

## **CHAPTER II**

### **REVIEW OF LITERATURE**

In this chapter, the researcher provides theories related to the research problem. This chapter is divided into three parts. The first part describes theories that relate to this study. In the second part, the researcher provides some studies that are done in a similar case to what the researcher did, while the last part discusses the limitations that will be used in discussing the findings.

#### **2.1 Theoretical Framework**

In this particular section, the researcher focuses on the elaboration of literature on related topics. It covers types of instructional media on the student's learning style, media integration in classroom settings, and EFL teachers' beliefs concerning their media-rich EFL classroom.

##### **2.1.1 Types of Instructional Media Utilized in EFL Classroom Based on Learning Style**

There are many kinds of instructional media usually used in the teaching and learning process. But in this case, the teaching media is divided into three types based student's learning style. According to Branch (2009), there are three types of instructional media based on the learning style that are VAK (Visual, Auditory, and Kinesthetic). VAK is the classification of learning methods based on learning preferences that fall under the instructional preference category, as it focuses on cognitive modes (Fleming, 2011). Meanwhile, Miller (2001) described

the VAK learning style as the preferred instructional replica that categorized students based on their preferences for particular senses. Dreeben (2010) suggested that the rationale behind the VAK mode of assessment's educational efficiency lies in the empirical perspective of the assessment method as well as the method by which students obtain information.

Based on how a learner learns more efficiently, the VAK model classifies learners into three groups: visual, auditory, and kinesthetic. VAK learning style framework is the most well-liked and widely utilized classification of the student's learning preferences (Deborah, Baskaran, & Kannan., 2014; Khodabakhshzadeh, Hosseinnia, & Rahimian., 2017). Visual learners learn best by seeing things; auditory learners learn best by hearing them; and kinesthetic/ tactile learners learn best by physically interacting with the environment, such as by participating in games or giving demonstrations (Sousa, 2006).

There are two distinct methods to determine a student's learning style. The initial approach utilizes standardized surveys to identify the learning preference for a specific model of learning style (Hauptman & Cohen, 2011; Huang, Lin, & Huang, 2012; Shaw, 2012). The benefit of a survey is that it provides numerical values or proportions for all modes of learning for the participant (Ocepek, Bosnić, Šerbec, & Rugel, 2013). The second option for determining a student's learning preference is automated detection of their learning style based on their interaction with learning systems (Chang, Kao, Chu, & Chiu., 2009; Özpolat & Akar, 2009). This option is not time-consuming, but the question remains whether

a system can consistently associate a student's interactions with their corresponding learning style.

The application of the VAK model adapts to learners' learning styles. Mackay (2007) stated that the VAK learning style is an impressive medium that could be combined with other necessities. Murphy, Gray, Straja, and Bogert (2004) added to the VAK model's learning pedestal by describing self-knowledge and exploration as productive and enjoyable experiences. According to Drago and Wagner (2004), students seized variation in terms of learning style as demonstrated by their interests and desires.

The Visual, Auditory, and Kinesthetic (VAK) model is one method for determining a learner's preferred learning style. The VAK theorists contend that all three presentation styles must be used when presenting information. This gives all students the chance to participate, regardless of their preferred learning style (Clark, 2000).

