CHAPTER II

LITERATURE REVIEW

This research discussed several points related to theoretical study. The theoretical study contained teaching media used in teaching English, such as textbooks, boards, and projectors. This chapter also consists of the previous study.

2.1 Theoretical Framework

2.1.1 Media in Teaching Point of View

Media as a learning tool is gaining popularity in the world of education. Sanjaya (2016) stated that media was an entire of instruments that can apply for school and give aim for the learning and teaching process like TV, book, magazine, and different gadgets. Furthermore, teachers are facilitators, controllers, and organizers when instructing students in English (Khoiriyah, 2020).

In the learning and teaching process, using media is the current development of education, whether printed or online, especially for English learning and teaching process. In other words, Fathurrohman (2008) said that media was a tool that can encourage students so that the learning and teaching process happens.

Aini (2013) on her study found that instructional media refers to all the materials and physical tools a teacher can use to enhance instruction and support students' learning goals. Richards (2017) also said that media like television, radio, and newspapers are seen as a whole and fun way to spread news or information to many people. Another way of putting it: media is a tool for encouraging students to learn (Suryadi, 2020). Aini (2013) said that media have

the potential to enhance learning and comprehension of materials in several ways: 1) getting noticed; 2) making learning more enjoyable; 3) Creating a learning environment; 4) making opinions and ideas more palatable.

Ely (1978) stated that learning media also had its advantages. Making good use of study time is one of the first benefits. Second, it may allow students to explore learning according to their capabilities, learn how they choose, minimize traditional methods, and explain teachers' control. Third, it provides fundamental lessons by presenting and planning to learn logically and systematically and researching to develop complementary learning activities. Fourth, education can run smoothly with the help of communication tools and people's growing abilities. Fifth, learning can be made more accurate with the help of technology and immediacy, which can provide direct knowledge and act as a barrier between classroom reality and life outside of school. Sixth, it provides a broader material education outside of space and time constraints.

2.1.2 Traditional Teaching Media Used in Teaching English

Traditonal teaching media for the most part utilized in the study hall, like blackboard (Khoiriyah, 2020). Moreover, Khoiriyah (2020) expressed in her study that other than blackboard, the other traditional teaching media like books, magazine, and tape. It is supported by Slaviloka (2014) that traditional teaching media was old media like printed media (books, paper, or magazine) and electronic media (radio, tapes, records, TV, and film).

In addition, Bajracharya (2016) also expressed that traditional teaching media have the structure like written words: pamphlet, notice board, radio, and TV which can use for the learning and teaching process. Consequently, traditional

teaching media is the media that by and large print out and old innovation media utilized by educator in the learning and instructing process (Khoiriyah, 2020)

Media is needed to help educators innovate in the learning and teaching process to make all of them a reality. Tamrin, Azkiyah, and Sari (2017) said that media are necessary components of learning activities to facilitate the achievement of the learning objective. Students can easily absorb information when teachers incorporate media into their teaching and learning processes.

Media-supported learning and teaching methods will produce a fun euphoria that can inspire students to learn more. Rice, Hiltsz, and Spencer (2005) said that education media can convey a message to recipients to pique their interest in learning and their thoughts, feelings, and concerns.

The use of traditional media in the classroom is typical. One of the examples of traditional teaching media in the classroom include chalkboards (Khoiriyah, 2020). In addition, Bajracharya (2016) also stated that traditional media could be utilized for teaching and learning because they take printed materials like newsletters and bulletin boards. Harmer (2001) stated that the textbook and the board are two examples of teaching media. Most of the teachers usually used both textbook and board at the same time as teaching media in the classroom. Textbook used by teachers as the source of the material and the board used as the media to explain the material in the classroom.

2.1.2.1 Printed Materials

The textbook is one of the print media teachers have used to guide them in learning and teaching (Gabrielatos, 2004). It is printed materials containing students' exercises and tasks (Sukmahidayanti, 2015). A textbook is a teaching media commonly used by teachers in learning and teaching process. Textbooks provide skills such as listening, speaking, reading and writing. It is in line with Olivia (2020) that the textbook could cover all four skills aspects in English. The textbook also provides a lot of exercises that can help students to understand more about the material that has been discussed. Textbooks also have strengths and weaknesses. For example, textbook has a lot of exercise to do. At the same time, Olivia (2020) also stated that the textbook was lack of exercise variations.

