CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the study results and their discussion are presented. This study addressed the aftereffects of information examination from member of Focused Group Discussion (FGD) to show the teaching media utilized as per EFL pre-service teachers' observation. In addition, this section delves deeper into the study's findings in the discussion section and connected them to previous findings.

4.1 Findings

The findings of this study showed the result from the data analysis of reflective Focused Group Discussion (RFGD) and individual interviews to reveal what types of teaching media are used in the learning and teaching process based on the pre-service teachers' observational experiences during Field Teaching Practice or Pengenalan Lingkup Persekolahan 1 (PLP 1).

The Reflective Focused Group Discussion (RFGD) in this study used one question related to the kind of teaching media used in teaching English in the classroom. Furthermore, the individual interview consisted of nine questions to strengthen the data from the Reflective Focused Group Discussion (RFGD). The data were analyzed using thematic analysis (Braun & Clarke, 2022).

Based on the outcomes of data analysis from participants' reflective FGD, two central themes emerged, which is traditional teaching media and non-traditional teaching media, with three sub-themes, namely: (1) Printed materials, (2) Display Surfaces, (3) Digital Learning Resources. The details will be presented as follows.

4.1.1 Teaching Media Used in Teaching English

This section describes the research findings and shows the types of teaching media used in teaching English according to the participants' observational experiences during their Field Teaching Practice or Pengenalan Lingkup Persekolahan 1 (PLP 1). The teaching media used in this study is separated into two big themes: traditional and non-traditional. The participants share the result of what they have observed related to the teaching media used in teaching English during their Field Teaching Practice or Pengenalan Lingkup Persekolahan. The finding will be presented in the Figure 4.1.
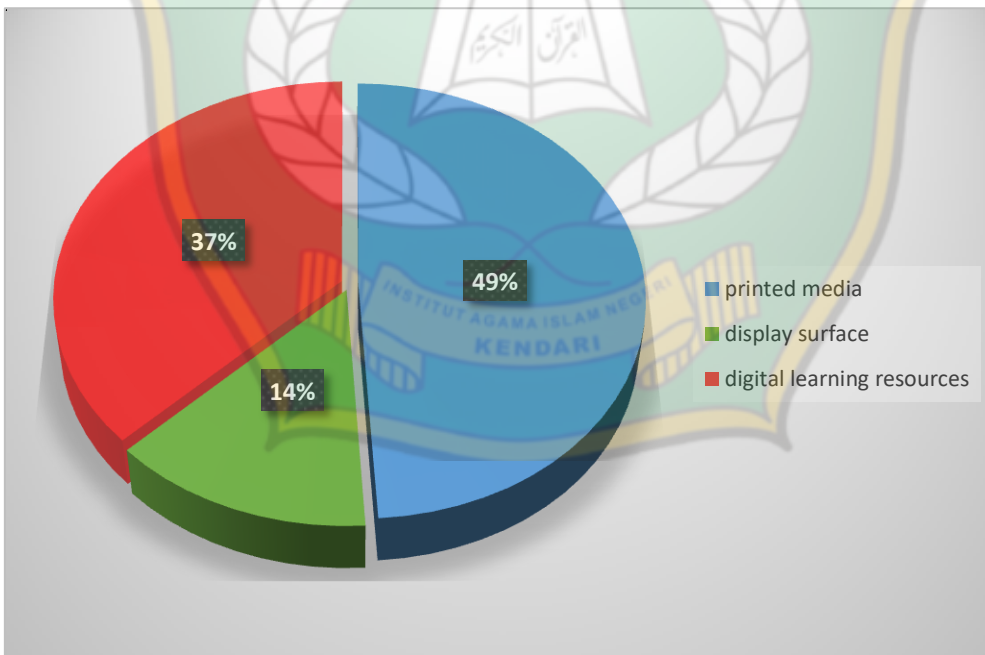

Figure 4.1 Result of the Types of Teaching Media Used in Teaching English

Figure 4.1 above shows that 49% of teachers use printed media when teaching English in the classroom, 37% use digital learning resources and 14% use display surfaces to help them explain the material in the classroom. Therefore, the conclusion is that the teachers mostly used printed media to help them explain material in the classroom.