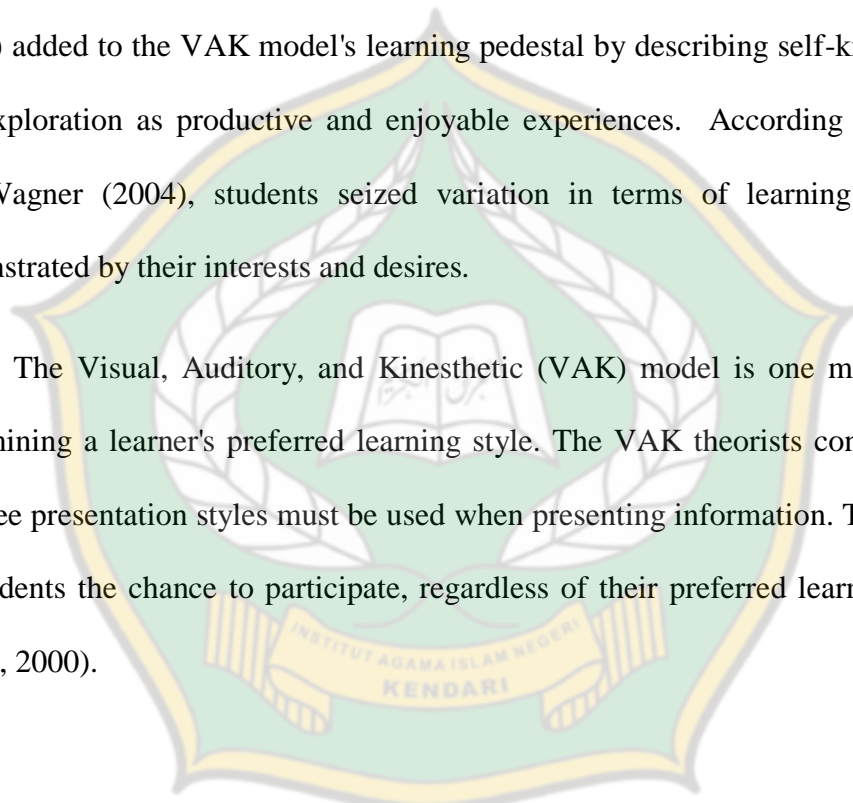




Figure 2.1 Model for effective instruction by Dales' Cone

The suggested approach (fig. 2.1), which is based on Dales' Cone, Bloom's taxonomy, and the VAK model, offers a wide variety of instructional activities. Active learning activities can be characterized as hands-on, collaborative, and real-world. Activities like practical work, field trips, and team projects. The Cone of experience aims to educate viewers about the amount of information people retain depending on how they experience it. The percentages- 5% (lecture), 10% (reading), 20% (audiovisual), 30% (demonstration), 50% (group discussion), 70% (hands-on practice) and 90% (teaching others).



Figure 2.2 VAK Learning style framework by Firas Almasri

Visual learners acquire information most effectively through their sense of sight (Branch, 2009). This can be achieved by utilizing visuals such as real objects, pictures, illustrations, drawings, and audiovisual media such as video. There are two sorts of visual learners: the first is visual linguistics and acquiring knowledge through reading. Visual linguistics learners prefer acquiring knowledge through the written word. Meanwhile, Visual-spatial learners grasp information better through the use of diagrams and charts (Clark, 2011). Students who are categorized as visual learners prioritize the utilization of the right side of their brain, which comprehends the entirety, combines, and grasps motion in three-dimensional space (Silverman, 1997). Another type that learns through looking at images and watching movies or videos is visual-spatial (Sprengrer, 2008). Chen and Sun (2012) discovered in their study that regardless of the student's cognitive style preferences, the instructional resources can incorporate

multimedia material based on videos, as videos can enhance the student's positive emotion and learning achievement.

Auditory learners are particularly perceptive to the sounds around them and learn through listening to words spoken to themselves or others. In line with Branch (2009), the auditory learner retains knowledge most effectively if they not only listen to the information but also have an opportunity to converse about the information (hear themselves reiterate the information). Gilakjani (2012), auditory learners are thought to acquire information more effectively through listening. Additionally, they have a strong ear for minute variations in volume, pitch, and tone (Sprenger, 2008).

Kinaesthetic is one type of learner who communicates and learns through their physical experiences. According to Branch (2009), the kinesthetic learner acquires knowledge and abilities through the psychomotor sense. They gain knowledge by engaging in practical, hands-on activities. Their primary ways of learning are kinesthetic and tactile (touch/movement). This type of learner might fidget, move around, and reach out to touch something or someone (Dunn & Dunn, 1993; Sprenger, 2008). Media choices that offer the optimal learning atmosphere for this particular group of learners consist of engaging with mock-ups and trainers (Branch, 2009). Active participation in this group enhances memory.

Example of supporting media and teaching strategies to teach EFL students "working as a team".

**Table 2.1 Example of supporting media and teaching strategies by Branch (2009).**

Types of media based on learning style	Media that will be selected or developed on strategies to support the student and teaching
Visual	<ul style="list-style-type: none"> <li>• Whiteboard for making lists and storyboards</li> <li>• Powerpoint slides</li> <li>• Charts describing characteristics of project management</li> <li>• Video of professional project manager telling the real case stories</li> <li>• Handout with scenarios</li> </ul>
Auditory	<ul style="list-style-type: none"> <li>• Audiotape recorder and blank tapes for students to record stories</li> <li>• Professional project management audiotapes</li> <li>• Peer discussion</li> </ul>
Kinesthetic	<ul style="list-style-type: none"> <li>• Storyboard for students to draw parts of the case scenarios</li> <li>• Videos of professional project managers with the sound turned off to show gesticulation and facial expressions</li> <li>• Physical Warm-up exercises</li> <li>• Video camera for students to video themselves and other past experiences that relate to teamwork</li> </ul>

The precise identification of students' learning preferences essentially assists educators in supporting the individual learner by designing and adjusting teaching methods that cater to the learner's requirements (Huang, Hoi & Teo, 2018). Numerous researchers have explained the favorable impacts of a teaching-learning process that is in line with the learners' preferred learning styles (Altun & Serin, 2019; Azzi, Jeghal, Radouane, Yahyaouy & Tairi, 2020; Murray, 2004). Students are anticipated to be more effective and motivated in the learning environments that teachers create by considering students' learning preferences

(Altun & Serin, 2019). In line with Azzi, Jeghal, Radouane, Yahyaouy, and Tairi (2020) argue that awareness of students' learning preferences helps teachers personalize the learning experience for their students.

