

CHAPTER V

CONCLUSION

This chapter concluded with the main argument of the research. It addressed a few issues, including the study's limitations, conclusions, and pedagogical implications.

5.1 Conclusion

This study explores what types of teaching media teachers use in teaching English according to EFL pre-service teachers' observational experiences during Field Teaching Practice or Pengenalan Lingkup Persekolahan. This study's results reveal three types of teaching media teachers use in teaching English. Furthermore, based on the result of the study, the researcher found that English teachers prefer to use traditional teaching media more than non-traditional teaching media in the learning and teaching process.

The teachers used traditional teaching media divided into two types: printed materials and display surfaces. The teachers also used non-traditional teaching media called digital learning resources in this study. In each school where participants have been observed, some teachers have the same way of using the teaching media in the learning and teaching process. Most teachers who prefer traditional teaching media only use the whiteboard to write the material before the class. In other cases, the teachers who prefer to use non-traditional teaching media have various ways of using those teaching media.

5.2 Limitation

It was necessary to acknowledge the research's limitations. The study's flaws or shortcomings showed this restriction. Through a lengthy procedure, some of these constraints can be evaluated from multiple perspectives. These limitations can be examined from multiple perspectives throughout a relatively lengthy procedure. These include aspects of the research's methodology, findings, and literature review. Several inadequate factors have an impact on these three aspects. These cover techniques and aspects of the literature review. Several defective items impact these three factors.

This study only focuses on three sub-theme of teaching media used in teaching English, considering the greater variety and complexity of the teaching media available to the educator. There are few relevant studies on these topics. Therefore, the researcher found it difficult to determine English teachers' use of teaching media and how it can help teachers deliver material in the learning and teaching process. Another difficulty faced by the researcher is that in this study, most of the teachers still did not use modern teaching media. Meanwhile, most of the literature on this topic is about modern teaching media. Therefore, it is hard for researchers to find the literature or previous study related to this topic.

According to the researcher, the poor quality of the participant's responses to the reflective focused group discussion (RFGD) accounts for the lack of data. Since RFGD is the only instrument used in this study, additional methods, such as individual interviews, may be used in subsequent studies to obtain more precise or clear information from participants.

5.3 Pedagogical Implication

The results of this study have consequences for how English is taught and learned, particularly in secondary and senior high schools. This study can help teachers choose the instructional media that will be utilized to teach English. Teachers can design various educational and instructional activities using teaching media. Through instructional media, teachers can establish a learning and teaching environment that aligns with students' needs and skills. Teachers can create engaging teaching resources that go well with the course material. In addition, the teacher can also evaluate the teaching method done so far when teachers use the teaching media in learning and teaching English in the classroom, whether the students like it or not.

Additionally, this study's findings have implications for students. Thanks to this research, students can learn more about the kinds of teaching media that will work best for them. Students may offer suggestions to teachers regarding the appropriate teaching media for the content being taught.

In addition, this research may assist future pre-service teachers in conducting observations or teaching practices in schools. These pre-service educators will already be thinking about the instructional materials they will use to teach students in schools. They can anticipate and consider the kinds of teaching materials that students will prefer when learning English. The results of this study suggest that the teaching materials used to teach English supported and assisted teachers in explaining the material in various ways. In addition, the study's findings can be used as a reference by teachers to determine which media are most effective in explaining material to students during the learning and

teaching process. Including various teaching tools in the learning and teaching will also benefit the students.

5.4 Recommendation

Based on the observational experiences of EFL pre-service teachers, this study revealed three sub-themes of teaching media used in English instruction. The three subthemes are printing media, display surfaces, and digital learning resources. There were three subthemes, with traditional and non-traditional teaching media as the main themes. Due to the lack of relevant studies, this study only examines the types of teaching media utilized by English teachers. Therefore, future studies are anticipated to determine what type of teaching media students need in learning and teaching.