The participants also gave their opinion on the benefit of teaching media for teachers.

> *"The benefit is it is easier for the teacher to explain the material. Teacher also does not waste time. It is also to engage the focus of all students in the classroom."* (P2)

> *"It makes students easier to understand what the topic is talking about and helps them give their focus on the lesson. It can also help the learning process become more interesting because the teacher can explain in various ways, so the learning process will not be boring."* (P5)

> *"The benefit is that teaching media can make the learning process more interesting and attract students' attention, so they are not bored during the learning and teaching process."* (P7)

The participants' argument shows that teaching media can help teachers engage students' attention in the learning process. Using learning media in the learning and teaching process can also help teachers develop various teaching methods, as stated by P5 above.

One of the duties of a teacher is to evaluate the students to know how far the students know the material. One way to evaluate the student's knowledge is by giving them questions to answer, and another participant mentions that the other benefit is that teaching media can help teachers evaluate the students.

"The benefit is it makes it teacher easier to give evaluation because inside the textbook there has been a lot of question to answer." (P3)

"The teacher no need to make questions anymore, because they have it inside the textbook." (P4)

Other than that, teaching media can help teachers better explain the learning and teaching process to the students. As stated by P8 below.

"Students can better comprehend abstract information or information that cannot be comprehended by the five senses when media are used in the learning process. The benefits of learning media can also draw children's attention; the colors and shapes displayed are meant to pique their interest in the content. In addition, the media can circumvent limitations. When a material cannot be imagined, or real examples are difficult to find, the media can be used as an intermediary for information, which is the purpose of overcoming limitations. The utilization of media can make learning more intelligent. Using the media will help teachers and students communicate actively in both directions. Therefore, it is safe to say that utilizing media is extremely beneficial. Without the media, the educator tends to talk in one heading like a talk. Naturally, this will make students feel bored, making learning less than ideal." (P8)

If the teacher explains complicated material to the students by just telling them to imagine it, it will be tricky for them to do it. That is why teaching media have a role in helping teachers to show the picture to the students. Teaching media can also help teachers give students clear information in the learning and teaching process. As stated by P9 below.

"In addition to attracting the attention of students. Another benefit is clarifying learning information so that students easily understand it. Not only do they get explanations from the teacher, they also get information from the media." (P9)

The statement from P9 shows that using media in the learning and teaching process because it can make teacher easier to explain the material.

4.1.2 Traditional Teaching Media

This section explains the research findings and shows the traditional teaching media used in teaching English. In this study, the findings show that traditional teaching media is tools that do not need much preparation. It is also a tool that does not need electrical resources when teachers use it. Traditional media consisted of older forms of media like textbooks and magazines. In this study, it is found that traditional teaching media are divided into printed materials and display surfaces.

4.1.2.1 Printed Materials

Printed materials are one type of teaching media teachers use in teaching English. The printed materials in this context are the media in printed forms like textbooks and clipping. Most teachers still use printed materials when they teach English in the classroom, but it is according to the curriculum that applies in that school. Some schools have different types of curricula for each grade school.

> *"Only using teaching media like a textbook, but the teacher from XII class did it. It is different with a teacher from XI class because they apply 'Kurikulum Merdeka', so the media is more varied like clipping, etc."* (P12)

That argument is also supported by another participant who mentions that the curriculum in that school affects the teaching media used in teaching English. Participant P10, P2, P5 revealed:

> *"For media that usually use is the only book. But now, the book is divided into two types. For class 12 using K13, and for class 10 using Kurikulum Merdeka"* (P10)

> *"For this school, they used Kurikulum Merdeka for Class X. Meanwhile, for classes XI and XII, they still use K13. Therefor the media teachers usually use in teaching English is still*

textbook. They rarely use another type of teaching media and prefer using the textbook" (P2)

"In the place for my Field Teaching Practice or Pengenalan Lingkup Persekolahan , at that time they still used Kurikulum 2013, and also the media is limited, so they are only using the textbook" (P5)

That excerpts show that in most schools, the school's curriculum impacts the teaching media used in the classroom. Most teachers use textbooks because the material that teachers have to deliver is printed in those books. Whereas teachers have to show various teaching techniques, one of which is using various teaching media. Because of how well students understand the material, it is also according to how teachers deliver it, and using various teaching media can help teachers do it.