### **2.1.2 Media Integration in Classroom Setting**

In the process of teaching and learning, instructional media serves as a crucial tool. Instructional media are information carriers created specifically to meet goals in a teaching and learning situation (Agu & Onoh, 2011). Mathew and Alidmat (2013) state that, teaching and learning become monotonous when language educators have to depend on textbooks as the sole provider of language input. On the other hand, research carried out by Nim Park and Bae Son (2009) in the English as a Foreign Language (EFL) classroom in Korea suggests that instructors hold optimistic and favorable views regarding the utilization of computers. As per the results of the study, educators in the EFL classroom view computer technology as a valuable instructional aid that can improve teaching methods by providing students with a range of language stimuli and broadening their learning encounters in genuine and authentic settings. The implementation of Multimedia Learning Theory in education allows the instructor to utilize different instructional media and materials to convey information throughout the lesson (Mayer, 2014).

According to Els (2004), all teaching aids can be used by teachers and students to accomplish learning objectives. This indicated that the presence of instructional media is significantly important in achieving learning objectives. In line with this, Obeka (2020) argues that the utilization of instructional media in



English language education is crucial for enhancing learners' learning outcomes. Moreover, the primary function of instructional media is to assist the teacher in implementing effective teaching methods and encourage students to learn more effectively (Davies, 2000). As stated by Ajoke (2017) instructional media are necessary recourses required to implement the teaching and learning process to increase teacher efficiency and improve student achievement.

Moreover, the use of instructional media can help teachers to stimulate students to think critically. Chumsukon (2021) stated instructional resources used in class would assist the teacher in exploring his environment and preparing facilities that would improve the learner's ability to understand a specific concept in their environment and help stimulate the learner's sense of adventure, establishing the power to think creatively and critically. Instructional media encourages active learning, which helps students develop critical-thinking abilities such as problem-solving and decision-making skills (Johnson, Johnson, & Smith, 2006), creative thinking skills (Eragamreddy, 2013; Runisah & Dahlan, 2016), as well as teamwork and collaboration (Johnson, Johnson, & Smith, 2006). (Dillenbourg, 1999; Lai, 2011). Concerning creative thinking as essential to human existence, it is crucial to cultivate it in learners.

The use of instructional media in the classroom creates conducive classroom conditions. In line with Kali, McKenney, and Sagy (2015) and Marta (2019), in order to innovate and create conditions and a learning environment that are conducive to accomplishing learning goals, teachers must be able to utilize instructional media that have been combined with technology. This is evidence

that learning implementation success is largely driven by a number of elements, including student engagement, the availability of learning resources, teacher management of the teaching process, and the utilization of instructional tools (Bayne, 2015; Shatri, 2020). Furthermore, media technologies enable not only students but also teachers to increase their qualifications (Akhmetshin, Ibatullin, Gapsalamov, Vasilev, & Bakhvalov, 2019). Mathew and Alidmat (2013) have conducted research on the use of audio-visual aids in English Language Teaching (ELT). The results of this study indicate that the use of audio-visual aids in language teaching is beneficial for both sides, both teachers and students.

An investigation by Li, Yamaguchi, and Takada (2018) revealed that two experimental designs of 285 teachers in teaching-learning confirmed that teachers who used interactive instructional media reported higher levels of learning contentment. The study also revealed that teachers who used interactive instructional media for self-improvement were motivated by improving teaching evaluations. The investigation's results indicate that interactive media significantly influenced the relationship between motivation and enhanced performance as well as learning contentment. However, for the lessons provided via various instructional media to be effective, the teacher must have experience and be consistently up to date on new concepts and methods (Owuso, 2009).

Adebayo and Enejo (2020) did a comparative study on the impact of instructional media in the teaching and learning process in selected primary schools, emphasizing that in order to exhibit specific skills, a proper understanding of the usage of various methods and strategies of teaching is

required. Other study conducted by Awwad (2018) found that 61% of respond of the student felt that the utilization of instructional media can draw their attention. Furthermore, 74% of students indicated that incorporating instructional media in the session can make the instruction more remembered to the students. And 80% of students feel that instructional media can help them understand new vocabularies. On the other hand, teachers also must be careful to choose the media according to the level and needs of students (Rao, 2019). However, there are three basic techniques of instructional media production; they are imitative production technique, adaptive production technique, and creative invention (Soliu & Elisha, 2019).

#### **2.1.2.1 Classifications of Instructional Media**

Instructional media used in learning activities are classified based on their type. Soliu and Elisha (2019) classified learning media into three types, and they are as follows:

##### **2.1.2.1.1 Audio aids**

Audio aids are media that students can listen to but cannot see, for instance, radio or tape recorder programs, which students can only listen and hear (Soliu & Elisha, 2019). Audio is utilized to stimulate the students' sense of hearing. Audio recordings may include instruction, narration, and conversation and are commonly created professionally, either as part of a course book or extra material (Harmer, 2001). However, it is possible that the instructor maintains their own audio recording. Moreover, Hasan and Tan (2012) stated that students enjoyed listening to podcasts as their listening tools. This is because it was

discovered that podcasts improved students' listening comprehension while also being something current. Podcasts present authentic material for listening activity that was accessed via smartphone. Therefore, students were motivated to get involved in listening activities and interested in using podcasts in their spare time because they would enjoy being able to listen to and practice the content of audio podcasts (Sanjana, 2014). A podcast provides knowledge to the listener (Xiangming, Liu, Zhang, 2020). Using authentic native speakers' materials, such as podcasts, is not a teaching strategy, but it does give an authentic linguistic environment with native speakers who are fluent in their spoken language (Indahsari, 2020). Podcasts and listening aids have a substantial influence on students' listening comprehension (Sendag, Gedik, Toker, 2018). Moreover, podcasts assist students in enhancing their vocabulary as well as motivating them to study language (Bolliger & Boggs, 2010; Putman & Kingsley, 2009).

