CHAPTER I

INTRODUCTION

This study aims to investigate the beliefs of pre-service teachers on the utilization of instructional media at one of the Islamic higher institutions in Kendari. This chapter depicts the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of the key terms in this study.

1.1 Background of Study

Instructional designers in education settings have to consider how to utilize instructional media to obtain effectiveness and efficiency. Based on the history of instructional media all through the 20th century, it shows a recurrent pattern of enthusiasm and little impact on real practices. As each new medium entered the world, there was an exquisite deal of preliminary interest and enthusiasm about its predicted impact on instructional practices (An, 2021). However, interest and enthusiasm subsequently faded, and the medium had a minimum impact on instructional practices due to various factors, which include negative educational high quality, the costs associated with getting and retaining the media and equipment, trainer resistance to exchange, lack of hints for integrating new media into instructional practices, and systemic boundaries consisting of organizational systems (Reigeluth & Karnopp, 2013; Reiser, 2018). Nevertheless, in the 21st century, learning theories and instructional design have been involved, and the use

of digital technologies and computers has had a significant impact on the ways we learn (An, 2021).

However, the use of instructional media in the classroom must be appropriate to the learning style. This is because, in the field of education, the fit and mismatch between learning styles and learning media can have a significant effect on student learning achievement (Entwistle, 1998). To enhance students' capabilities effectively and efficiently, instructors have used several kinds of instructional media which incorporates real object, textbook, whiteboard, audio, video, interactive multimedia, computers, and even recently smartphone. Branch (2009) classifies learning media into three types according to learning styles, namely visual, auditory, and kinesthetic. Students have distinct characteristics in terms of different aspects, such as field of study and intelligence (Gardner, 1993). Visual, Auditory, and Kinesthetic (VAK) learning styles divide students based on their preferences for a certain level (Miller, 2001). VAK model's learning pedestal describes self-knowledge and exploration as a productive and enjoyable experience (Murphy, Gray, Straja, & Bogert, 2004). Therefore, it is necessary to apply to support the learning process.

On the other hand, teachers' decisions depend on their beliefs. In this case, the teacher decides to use learning media in the classroom. In line with Li (2012) teachers' beliefs influence the way they behave, the way they teach, and the way they interact with students. Andiliou and Murphy (2010) define beliefs as perceptions, perspectives, attitudes, values, views, conceptions, and implicit theories. Khader (2012) defines beliefs as a collection of concepts that are formed

due to experiences and ideas in the learning process. Mo (2020) stated that beliefs are related to practice because they influence teachers' perceptions and interpretations of information and experience. In addition, teacher beliefs serve as a basis for action (Borg, 2011). Therefore, knowing more about teachers' beliefs helps identify how they teach according to their preferences and in ways they believe to be effective.

Regarding instructional media in teaching English as a foreign language, several studies have been carried out. Aini (2013) conducted a study in primary schools. The study showed that teachers use several instructional media in teaching, including books, boards, pictures, and realia. In addition, another study conducted by Sukmahidayanti (2015) which was a qualitative study, showed that teachers used instructional media available in school. Teachers face difficulties in using media, including difficulty in selecting media due to a lack of teaching facilities and time constraints. On the other hand, there is also a study about teachers' beliefs and practices conducted by Utami (2016) that describes the relationship between teachers' teaching practices and EFL teachers' beliefs. Another previous study on belief was conducted by Gilakjani and Sabouri (2017). This study is a review of the literature on English teachers' beliefs, showing that the principles of teachers in class are the effect of their beliefs.

As stated above, the researcher is interested in knowing the beliefs of pre-service teachers on utilizing instructional media in the classroom. In addition, research on this case is still lacking, so the researchers raised this case as research material. The results of this study are expected to provide information about what

types of media teachers believe the effectiveness of their use, the reasons why they believe in these media, and the implementation of media.

1.2 Scope of the Study

In this study, the pre-service teacher used instructional media during teaching practice. This study only focused on pre-service teachers' belief in the utilization of instructional media in teaching EFL students. This study only involved upper-semester students who have practiced teaching and used instructional media in teaching.

1.3 Research Question

Based on the focus of the research outlined above, the researcher formulated the research question, "What are EFL pre-service teachers believe they should utilize instructional media in their classroom?"

1.4 Purpose of the study

Based on the research background, this study aims to explore pre-service teachers' beliefs and identify the types of media used by EFL pre-service in the classroom according to their beliefs.

1.5 Significance of the Study

By the completion of this research, the researcher hopes the result of the study will make a significant contribution to English instruction. In the framework of the development of the science of further research, the results of this study are expected to contribute knowledge about teachers' beliefs on the utilization of instructional media. By knowing teachers' beliefs on the utilization

of instructional media, teachers are expected to create good teaching, evaluate teacher practice in utilizing instructional media, and recognize teachers' beliefs in utilizing instructional media in teaching English. Knowing the teacher's belief, it is hoped it can be used as a substantial consideration to adapt how to learn.

1.6 Definition of the Key Terms

For the purpose of this study, there are several terms used that will be considered as follows;

Instructional media refers to anything that is used to send information from sender to recipient, which is in this context from teacher to students to raise the curiosity of students and encourage them to learn either in traditional ways such as blackboard, textbooks, and other printed materials or new instructional media that utilize the online media such WhatsApp, Zoom, Google Classroom, interactive video on Youtube, etc.

Belief is a subjective element of knowledge that an individual considers true and important in relation to a specific subject. Belief also can influence behavior.

EFL Pre-service teacher refers to a student enrolled in English as a Foreign Language teacher's preparatory program and must complete degree requirements such as coursework and field experience before obtaining an education license.