"*They mostly do the reading comprehension when they used the textbook as the teaching media in the classroom*" (P2)

"*The teacher usually used a book to ask students to do the assignments in the book or ask students to read some text or dialogue from the book*" (P7)

"*From what I have observed, most teachers use a textbook for role play and used the material from the book to input it in PPT*" (P10)

"*Teachers usually use books to ask students to do assignments in books, or ask students to read texts or dialogues in books*" (P11)

"*From what I see, the teaching media used by the teacher is the general teaching media which is a book. Teacher only talks in front of the class and sometimes shows something on the textbook*" (P9)

It can be concluded that the teaching media used can impact the teaching and learning process in the classroom. Imagine if the teacher only talks in front of the class from the beginning until the class is finished. How can students interact

with the teacher if the teacher still uses the teacher-centred method, whereas Kurikulum 2013 requires the teacher to apply the student-centred method in the learning and teaching process. The statement revealed by P1 supports the researcher's argument:

> "*Okay, from the school I have observed, just like the others, only using the book. Especially for my supervisor teacher, I have observed only teachers using the book and sitting in their chairs from the beginning of the class until it finished. It caused the class to become crowded. They played around the class and did not focus on the teacher who explained the material in front of the class.*" (P1)

That statement is also found in the transcript of a reflective focused group discussion on how the teaching media impacted classroom learning and the teaching process.

> "*Students do not give special responses when the teacher used the textbook as the teaching media*" (P4)

> "*According to what I have observed when the teacher uses a textbook, some students pay attention to the lesson, but some do not and mostly talk or play around with their chair mates. This may happen because when teaching, the teacher only sat in his chair and explained the material from the start until the end of the class. That is why students feel bored during the lesson*" (P8)

> "*I think that it is the same as you guys. In the classroom, the teacher only used traditional teaching media, textbooks. Something like that is too monotonous and makes most students feel bored.*" (P2)

The Reflective Focused Group Discussion reveal that English teachers mostly use the textbook as the primary teaching medium when they teach English in the classroom. The teaching media also impacts how English teachers deliver the material in the classroom. In this case, the researcher will show the English teacher's preference for teaching media use in teaching English in the classroom

according to the result of reflective focused group discussion of the students who have already passed the Field Teaching Practice or Pengenalan Lingkup Persekolahan 1 (PLP 1).

Although some students do not respond well when the teacher uses the textbook as a medium in the learning and teaching process, some students still give good responses. As stated by P3 and P6 below.

> *"Even if the teacher only used a textbook, students still enjoy and are excited during the learning and teaching process. They give good responses and always answer when the teacher asks them. They also listen very well during the learning and teaching process."* (P3)

> *"Students give a good response because textbook already used as teaching media in school, so students feel easier to accept it."* (P6)
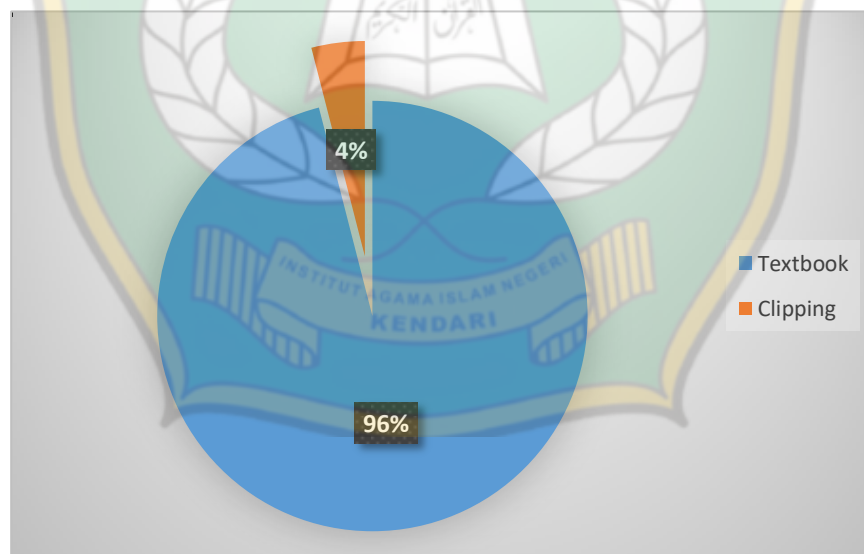