A range of studies have explored the use of audio in listening comprehension. A study reported positive outcomes when using audio clips and podcasts, respectively, to develop listening comprehension skills (Fachriza, 2020). Audio clips could encourage the development of listening comprehension skills. Ghaderpanahi (2012) conducted a study in which 30 undergraduates participated in listening exercises utilizing actual auditory materials via audio recordings, and the students demonstrated a considerable increase in their listening capacity. In another study, Mohamadkhani, Farohi, and Farokhi (2013) discovered that audio files had a good effect on increasing the listening comprehension of high school students in Iran, in addition to assisting with proper word pronunciation.

In a similar line, Ahmed, Yaqoob, and Yaqoob (2015) found that audio aids can stimulate and enhance learners' acquisition of English in research to evaluate the priority assigned to listening skills in English textbooks in Pakistan. Furthermore, Moreno (2015) investigated differentiated teaching in increasing learners' listening comprehension abilities, and audio was used as a medium of instruction in the study. In his work titled 'Nature, Importance, and Practice of Listening Skill,' Asemota (2015) suggested that audio may be utilized to construct active listening exercises for learners to build their listening comprehension abilities.

On the other hand, this media also has disadvantages, namely: 1) audio aids simply use sound and have no visual. As a result, these can be tedious. 2) a radio is a one-way communication device. It lacks a personal touch. 3) audio, cassette, and tapes are frequently produced locally. As a consequence, professional quality is frequently compromised (Dar, Kudare, Dar, Ali, Mohammed, 2022). Mishra (2014) stated that audio aids can provide an appropriate environment for comprehension, but their influence on learning is low. Multimodal presentation for instance movies or videos with subtitle has been proven to increase EFL learners' listening comprehension when compared to audio only listening resources (Zareian, Adel, & Noghani, 2015). This is because multimodal presentation especially video with subtitle, might help language learners who are hard of listening and find the speech of foreign language movies and videos difficult to follow and understand (Vanderplank, 2016). In accordance with Hasan, Palaniappan, Mahmood, Shah, Abbas, Sarker (2019) stated that using

videos instead of audio-only instruction in teaching English is better due to the benefits of numerous input modalities. In other words, movies can improve learning and understanding by drawing learners' attention to auditory and visual cues.



Figure 2.3 Example of audio aids

Source of <https://ilmu-pendidikan.net>

#### 2.1.2.1.2 Visual aids

Visual aids are media that students can only see without hearing the action (no sound), such as posters, charts, maps, photos, pictures, etc (Soliu & Elisha, 2019). Visual aids refer to visible things, for instance, pictures, posters, graphics, videos, flashcards, charts, and film (Namaziandost, Nasri, & Akbari, 2019). In the same line with Syandri (2015) stated that blackboard, textbook, actual item, image file, chart, pocket chart, flash card, word card, number card, flannel or felt board, magnetic board, opaque projector and transparency, slide, filmstrip, and various materials are examples of visual aids. Nevertheless, printed books, pictures, and sketches are examples of visual learning aids that were employed by the older generation (Pateşan, Balagiu, & Alibec, 2018).

Visual aids are important in language instruction because they increase student engagement and retention (Pateşan, Balagiu, & Alibec, 2018). Teachers regard visual aids as important tools despite obstacles such as poor internet and a hard workload (Lhendup, 2023). Traditional visual aids are being replaced by computer-generated slides as technology progresses, and knowing how teachers use these aids is critical for good design (Lanir, 2007). Moreover, Hao, Dan, and Han (2022) stated that through the integration of technology and education, teachers and students together create new and much more effective learning environments, such as: Teachers may assist students in visualizing and making the learning process more successful, students can acquire knowledge via observation, and teachers can quickly assess their performance, the teacher can construct engaging lessons, enhance the teaching process, and serve as a strong examples, visual aids facilitate a visual-verbal link, which is crucial for EFL students, visual aids allow for a more engaging demonstration, providing material to assist students in simply interpreting from teacher lectures to real-world situations, visual aids are technologies that assist teachers in clarifying, establishing, correlating, and coordinating exact concepts, understandings, and appreciation, as well as assisting them in making learning more genuine, active, inspiring, encouraging, significant, and glowing. The effective use of visual aids aids in the long-term retention of more concepts. Students can learn effectively when they are suitably inspired by various visual aids, visual aids help students see and hear clearly, resulting in a more accurate image, visual tools demonstrate conceptual thinking in its entirety, visual aids provide an engaging atmosphere for kids,

visual tools assist kids in expanding their vocabulary, visual aids enable the instructor to save time and make learning more lasting, and visual aids provide students with a hands-on experience.