Harmer (2001) stated that good textbooks are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, CDs, and other accessories such as video material and extra resources material. They provide teachers under pressure with the reassurance that even when they are forced to plan at the last moment.

Figure 2.1 Textbook as a type of printed materials

Source: Pinterest pictures

2.1.2.2 Display Surfaces

Smaldino, Sharon, Lowther, and Russell (2012) stated that display surfaces include chalkboards, multipurpose boards, copy boards, pegboards, bulletin boards, cloth boards, and magnetic boards. The board is the most versatile instructional equipment in the classroom (Harmer, 2001). Boards mean blackboard, whiteboard, or any board used in the classroom.

Board is a traditional teaching media commonly used in teaching and learning. There are several benefits to using the board in the teaching and learning process, such as; 1) monitoring students' comprehension of the lesson; 2) it can be utilized efficiently; 3) saving paper; 4) students can interact with it easily; 5) no need technical support and not consuming time (Sukmahidayanti, 2015). The board can be used for various functions according to its purpose. For example, when teacher explain a material in front of the class and need to highlight some important words, teacher may write all that words in the board, so students also may see the correct word that teacher want to highlight.

Harmer (2001) stated that teachers can use the board for various purposes, such as a notepad, explanation aid, picture frame, public workbook, and game board. Here are the specific explanations.

2.1.2.2.1 Notepad

As things come up throughout the lesson, teachers frequently write them on the board. They could be terms they want students to remember, unfamiliar or unfamiliar to students' phrases, or subjects and phrases they have generated from students when trying to develop a composition plan, for example. Students can see and "hear" the word simultaneously when a teacher writes a word on the board

and emphasizes it. Additionally, the teacher can draw in intonation tunes or highlight spelling elements. Words can be grouped by teachers based on their grammatical or semantic purpose. Some educators even assign colors to various language components to make them more comprehensive and clear (Harmer, 2001).

Figure 2.2 Notepad as one of the function of board

Source: Pinterest pictures

2.1.2.2.2 Explanation Aid

Using the board during class in a meaningful and structured way, without slowing down the flow of the discussion or the interpersonal dynamics of the group, requires practice and planning. The payoff to this effort is that the board can support the teachers' guidance of the discussion in an unobtrusive but effective way. In addition, a well-developed series of boards can leave students with a coherent picture of the class as a whole at the end of the session.

Boards can also be used to explain things. For example, by drawing connecting arrows, a teacher can demonstrate the connection between a positive sentence and a question. In addition to writing out phonemic symbols to demonstrate how a word or sound is pronounced, teachers can use diagrams to show students where words should belong in a sentence (Harmer, 2001).
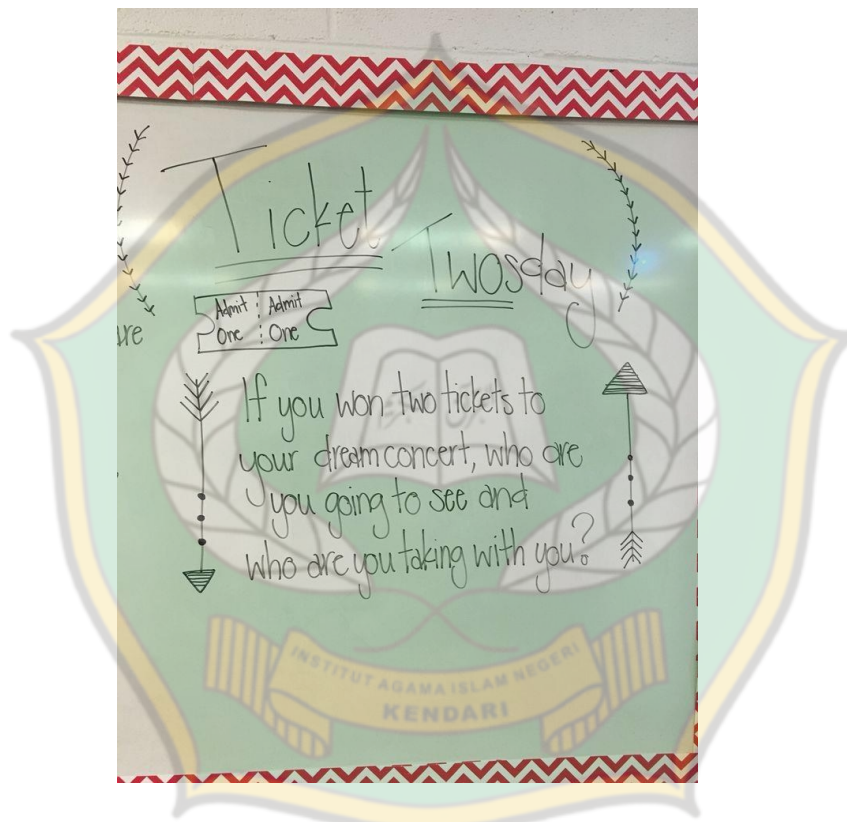