Figure 4.2 Result of Teacher's Preference for Using Printed Materials

Figure 4.2 above shows that most English teachers prefer using textbooks as the primary teaching media. It shows that 96% of English teachers use textbooks, and only 4% use other types of printed materials teaching media which is clipping as teaching media to teach English in the classroom. The most crucial

part of using textbooks is for teachers to make an effort to get students interested in the material they will be studying. An approach that attracts the students' interest in a subject and ensures that they understand what the teacher expects of them before having them open their books and disappear, heads-down in the pages, while the teacher is still attempting to engage the students in conversation.

4.1.2.2 Display Surfaces

Another type of traditional teaching media used in teaching English is display surfaces. In this context, display surfaces used to display visuals include whiteboards, chalkboards, multipurpose boards, copy boards, pegboards, bulletin boards, cloth boards, and magnetic boards. In this result, the researcher found several teachers used display surfaces to teach English in the classroom. In this case, it is the whiteboard. Whiteboard is one type of teaching media that is always available in every school classroom. Therefor the researcher may conclude that the whiteboard is the primary and general teaching media teachers may use to teach English in the classroom.

In their reflective FGD, the participants quoted the following statements regarding the English teaching media: display surfaces. As participant P9, P11 revealed:

> "*Okay, from what I have observed, the teacher used visual and conventional media like a <u>whiteboard</u>. The teacher focuses to writes the material on the board, and the student also writes and pays attention to it.*" (P9)

> "*Okay, from what I have observed because the type of school is the developing one, the teacher only used a <u>whiteboard</u> and textbook as the teaching media used in teaching English in the classroom. The teacher only used the conventional teaching media and nothing special from that.*" (P11)

That statement above shows that the school also impacts the type of teaching media used by English teachers to teach English in the classroom. According to what P11 stated, the type of school is the developing one. It makes the researcher conclude that it is rare or difficult for the developing school to use modern teaching media in teaching English in the classroom. According to P9, the English teacher's technique when teaching English using the keyboard is only to write the material on the board, and students also write and pay attention to it. From that statement, the researcher concludes that there is no chance for the teacher and students to do the interactive and communicative learning and teaching process if the teacher only focuses on writing on the whiteboard.

> *"Same with me (The teacher only uses course book that the school provided), they just focus on the textbook, and write it on the whiteboard."* (P1)

> *"Okay, for the school I have observed, in the class when it is the time to learn English, the teaching media used is just the same as with another school which is Whiteboard, textbook, and also WhatsApp group."* (P12)

> *"For me, during the Field Teaching Practice or Pengenalan Lingkup Persekolahan 1, they use the teaching media like whiteboard, textbook, and sometimes they also used hand phone to translate something that the students do not know the meaning of it."* (P13)