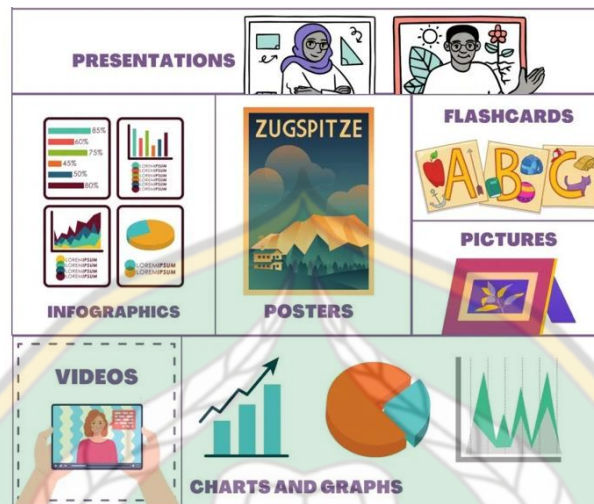


Figure 2.4 Example of visual media

Source of <https://www.spanish.academy>

Moreover, visual aids help to clarify or make the material easier to learn and remember (Wiyati & Marlina, 2021). Despite these advantages, some teachers may be hesitant to utilize visual aids initially, but their attitudes can be positively affected by their use (Richard, 2012). As a result, English teachers must be aware of the numerous sorts of visual aids available and weight their potential influence on students learning. Dolati and Richards (2011) classified visual learning aids according to their role in the learning setting.



**Table 2.2 Classification of visual aids by Dolati and Richards (2011)**

<b>Types of visual aids</b>	<b>Examples</b>	<b>Objectives</b>	<b>Role of teacher</b>	<b>Role of students</b>
Flash card	Double-sided cards with pictures and spelling	Building up new vocabulary	Organizing and providing the correct pronunciation	Recognizing the right words and pronunciation
Movies & animation	Educational movies	Developing speaking and listening skills	Persuading and triggering the discussion	Core participants in following the discussion
Authentic role plays	Restaurant exchange	Introducing authentic situation	Simulating the conversation in different contexts	Communicating in different situations
Computer-based or multimedia interface	Educational sites	Surfing and getting into	Familiarize the students with useful websites	Exploring new information
Models	Bodily organs: e.g., the human heart	Getting familiar with the function and location of organs	Presenting and simplifying the concept	Exploring new concepts

#### 2.1.2.1.3 Audio-visual aids

Audio-visual aids are media that students can hear and see, such as television and computers. Ashaver and Igyueve (2013) stated that audio-visual aids are items that have both audio and visual presentation and are used to support the instructional process, particularly in terms of comprehension and retention. The term “audio aids” refers to those that can be heard and are stored on digital audio files, tapes or CDs. Then, “visual aids” refer to visible things, for instance,

pictures, posters, graphics, videos, flashcards, charts, and film (Namaziandost, Nasri, & Akbari, 2019). These media can alternatively be divided into two categories: non-projected visual media and projected visual media (Soliu & Elisha, 2019). Audio-visual teaching aids are well-established as techniques for updating material, improving perception, and raising students' cognitive interest (Deal, Stefanidis, Brunt, & Alseidi, 2017).

Audio-visual aids are now frequently used in the teaching and learning process (Salasiah, Yunus, & Khairil, 2018). The main challenge with using audio-visual aids is determining how to use them most effectively (Akhmetshin, Ibatullin, Gapsalamov, Vasilev, & Bakhvalov, 2019). Audio-visual aids are well-established as techniques for updating material and improving the perspective level and students' cognitive interest (Deal, Stefanidis, Brunt, & Alseidi, 2017). A number of studies have promoted the use of audio-visual aids in education as valuable tools for conveying complicated concepts and ideas in an interesting and participatory manner in addition to helping to facilitate procedural demonstration (Zheng, Warschauer, Lin, & Chang, 2016; De Sousa, Richter, & Nel, 2017).

A range of studies have highlighted the positive impact of audio-visual aids in teaching. One of the studies found that when teachers are given audio-visual aids, their teaching becomes more effective, and their students are able to build and enhance their personal understanding of the subject matter (Vishnupriya & Bharathi, 2022). According to Alabsi (2020), video resources may be utilized as an alternate technique for teaching practical listening since they provide a variety of phrases and expressions used by English speakers in everyday conversation. In

line with Ulloa and Diaz (2018) found that an audio-visual material-based teaching technique greatly enhanced young learners' understanding of instructions and performance in English as a Foreign Language (EFL). Daniel (2013) emphasized their relevance to teaching objectives. Waad (2022) further underscored the role of these aids in facilitating the learning process and promoting verbalization. Sofi (2017) provided evidence of their effectiveness in the teaching-learning process, particularly at the university level. Another study conducted by Olagbaju and Popoola (2020) found that audio-visual social media technologies like Youtube and WhatsApp can be utilized to enhance the instructional process and increase learning outcomes in reading comprehension. These findings collectively suggest that audio-visual aids can be valuable tools for educators in enhancing student engagement and comprehension.