Figure 2.3 Whiteboard as an explanation aid

Source: Pinterest pictures

2.1.2.2.3 Picture Frame

The teacher's artistic aptitude is the sole restriction on using the board for painting pictures. However, even those who lack natural creative talent may frequently sketch sad and joyful faces. The teacher can draw stick people standing up and running or try to draw a bus or a car. This may be done whenever

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necessary because the board is always available to help students understand words and concepts (Harmer, 2001).
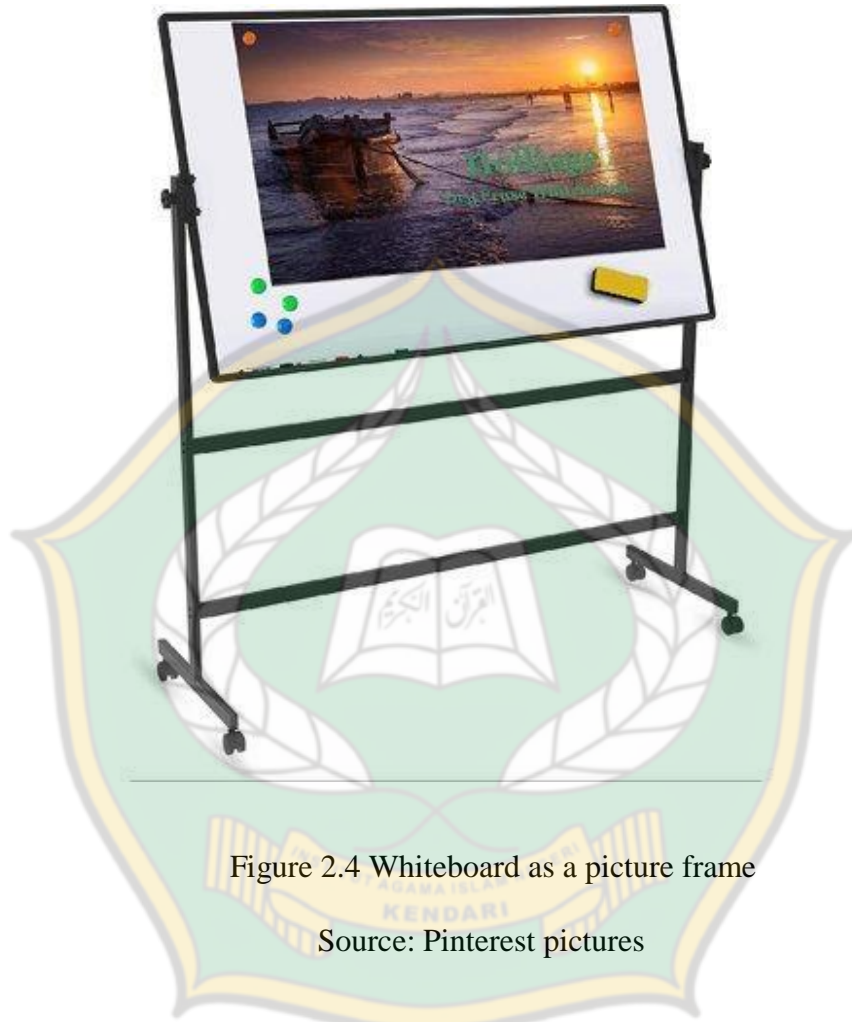