According to P12, P13, and P1, researcher see the tendency that not all English teachers only focus on using whiteboards as the primary teaching media used in teaching English in the classroom. In several schools, some teachers combine whiteboards with other teaching media like textbooks and smartphones. The finding unveiled how those teachers use the whiteboard as the teaching media in teaching English in the classroom.
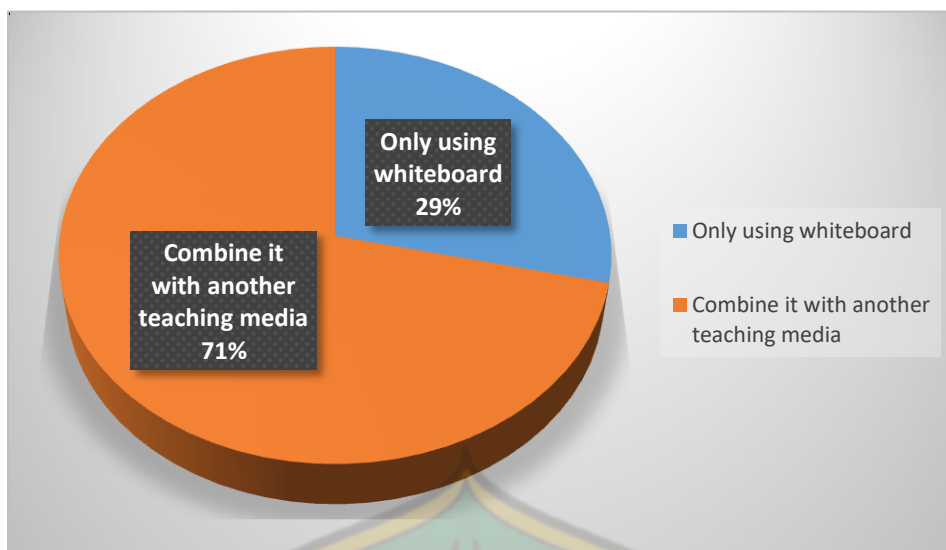
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Figure 4.3 Result of Teacher's Preference for Using Display Surfaces

Figure 4.3 above shows that the teachers combined the whiteboard in the English learning and teaching process more than the teachers who only used or focused on using a whiteboard in the learning and teaching process in the classroom. It is revealed by the diagram above that 71% of English teachers combine whiteboards with other teaching media. Meanwhile, only 29% of English teachers that only used whiteboards as the primary teaching media in the classroom.

Combining display surfaces with teaching media use receives a higher percentage than focusing on one teaching media. How those English teachers use display surfaces as teaching media in the classroom will also affect the whole learning and teaching process. Therefore, combining display surfaces, in this case, a whiteboard, with another teaching media like a textbook will be more efficient and suitable.

4.1.3 Non-traditional Teaching Media

This section explains the research findings and shows the non-traditional teaching media used in teaching English. In this study, the researcher's finding shows that non-traditional teaching media is a tool that sometimes needs a lot of preparation. It is also a tool; some need electrical resources when teachers use them. Non-traditional media is more sophisticated than traditional teaching media. In this study, researcher find that non-traditional teaching media only have one type: digital learning resources.

4.1.3.1 Digital Learning Resources

This section describes the research findings about the type of non-traditional teaching media used in teaching English. Digital learning resources are the sub-theme of non-traditional teaching media teaching English. In this context, digital learning resources are tools that help students process information by assisting them in creating mental representations of the media they are presented with. "Digital learning resources" refers to media that present information by combining text, image, video, and audio with other multimedia elements. In this study, the researcher found that digital learning resources include; a projector, Smartphone, and Social Media.

The following are statements directly cited by the participants in their reflective FGD regarding the kinds of teaching media used and considered digital learning resources. All of these statements were taken directly from their comments.

> "*Okay, the types of teaching media used, sometimes they use projector several times, especially when they do the presentation.*" (P1)

> "*During PLP 1, the teacher used several teaching media. Such as projector, laptop, and smartphone*" (P2)

> "*Usually, in the classroom, the teacher shows the material in PowerPoint. Therefore, the learning and teaching process using the projector.*" (P4)

> "*Okay, for the school I observed, the teacher used a projector and sometimes a textbook. However, before the teacher enters the classroom, they use smartphones. The teacher will send materials and assignments to the students via smartphone, and after the teacher arrives at the class, the teacher will explain.*" (P7)

> "*According to what I have observed, the teacher used a projector to show the teaching material that was presented*" (P10)

> "*The teacher uses books whenever teaching in class and projectors only when there are videos or PPT slides directed at students*" (P11)