On Alabsi's (2022) study highlighted the utilization of technology and performance in subtitled video which is a useful tool that can help EFL learners improve not only their listening comprehension, but also their mastery of the English language by watching video material in the target language with subtitle. Ho and Intai (2017) stated that audio-visual aids are advantageous to instructional since the human mind's audio-visual processing channels register pictures, words, and sounds in the sensory memory. This is in line with the cognitive model of multimedia learning proposed by Mayer (2001) (see Figure 2.1 below). According to the paradigm, pictures and text that enter the eyes and ears are stored in the visual and auditory modalities of short-term memory.

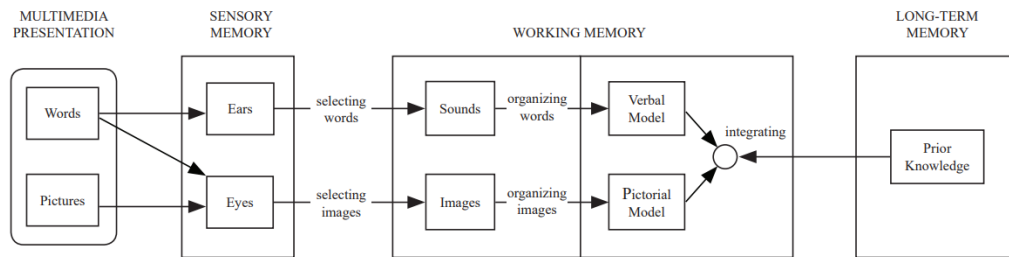


Figure 2.5 The cognitive theory of multimedia learning by Mayer (2001) cited by Ho and Intai (2017).

#### 2.1.2.1.3.1 Non-projected visual media

Non-projected visual media are graphic items that appeal to the sense of sight and do not require lighting to be displayed. These instructional media improve learning comprehension. They are also widely available, pleasant, and inexpensive to produce. Some of them we may create, gather, or purchase include books, specimens, models, actual objects, wall charts, posters, billboards, images, motion pictures, journals, whiteboards, etc (Soliu & Elisha, 2019). As stated by Solichin and Faizin (2017), there are simple and ship visual card media, as well as complex but low-cost media that can be used anywhere the teacher desires, namely: 1) the blackboard, 2) pictures includes photo, painting, drawing, realia, and sketches, and 3) visual card. In this case, teachers can create their own sets of visual card media from magazines, calenders, and other sources.

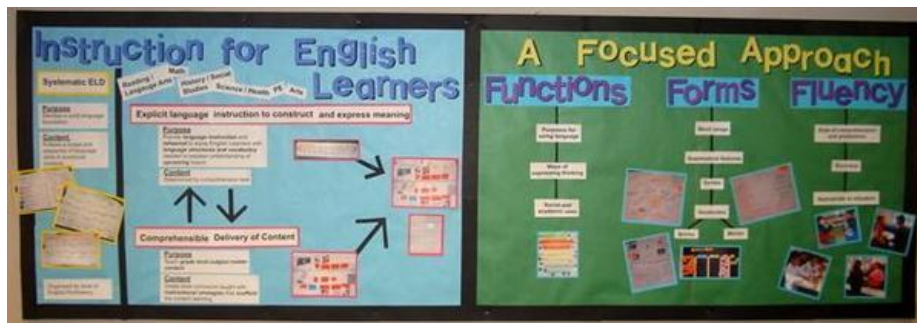


Figure 2.6 Example of non-projected visual media

Source by <https://www.sesd.org>

#### 2.1.2.1.3.2 Projected visual media

Projected visual media are media that run on electricity and batteries. Most images from books and publications are typically too small for multiple students to see at the same time, and when expanded, they may contain too much information. The technique or projection is primarily intended to allow a greater number of students to see the illustration at the same time (Soliu & Elisha, 2019). Ozaslan and Maden (2013) conducted research and found that students learn better when presented through some visual tools. Their research also found that PowerPoint makes learning more interesting so that it attracts students' attention easily. The teacher can provide several examples of colorful images or videos using PowerPoint.