Figure 2.4 Whiteboard as a picture frame

Source: Pinterest pictures

2.1.2.2.4 Public Workbook

Writing fill-in, altered, or sentences with gaps in them is a common practice. At this moment, the entire class determines which version is accurate. Occasionally, teachers will note on the board errors they have seen students make during a creative language activity. Students who believe they can remedy them are invited to stand up and try. This is one of the activities that may help students to focus their attention in one place (Harmer, 2001). The purpose of the activity is

to get the attention of the students so they can pay attention to the explanation of the teacher.

Figure 2.5 Whiteboard as a public workbook

Source: Pinterest pictures

2.1.2.2.5 Game Board

Several games can be played using the board. In Tic-tac-toe, for example, teachers can draw nine box frames and write different words or categories in each box. Teams must make sentences or questions with the word; if they get them right, they can put their symbol on the square to draw their winning straight line (Harmer, 2001).

Handwriting on the board should be clear and easy to understand. To prevent the board from being covered in scrawls randomly and irritatingly, the

teacher should organize the material somehow. The teacher could create a column on one side of the board for new words and flip it over. The teacher might then use the left-hand column to list the days of the lesson's schedule while using the center of the board for grammar lessons or activities. Turning back to the class while writing on the board is not a brilliant idea, especially if it takes a while. It usually demotivates people and could make the students agitated. Involving the student in the board work as much as possible is preferable (Harmer, 2001).
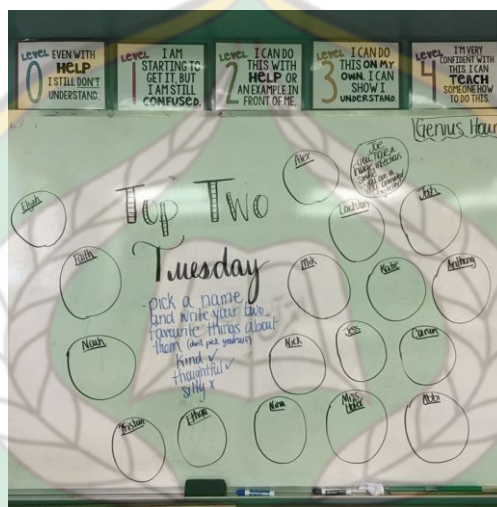

Figure 2.6 Whiteboard as a game board

Source: Pinterest pictures

2.1.3 Non-traditional Teaching Media Used in Teaching English

Online media has become a supporting tool for education (Khoiriyah, 2020). In Smaldino, Sharon, Lowther, and Russell's (2012) study, online media is used as educational support and software. A lot of applications, like Animaker, Powtoon, Quizizz, and Kahoot!, Wordwall, Quizlet, Schoology, Edmodo, use an LMS (Learning Management System), and some teachers also use smartphone social media like WhatsApp to deliver new material, share concepts, and take exam quizzes (Khoiriyah, 2020). Digital learning resources support information

processing by assisting students in developing mental representations through the mix of media elements presented to them (Eady & Lockyer, 2013). It presents information or material by combining text, image, video, and audio with other multimedia elements.

Smaldino, Lowther, and Russel (2009) discover that every form of media has advantages and disadvantages, particularly the school's online media. The first benefit of using online media in the classroom is 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. The second benefit is new information. In the past decade, many schools had limited access to resources, now anyone can participate in e-learning without having unlimited access to daily updates. The third benefit is the strength of the internet. It is simple to move from one resource to another without having to switch computers. The fourth benefit is that ideas can be shared, and students can easily exchange ideas with experts or learn something new. The fifth benefit is 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. The last benefit is the low cost of using the internet in all areas, which continues to decline.

