

CHAPTER I

INTRODUCTION

This study is intended to explore the EFL pre-service teacher's observational experiences of teaching media used in teaching English. This chapter depicts the background of the study, the scope of the study, the research questions, and the purpose of the study. Moreover, it includes the significance of the research and the definition of the key terms used in this study.

1.1 Background of the Study

21st-century learning emphasizes students' ability to think critically, connect knowledge with the real world, master information technology, and communicate and collaborate. It is in line with Neziri (2019) that technology, globalization, and climate change have brought significant changes in the world of work, requiring students to develop new skills and innovative solutions for the 21st Century. In non-native-speaking situations, the media is crucial in teaching English (Pun, 2013). The types of innovation in teaching English can be various, from the teaching method to the teaching media used to teach English. Teaching media is a tool that teachers use to explain the material to achieve the learning objective. In school, one of the essential things in the learning and teaching process is learning media (Haryudin, Yana & Efransyah, 2020).

Puspitarini and Hanif (2019) stated that instructional media have several impacts such as; 1) the learning process will be more fun; 2) can clarify learning materials so that students can easily understand the learning material; 3) using instructional media makes the learning process more varied; 4) students listening to the material presented by the teacher, doing more learning activities such as:

observing, demonstrating, and others. All of that benefits can help the teacher deliver the English material efficiently.

Teachers can consider media as a tool for students in the learning process. According to a study by Aini (2013), when the media chosen are appropriate for the students' characteristics, the subject matter, and the students themselves, they can assist the teacher in developing effective classroom education. Moreover, Naz and Akbar (2008) stated media helps teachers deliver information with distinctive elements to give an engaging and diversified impression and effectively develop learning process to meet learning objectives.

Using media requires the teacher to step outside the traditional teaching method and facilitate learning by encouraging students to learn through media. Wirawan (2020) stated that many types of media that teachers can use, such as audio, visual, and audio-visual media. The innovation of teaching and learning is essential to improve students' ability to learn English as a second language, particularly for Asians (Aryani & Rahayuni, 2016).

More recent study researched the field of the use of media. Naz and Akbar (2008) divided into several categories including print media, graphical media, photographic media, audio media, television/video, and computer. Those media can help teachers and students achieved the aim of the lesson in English learning and teaching process. Wijayanti (2018) stated that using visual media has a positive impact on students' vocabulary performance. As an alternate teaching method, teachers might use pop-up pictures to increase student engagement and vocabulary achievement.

Furthermore, Halwani (2017) in her study said that visual aids and multimedia for the students can aid in their understanding of the content and enable them to participate actively in class without worrying that their ideas will be rejected or that they will have trouble speaking out in front of the class due to shyness. Ingre and Basil (2016) claimed that social media comprises platforms that promote interactively and community-building among users. In a study by Bagdasarov, Luo, and Wu (2017), using apps and technology to teach a second language improved the learners' writing ability. In the South African research landscape, Shava and Chinyamurindi (2018) investigated the use of social media in learning English in South Africa. They found that social media connects and links students' learning opportunities through socialization and habits in the learning process through the perceived social media addiction and connect students to global digital citizenship.

Teaching media are also commonly used by English teachers in teaching English in schools in Indonesia. It is in line with Wirawan (2020) and Haryudin et al. (2020), who state that mobile phones, laptops, the internet, digital projectors, Microsoft PowerPoint, books, posters, real objects, speaker, video, and Youtube are used as teaching media in Indonesia. As the situation changes and everything becomes online, that also happens in the teaching and learning process. In the online learning and teaching process, an animation video is an effective online learning media to motivate students to learn English (Pujiani, Harsiwi & Almustaflikhah, 2022).

In comparison, choosing and preparing the media is difficult. Slaviloka and Vit's (2014) study on teachers' opinions on using media in the classroom found that in order for teachers to use new media effectively in English courses, they must have training in doing so. Huh (2016) also came to the conclusion that there aren't many academics employing explicit visual teaching models as the foundation for their research on the learning process in English education.

At this point, Eventhough, many studies have been conducted the role of teaching media both for teachers and students, there are still not enough studies has been conducted related to EFL pre-service teachers' experiences with teaching media in the learning and teaching process. This is one of the reasons why this study need to be conducted to explore teaching media used in teaching English and what EFL pre-service teachers think and have observed in the classroom when they did Field Teaching 1 (PLP 1).

1.2 Scope of the Study

This case study involved 13 students who had conducted PLP 1 as pre-service teachers. Each student in the group have personal interview and talk about their observational result and experiences during PLP 1, including the type of teaching media used in the school that they have observed for teaching English. This study focuses on pre-service teachers' observational experiences with teaching media used in the class during PLP 1.

1.3 Research Question

This study attempted to answer the following question "What types of teaching media used by the teacher in teaching English?"

1.4 Purpose of the Study

Based on the research question, this study aims to identify the types of teaching media teachers use in teaching English in the classroom based on EFL pre-service teachers' observational experiences during their first Field Teaching Practice or Pengenalan Lingkup Persekolahan (PLP 1).

1.5 Significance of the Study

This study offers an overview of the English language education media through this study. It is intended that the findings of this study would aid in future research on teaching media used in English instruction for all of the existing research and new research. Additionally, this study is hoped to serve as a resource in the future for those who will practice teaching in schools, particularly for those who are preparing the teaching materials needed to teach English. They will at least be aware of the instructional tools they will utilize to instruct the students.

This study's findings should have some practical use. This study is anticipated to be helpful for teachers and students in understanding the significance of teaching media utilized in teaching English on a reasonable level. Additionally, this study will educate EFL teachers on effectively using teaching materials when instructing English classes. They will comprehend the instructional materials that can be successfully taught English in the classroom.

1.6 Definition of Key Terms

For this study, the terms to be defined as the following:

Teaching media: Teaching media is a tool teachers use to help them present learning materials to make it easier for students to understand. Teaching media also can be defined as an object the teacher uses, or which is given to the learners to use, to achieve specific teaching and learning outcomes. There are many types of teaching media, for example, textbooks, boards, projectors, printed pictures, etc. all of that types can be tools to help teachers the learning and teaching objectives.

English as a Foreign Language (EFL) pre-service teacher: EFL pre-service teacher is an undergraduate student who will become a teacher who receives an education focused on teaching English as a foreign language. It is those in training to be a teacher in non-English speaking countries where English is not the dominant language. The EFL pre-service teacher in this study refers to students from English Education Department at one of the Higher Islamic Education Institutions in Southeast Sulawesi, Indonesia, who have experience in observing the teaching media used in teaching English during Field Teaching Practice or Pengenalan Lingkup Persekolahan. In addition, the Field Teaching Practice or Pengenalan Lingkup Persekolahan as known as Pengenalan Lingkup Persekolahan (PLP) divided into two stages. PLP 1 as the observation stages, and PLP 2 as the teaching practice stage. This study focuses on the EFL pre-service teachers who have passed PLP 1.

Observational experiences: Observational experiences is the experience of observing how the teacher teaches in the classroom, what techniques the teacher

uses, and what kind of learning media the teacher uses to illustrate material in the classroom. It is also means a planned learning situation which is non-participatory and does not require intervention by the student. Experience shall meet preplanned stated objectives and provide for faculty and student evaluation.