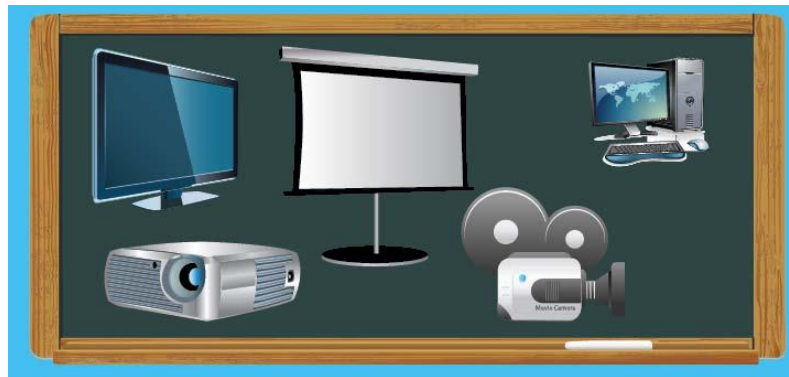


Figure 2.7 Example of projected visual media

Source by <https://ilmu-pendidikan.net>

On the other hand, Smaldino (1996) stated that learning media are classified into six types, including text, audio, visual, motion media, manipulatives, and people. At the same time, Ohm's media classification divides instructional media into three categories: audio, visual, and audio-visual (Chan, Chin, Nagami, & Suthiwan, 2011). However, the type of media used, the combination of the use of images, video animation, and sound that allows users to interact, can make the class more interactive (Carini, Kuh & Klein, 2006). Instead of being the recipient of instruction, students are encouraged to actively participate in them, becoming the classroom's driving force (Daouk, Bahous, & Bacha, 2016). Furthermore, according to Daouk, Bahous, and Bacha (2016), interactive learning will enable students to get new knowledge and insights through group activities. For specific types of media, Mirvan (2013) claimed that using video resources in a classroom can boost students' enthusiasm to learn as it can expose them to a diverse range of scenarios that can help their understanding of comparable situations in the real world.

### **2.1.3 EFL Teachers' Beliefs Concerning Their Media-rich EFL Classroom**

Teachers' decision depends on the teachers' belief. Andiliou and Murphy (2010) argued diverse phrases had been employed in written works to characterize beliefs, such as conception, perception, perspective, attitude, values, view, and implicit theories. Meanwhile, beliefs are a collection of concepts that are shaped by experiences and the overlapping of ideas in the course of the learning process (Khader, 2012). Khader also defined teacher belief as the teachers' justification and perspective on instruction. The perspective and perception of teachers' responsibilities, positions, and teaching and learning strategies are referred to as teachers' beliefs (Santos & Miguel, 2019). According to Bandura (1997), belief, instead of facts, directs our objectives, sentiments, choices, activities, and responses. Teachers' belief also influences how they behave in the classroom, how they teach, and how they interact with their students (Li, 2012).

On the other hand, Mo (2020) stated beliefs are related to practice by the way that they influence teachers' perception and interpretation of information and experiences. In line with Skott's (2015, p. 19), teacher beliefs are defined as "individual, subjectively true and value-laden mental constructs that are of relatively stable results of substantial social experience and that have a significant impact on one's interpretations of and contributions to classroom practices" in Belief can be understood as 'an individual's assessment of the accuracy or falsehood of a statement' (Pajares, 1992, p. 316). Consequently, belief pertains to an individual's portrayal of actuality or what an individual regards as true, regardless of whether there is proof to validate (Berezcki & Karpati, 2018). In line

with Fives and Buehl (2012), belief includes the aspect of objective truth, which can be checked or confirmed through outside sources or procedures, as opposed to beliefs, which are characterized as subjective statements that people accept as true.

The characteristics of teachers' beliefs have been described by various traits (Fives & Buehl, 2012; Pajares, 1992; Richardson, 1998). Teachers' beliefs were shown to be implicit (Kagan, 1992), and another study also showed explicit (Rimm Kaufman, Storm, Sawyer, Pianta, & Laparo, 2006), to fall along a range of stability, with certain beliefs being more resistant to change than others (Kagan, 1992; Fives & Buehl, 2012), to exist in an intricate, multidimensional system with certain beliefs being more central than others (McAlpine, Eriks-Brophy, Crago, 1996) and to be linked to teachers practices and student outcomes, even if the implementation of belief may be hindered by individual and contextual factors (Fives & Buehl, 2012). Teachers' beliefs encompass those concerning oneself, surroundings, substance and expertise, precise instructional methodologies, and learners (Fives & Buehl, 2012).

It is commonly agreed upon that teachers' beliefs serve as a foundation for action (Borg, 2011) and that these beliefs influence and direct teachers' decision-making process (Arnett & Turnbull, 2008; Isikoglu et al., 2009). The connection is understood to be interactive: belief drives actions, but experiences and reflection on those actions can result in changes or additions to the convictions themselves (Sato & Kleinsasser, 2004; Breen, Hird, Milton, Oliver, & Thwaite, 2001). However, teachers' stated belief is not always a completely dependable



indicator of reality (Pajares, 1992). Johnson (1992) discovered a correlation between teachers' professed methodological approaches (belief) and their plans for instruction, suggesting that their beliefs were a reliable indicator of future practice.

Teacher's belief is an assumption, perspective, and cognition regarding teaching and learning (Borg, 2003; Kagan, 1992). Teachers' actions and behaviors in the classroom, including their methods, procedures, materials, interactions, instruction, and so on, can be a reflection of their beliefs (Borg, 2003; Breen et al., 2001; Fauziati, 2015; Richards & Lockhart, 1994; Williams & Burden, 1997). In addition, teachers' beliefs about teaching, according to Richards and Lockhart (1994), encompass their beliefs in the classroom as well as the obvious implementation, the method or media implemented, the teaching resources, effective teaching, classroom management, and qualities of a good language teacher. Moreover, teachers' beliefs affected every decision they made in the classroom (Chamorro & Rey, 2013).