However, there are disadvantages to using online media. The first one is inappropriate content. There are many things that students can learn, but when they learn content online, sometimes inappropriate advertisements appear, which can distract them. The second one is copyright. The ease with which information can be accessed, and the ease with which students can copy-paste work. The third

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one is assistance. The internet will be meaningless without fast network technical support. Fourth, it uses a wireless network that has official permission to quickly access the internet. The last one is that the teacher cannot control all students' access due to a lack of quality control. According to Harmer (2001), projectors are one of the non-traditional teaching tools for English. It is in addition to online media.

2.1.3.1 Digital Learning Resources

This type of non-traditional teaching media used in teaching English is called digital learning resources. Eady and Lockyer (2013) in their study stated that digital learning resources include content and sometimes learning activities. They combine multimedia elements, including text, image, video and audio, to present information. Projectors and social media are categorized as learning digital resources.

Projectors are helpful for teachers to show many things about overhead transparency (Sukmahidayanti, 2015). Onasanya (2004) in her study stated that a projector could help students to see the material in front of the class. It can help the teacher to show the material that will be discussed easily. Teachers may create slides PowerPoints with material, and the teacher may show those slides using the projector. Using a projector, PowerPoint allows the teacher to show various media such as pictures, clips, or videos explaining the material.

Amin, Azim, and Kalam (2018) stated that the projector in the English learning and teaching process benefited the teachers to carry a dramatic or dynamic change in the class atmosphere and the teaching techniques. When teaching with a projector in the class, the teacher can explain the material verbally

and visually. It can make the learner euphoric and not feel bored at all. In teaching speaking skills, it is recommended to use video. As Hakim (2019) stated in his study that it is recommended for teachers use video as media to teach speaking in the classroom. A projector is needed to show video in the classroom to make the teaching process more efficient.

A teacher can use a projector to display the entire book, grammar exercises, images, diagrams, or student work. The teacher does not have to demonstrate everything at once when utilizing a projector, which is one of its benefits. The teacher may decide the section or slide they want to show the class. Although projectors are incredibly flexible, they can often provide challenges. Not all classes have electricity, and projectors require electricity. It is also not very strong, especially compared to the natural light of the windows and doors. However, if all these possible issues are considered and fixed, the projector is a very effective teaching tool (Harmer, 2001).

Figure 2.7 Projector as one of the type of digital learning resources

Source: Pinterest pictures

Figure 2.8 Projector as the teaching media in the classroom

Source: Pinterest pictures

2.1.4 Teaching English Using Media

Media for teaching have some parts that can be use by teachers to deliver the materials between teacher and students. Smaldino, Lowther, and Russel (2012) in their study indicated that there are six types to indicate the media. The first type is text. It is global media that commonly used. Text is alphanumeric characters that may display in any format, for example books, posters, boards, computer screen, and so on. The second type of media is audio; that is all things that people can hear, for example someone's voice, music, mechanic's voice, and so on.

The third type is people. People here mean someone that expert in their field and can provide information. The fourth type is video, media that shows movement such as DVD, computer animation, and video recorder. The fifth type is the engineer or manipulative media or realia that the model is three-dimensional

and can be touched. The last type is visual media, something like a diagram in a poster, picture (on a blackboard, inside a book, cartoon), and so on. Thus, from all of the six media above, many kinds of media can be used as a tool to help teaching and learning in any types of the subject lesson, particularly in English subject.

Richards (2017) stated that language learners today have more opportunities for meaningful and authentic language use via the Internet, technology, media, and English in virtual social networks. Teachers and researchers have recently used innovative and exciting digital technologies, such as mobile technologies, gaming, and social media, to teach second and foreign languages (Smith, 2017). Mompean and Fouz-Gonzalez (2016) examined whether Twitter could teach pronunciation as a second language learning or teaching tool. They found that the students were actively engaged in the study and that the instruction improved their pronunciation.