Some teachers also used a projector in learning and teaching. If the classroom activity in the learning and teaching process is the presentation, the teacher will provide a projector as the learning media, like the statement from P1. Another digital learning resource, according to this reflective focused group discussion (RFGD), is using a smartphone. Therefor the teacher used a projector as the primary teaching media and a smartphone to share the material before the teacher went to the class. That technique may give students time to prepare their selves to learn the material at that time. P8 supports it revealed:

> "*Therefore, in the school that I have observed, WhatsApp group are used by the teacher to share material before the teacher enters the classroom. Therefore the students still have time to read the material first.*" (P8)

Therefore, this study found that several teachers from different schools use social media, such as WhatsApp groups, as teaching media. The teacher commonly shares the material before entering the class to give to students to read the material. Some teachers combine a lot of teaching media in their learning and teaching process in the classroom.

"They have WhatsApp group. They also use an offline dictionary, rarely used Google translate" (P2)

"For me, there are some teachers that used textbooks. Besides that, the teacher also sent a link to the learning video from Youtube. After that, students will take notes from that video. The teacher sent the video via WhatsApp group." (P5)

"Sometimes, the teacher used WhatsApp that connected to the smartphone. Sometimes, the teacher sent video, and after that, the students have to make a summary of that video." (P6)

"They also use YouTube to provide information related to the material to be explained" (P9)

"From what I have observed, the teacher usually used Quiziz for the formative assessment, especially for Kurikulum Merdeka" (P10)

"Okay, in the school that I have observed, in the classroom, while it is the time to learn English, the teaching media used the same as the other school: board, textbook, and WhatsApp group. That group used to share material such as website link, or PowerPoint that the teacher already made" (P12)

"Besides using WhatsApp and Youtube, the teacher usually used several websites that provide materials. Because, in the classroom, the teacher told students to find the material on the internet" (P13)

From those statements, the researcher may conclude that many English teachers use social media in the learning and teaching process. Researchers also find that the way teachers use that social media, in this case, WhatsApp group, is the same. The teacher will send a video from the Youtube platform, and students

must take notes or summarize those videos. The researcher will show the percentage of teachers using digital learning resources as the teaching media for teaching English in the classroom.
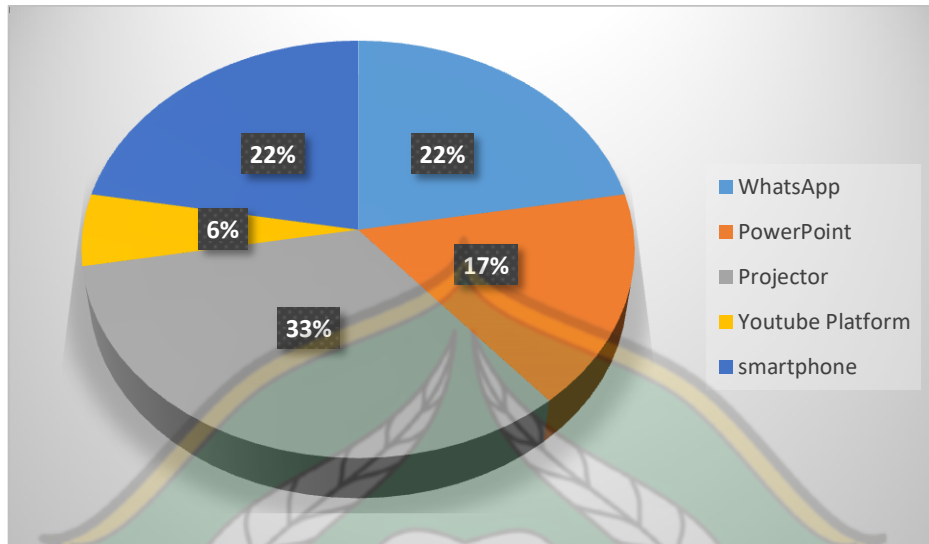

Figure 4.4 Result of the Types of Digital Learning Resources

Figure 4.4 above shows that digital learning resources are more varied than other teaching media. It shows that 33% of teachers use the projector as the teaching media in teaching English. Meanwhile, WhatsApp and smartphones share the same percentage, 22%. It is because most students access the WhatsApp group using a smartphone. It also shows that 17% of English teachers use PowerPoint as the teaching media used in teaching English. The miniature platform used as a digital learning resource here is Youtube. It shows that only 6% of teachers use the Youtube platform as the teaching media for teaching English.