Teacher attitudes toward learning and teaching have been discovered to influence the way teachers conduct their classes (Song & Looi, 2012). This includes decisions on teaching methods and strategies for promoting learning (Ertmer, 2005b; Kagan, 1992). Various studies have shown that teachers who hold teacher-centered beliefs tend to prefer traditional teaching methods that involve transmitting knowledge, while teachers with learner-centered beliefs opt for interactive methods that encourage students to take charge of their own learning and collaborate with others (Meirink, Meijer, Verloop, & Bergan, 2009; Norton et

al., 2005). The alignment between teacher beliefs and teaching practices becomes particularly evident when technology as instructional media is incorporated into the classroom; teachers with different beliefs about effective teaching use technological tools in different ways (Kim, Kim, Lee, Spector, Demeester, 2013). Chamorro and Rey (2013) stated teachers' beliefs influence how they use technology as instructional media in the classroom. Utami (2016) stated that teachers' beliefs are the primary factor when they prepare, manage, and evaluate education. It also affects the teacher's decision regarding the media, instructional strategy, and content. She also asserts that there is a tie and connection between instructors' beliefs and their instructional strategies.

Concerning the belief in utilizing instructional media, there are some considerations and factors in choosing the media. According to Reiser and Dick (1996), the teacher should take into consideration three main factors when choosing instructional media, namely: 1) practicality: including availability, cost efficiency, and time efficient; 2) students appropriateness: appropriate to student characteristics and learning condition, 3) instructional appropriateness: appropriate to material, instructional objective and activities. Meanwhile, Richard and Lockhart (1994) stated that the source of belief teachers' belief might come from six factors they are 1) the teacher's experience as a language learner, 2) their experience of what works best, 3) established practice, 4) personality factors, 5) educationally based or research-based principles, and 6) principle derived from an approach or method. Some of these factors may affect their belief in choosing to use learning media in learning activities. Kemboi and Kisilu (2022) that teachers

hold the belief that instructional media is beneficial for teachers and students. The results of his study revealed that instructional media makes it easier for teachers to explain concepts because it visualizes learning, so this makes the teacher's job easier and thus allows students to understand learning.

## **2.2 Previous Studies**

In this section, the researcher reviews some studies that were investigated by another researcher that related to this study. Ding, Ottenbreit-leftwich, Lu, and Glazewski (2019) investigate EFL teachers' pedagogical beliefs and practices with regard to using technology. This study explored the relationship between how EFL teachers use technology as instructional media and their content-specific pedagogical beliefs. They investigate 12 secondary-level EFL teachers' beliefs using Johnson's (1992) framework of skill-based, rule-based or function-based utilizing a multiple-case study research design. The finding indicates a general congruence between the practices of technology integration and the pedagogical belief of content-specific EFL teachers. However, depending on the teachers' content-specific pedagogical beliefs, the same technology tools were employed to support various teaching techniques by EFL teachers. Media technology used includes PowerPoint, videos, audio, e-books, animation, QR code, Quizlet, English dictionary, etc.

Research conducted by Obeka (2020) examined the utilization of instructional media and learner educational achievement in Nigeria. The results indicate that textbooks, blackboards, dictionaries, posters, and exercise books were prevalent teaching aids employed by English teachers in high schools. The

teachers heavily relied on printed and made no effort to incorporate contemporary technologies in language instruction.

Silvi and Haryudin (2020) conducted a study on the instructional resources utilized in English language classrooms in Indonesia. The results revealed that textbooks, chalkboards, images, and videos were commonly employed. Images, textbooks, and chalkboards were utilized on a daily basis, while videos were rarely used due to their limited accessibility. Additionally, the study discovered a lack of projectors and audio resources. Furthermore, the research highlighted a gap as it was conducted specifically in Indonesia.

Khorunisya and Masithoh (2018) investigate the belief and the practice of using video in teaching as instructional media in teaching speaking at the tenth grade of As-Salam Surakarta Senior High School. The design of this study was a qualitative method. The participant in this study was an English teacher voluntary. In-depth interviews were used to gather the data. The finding was divided into three categories: 1) The teacher's belief in using video to teach speaking, 2) The reflection of those beliefs in classroom practice, and 3) The influence on the teachers' belief and practices. The result indicated that there is no inconsistency between the teacher's belief and teaching practice.

Several of the studies mentioned previously have correlations with each other and also differences with the research conducted in this study. Ding, Ottenbreit-leftwich, Lu, and Glazewski (2019) explored how EFL teachers use technology as a learning medium and pedagogical beliefs using Johnson's (1992)

framework. This research focuses more on how EFL teachers use technology according to their beliefs. This is different from this research, which focuses on exploring the reasons pre-service EFL teachers use certain media when teaching, in other words, exploring their beliefs in using that media. (Obeka, 2020; Silvi & Haryudin, 2020) both focus on the use of learning media and do not explore information about trusted teachers. Meanwhile, research conducted by Khorunisya and Masithoh (2018) investigated the beliefs of voluntary English teachers and the use of one type of learning media, namely video aids. The correlation with the research that has been carried out in this study is that they both investigate teachers' beliefs about learning media. However, the difference lies in the learning media. The research they conducted only focused on the use of video media, while this research is more extensive with all types of learning media that have been used by teachers in the classroom.