Alamer and Al-Khateeb (2023) also looked into how using the WhatsApp app affected language learners' motivation to learn English, and the results showed that students responded positively. According to the findings of all of these investigations, teachers of English now employ traditional teaching methods like the textbook or the board and social media platforms like Twitter and WhatsApp.

2.2 Previous Study

Various previous studies on this topic are discussed to give a comprehensive insight into the use of teaching media in teaching English. The first study was carried out by Sukmahidayanti (2015). This study aimed to

describe the teacher's preparation and to explain how the teacher utilized the instructional media in the classroom. This study used qualitative case design and employed observation, interview and data analysis to obtain the data. The result of this study showed that the teacher did two kinds of preparation in utilizing the instructional media, reading the materials and choosing the media.

In utilizing the media, the teacher utilized the provided media in the school and did not utilized it optimally due to several challenges, such as limitation of time, difficulty in selecting media, lack of media availability, and the teachers' negative belief towards instructional media and the system. In conclusion, instructional media utilization was not optimally done by the teacher and it needed to be improved. Therefore, the researcher suggested the teacher to participate in a training program to optimize the teachers' instructional media utilization.

The second study was carried out by Halwani (2017). This research focused on language learners of English as a second language. This study was conducted in an ESL classroom in H. Frank Carey High School, one of five high school in the Sewanhaka Central District of Nassau Country. The data analysis was log observation sheets, pull-out focused groups, checklists, and surveys of students. The basic findings were that reading and writing improved when teachers used visual aids, especially when teachers pulled students out of the classroom for individualized instruction. Therefore, this study concluded that the use of visual aids and multimedia can help the students to absorb the content and become interactive in the classroom with no fear of giving wrong answers or, of having trouble being a participant in the class because of shyness.

Halwani (2017) also found several strengths of using teaching media in teaching English, such as the media could make students active in the learning process, and the students were focused on understanding the material. However, the researcher also found the weakness of using media in teaching English. The weakness is it was difficult for the teacher to get the students' attention.

Another study was conducted by Rahmi (2014). This study was conducted to figure out how the implementation of media in English language teaching to the six levels. This study used case study as the research design. The population was 44 students and the sample was taken by using nonprobability sample that is convenience sampling was 22 students and 1 English teacher. The data was collected using observation checklist sheet, questionnaire, interview and documentation.

Based on the data analysis, it was found that the English teacher used smartphone as audio media, visual printed media such as book, magazine, and newspaper. The finding show that 90% of the students like to study English using teaching media. So, this study suggested to the English teachers to media in the learning and teaching process.

A study by Wijayanti (2018) also related to the use of media in the learning and teaching process. The study explained about how to improve the junior high school students' vocabulary achievement by using visual media namely Pop-up pictures. The research design used is Classroom Action Research. The data collection method of this research were interview, observation, documentation, and vocabulary achievement test. The research participants were

students of grade VII in junior high school. The research area was chosen by using purposive method.

This research was held collaboratively by the researcher and the English teacher. The result shows that the use of Pop-up Pictures improves the vocabulary of the participants. It means that the objectives of the research were successful. So, the English teacher was suggested to use Pop-up Pictures as alternative media for teaching vocabulary to improve students' participation and the students' vocabulary achievement.

The last previous study was conducted by Bagdasarov, Luo, and Wu (2017). This study explored the impact of tablet technology in a college classroom on students' perceptions of their learning. Students were asked about oral. Written and visual communication and critical thinking skills. Mid-semester and end-of-semester surveys were administered to tablet-enabled classes to collect self-reported data. The finding of this study shows that using tablet technology was beneficial for all three types of communication skills in learning English.

All of the previous studies above investigated teaching media used in teaching English from the point of view of the teacher itself. This research differs from previous studies because the researcher investigated the teaching media used in teaching English through the observational experiences of EFL pre-service teachers when they do Field Teaching Practice or Pengenalan Lingkup Persekolahan 1 (PLP 1). It makes this research may useful for the future pre-service teachers to know more about which teaching media is the most helpful one, so once they do the Field Teaching Practice, they already aware about the teaching media that suit the learning material the most.