4.2 Discussion

The findings of what EFL pre-service teachers observed during their Field Teaching Practice or Pengenalan Lingkup Persekolahan 1 (PLP 1) are discussed in

this section. The result of data analysis reveal that teachers in the English classroom utilized a variety of teaching tools.

This study found that there are three types of teaching media that teachers commonly use as tools to teach English in the classroom. The first is printed materials. The finding showed that teachers mostly used printed materials such as textbooks. The textbook contains fully equipped material and many worksheets to support students' understanding. As stated by Gabrielatos (2004) in her study that the textbook is one of the print media that teachers used to guide them in learning and teaching process. As stated by Sukmahidayanti (2004) and Olivia (2020), printed materials include textbook containing students' exercises, tasks, and also provide skills such as listening, speaking, reading, and writing. Despite all of that completeness, the deficiency makes students feel bored because teachers use the same teaching method when they use textbooks as the teaching media in the learning and teaching process.

From this result, it can be seen that the teaching media teachers use and the teaching method affect how students accept the material they teach. Teaching media is used by teachers to help them deliver and explain material in various ways, so students will be easier to understand the teachers' explanation related to the material. When used appropriately, teaching media can assist teachers in designing classroom activity run smoothly. It aligns with Khoiriyah (2020) that teachers serve as facilitators, controllers, and organizers when instructing students. It shows that as facilitators, controllers, and organizers teachers need media to make them easier when explaining material to the students in the learning and teaching process.

Furthermore, the curriculum also affects the teaching media used in teaching English. Most of the teachers still used textbooks. The textbook is the primary and general teaching media teachers use in the learning and teaching process. It is in line with Gabrielatos (2004) and Sukmahidayanti (2015) stated that a textbook is a printed media used to guide learning and teaching because it contains student exercises and tasks. Researchers have concluded that most teachers use the textbook as a complete package. It may provide listening, speaking, reading, and writing skills. It is supported by Olivia (2020) that the textbook can cover all four skills aspects in English.

Teachers have a learning goal they must achieve in every meeting in the classroom. Teaching media is a tool that can help teachers achieve it, as supported by Aini's (2013) study that instructional media refers to all of the materials and physical tools that teachers can use to enhance instruction and support students' learning goals. In this case, teaching media will also have a lot of impacts. In Ely's (1978) study, the first benefit of using teaching media is making good study time. The second benefit is that it allows students to explore learning with their capabilities. The third benefit is teaching media can provide fundamental lessons by presenting and planning learning goals. The fourth benefit is education can run smoothly with the help of communication. The fifth benefit is learning can be made more accurate with the help of technology. The last benefit is teaching media may provide a broader material education.

In addition, Harmer (2001) in his study said that good textbooks are meticulously prepared to provide a coherent syllabus, satisfactory language control, motivating texts, CDs, and additional accessories like video content and

additional resources. They reassure teachers under pressure that they can use the material whenever they want because textbooks come with detailed teacher's guides that provide instructions for the lesson in the student's book and suggestions, alternatives, additional activities, and resources. Students enjoy learning with textbooks because they encourage the progression of units and provide material on which they can reflect for revision.

The next one is display surfaces. Whiteboards, chalkboards, multipurpose boards, copy boards, pegboards, bulletin boards, cloth boards, and magnetic boards are examples of display surfaces utilized for visual displays in this context. The board is also the most adaptable piece of classroom instructional equipment (Harmer, 2001). Boards can also be used for picture frames, public workbooks, a notepad, and game boards.

