resource are (1) shortening the video duration with a brief, concise, and clear explanation because the shorter video will not be boring for students in the implementation of the learning process, (2) signaling or the emphasis in every material on YouTube because students prefer the clarity or conclusions of a material provided and (3) management of learning videos centered in one YouTube channel.

CONCLUSION

The advantages of digital resources by English teachers in Vocational High School Ibnu Khaldun at 10th Grade the academic years of 2022/2023 are, First, digital resources make it easier for teachers in the learning process to deliver material. Second, digital resources give access to a wider range of material and resources. Third, digital resources help teachers in creating fun and enjoyable classes. Fourth, through new activity in teaching when implementing digital resources, it can improve quality of learning be less boring. Although, the challenges of digital resources by English teachers in Vocational High School Ibnu Khaldun at 10th Grade the academic years of 2022/2023 are, First, limited internet connectivity. Second, choosing digital resources appropriately. Third, the lack of each digital (of digital) resources implemented by English teachers.

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