Additionally, some participants demonstrated that the school influences the instructional materials utilized by English teachers to teach English in the classroom. The researcher concluded that it is somewhat challenging for developing schools to utilize modern teaching tools, with teachers primarily using them to write on the board. Sukmahidayanti (2015) in her study stated that even though the board is the predominant traditional teaching media used by teachers, there are several advantages to using the board in the learning and teaching process, such as 1) monitoring students' comprehension of the lesson; 2) it is simple to use; preserving paper, 4) It is simple for students to use; 5) There is no need for technical support and no time is wasted.

The last one is digital learning resources categorized as non-traditional teaching media. In their study, Eady and Lockyer (2013) found that digital

learning resources combine text, image, video, and audio with other multimedia elements to present material information. A projector, PowerPoint, and WhatsApp applications as digital learning resources are discovered in this study. Several teachers use a projector in some schools to help explain the material to the students.

Furthermore, it turned out that it helps the teacher explain the material and excites students because they can see everything the teacher shows through the projector. It is in line with Onasanya (2004) and Sukmahidayanti (2015) that projectors can help students see the material in front of the classroom and are helpful for teachers to show a variety of things.

Some participants also showed that many English teachers used social media to teach and learn. Using social media to teach English can help teachers meet the needs of today's students learning styles. Ariantini, Suwastini, Andyani, Dantes and Jayanti (2021) stated that students' 21st-century learning contexts are inextricably linked to social media. Even though social media can help students study, there is still a deficiency, as stated by Smaldino, Sharon, Lowther, and Russel (2012), that every form of media has advantages and disadvantages, particularly the school's online media. The benefits of using online media in the classroom; 1) the variety of media, including those connected to the internet. With an internet connection, anyone can quickly and indefinitely watch, read, or download video, audio, animation, and documents; 2) new information: in the past decade, many schools had limited access to resources; now, thanks to the internet, anyone can participate in e-learning without having unlimited access to daily updates; 3) Navigation: Because of the strength of the internet, it is simple to

move from one resource to another without having to switch computers; 4) Ideas can be shared, and students can easily exchange ideas with experts or learn something new; 5) e-mail and other forms of convenient communication allow for the sharing of information and fun-filled asking of questions for an unlimited amount of time; 6) the low cost of using the internet in all areas, which continues to decline.

However, there are disadvantages to using online media as stated by Olivia (2020) such as: 1) inappropriate content: There are many things that students can learn, but when they learn content online, sometimes inappropriate advertisements appear, which can distract them; 2) copyright, the ease with which information can be accessed, and the ease with which students can copy-paste work; 3) assistance; the internet will be meaningless without fast network technical support; 4) access: to quickly access the internet, use a wireless network that has official permission; 5) The teacher cannot control all students' access due to a lack of quality control. Projectors are one of the non-traditional teaching tools for English (Harmer, 2001). It is in addition to online media.

Teachers use teaching media in the learning and teaching process for several reasons, as teaching media can enhance the educational experience and contribute to effective learning and teaching process. First, teaching media such as videos, images, and interactive presentations that shown through projector can capture students' attention and make the learning experience more engaging. This increased engagement can lead to better understanding and retention of information.

Second, visual aids that shown by display surfaces can help clarify complex concepts and make abstract ideas more tangible. Seeing a visual representation of a concept can enhance comprehension and make it easier for students to grasp difficult topics. Third, each student has diverse learning styles, including visual, auditory, and kinesthetic (DePorter & Hernacki, 2006). Teaching media allows teachers to fulfill to these different styles of learning, ensuring that students with various preferences and strengths can give benefit from the learning materials.

Finally, the study found that English teachers typically employ traditional teaching media more frequently than non-traditional teaching media when it comes to learning and teaching. According to the researchers, traditional teaching media are preferred by educators due to their ease of preparation. Traditional teaching media, such as printed materials like newsletters and bulletin boards, can be used for teaching and learning (Bajracharya, 2016). In conclusion, teaching media serves to make learning more engaging, accessible, and effective. By leveraging various forms of media, teachers can create dynamic and inclusive learning environments that fulfill to the diverse needs of the students.