CHAPTER IV

FINDING AND DISCUSSION

This chapter presents a brief result of the study. It is intended to answer the research question. The researcher reports the findings during data collection Eighth Semester Student of the English Education Department. The researcher described the process of calculating and presenting the result of the data. The researcher presents the result of this study as a finding and analyzes it in the discussion.

4.1 Findings

This study aims to know pre-service teachers' beliefs about the utilization of instructional media. The findings of this study inform the result of data analysis of reflection from eight EFL pre-service teachers as the participants. The written reflection consisted of three questions in Indonesian and was analyzed qualitatively in thematic analysis using descriptive coding. The researcher analyses the data by coding to find themes related to the pre-service teachers' belief in the utilization of instructional media in teaching EFL classrooms.

Based on the result of data analysis, several themes were identified as the findings of this study, namely: (1) media selection, (2) source of belief, and (3) media utilization.

Table 4.1 Findings of the study

Pre-Service Teachers' Belief on the Utilization of Instructional Media in Teaching EFL Classroom	
Media Selection	1. Audio-visual Media
	2. Projected visual Media
	3. Non-projected visual media
Source of Belief	1. Established practice
	2. Experience as language learners
	3. Educationally-based or research-based principle
	4. Principle derived from an approach or method
Media Utilization	1. Present materials in a manner learners readily assimilate
	2. Motivate students toward a goal
	3. Gain and maintain learners' attention on the subject matter
	4. Gain students participation

4.1.1 Media Selection

This section refers to what type of media that pre-service teachers believe to be used in teaching activities. Three sub-themes appear in the findings from the results of data analysis, which will be discussed in this finding section. The sub-themes are 1) audio-visual media, 2) projected visual media, and 3) non-projected media. The following description elaborates on the sub-themes that have been found.

4.1.1.1 Audio-Visual Media

This section described that pre-service teachers utilize media that are included in audio-visual media. Some of the media included in the type of audio-visual media found in this study were laptops, videos, and pictures. As expressed by several participants below.

"In teaching practice, I use a laptop to show videos according to the material I teach, namely the names of professions." (P1)

"The types of media that I use in my teaching practice are visual media that is a picture (visual media) and electronic media, namely laptop (watching videos)." (P4)

"I use laptops and videos in my teaching." (P7)

"In my teaching, I use animated videos as instructional media." (P8)

The selection of specific types of media utilized in the classroom relies on the discretion of teachers who have been entrusted with the task of aiding in the delivery of educational content. A portion of these educators place belief in audio-visual media formats, such as videos and images that are displayed directly from a laptop. The utilization of this form of media is likely to be more captivating as it engages the student's visual and auditory senses directly. Additionally, it is believed that this approach can capture the students' attention and encourage them to actively listen to the instructional content due to the presence of engaging videos or images.

4.1.1.2 Projected Visual Media

This section describes the use of projected visual media in the learning process. The media used by the participants included in this type of media is PowerPoint, as described by one of the participants below who used this kind of media.

"The type of media that I use in my teaching practice is PowerPoint." (P2)

The utilization of projected visual media in education is prevalent in the present time. Instruction that incorporates a projector projection device to display

slides, writing, or educational images is widely recognized. Undoubtedly, this is a fascinating approach to implement in the learning process. However, there are still numerous educational institutions that lack the necessary support in terms of media equipment like projectors. This undoubtedly poses a hindrance to the implementation of such media in classrooms.

4.1.1.3 Non-projected Visual Media

This section describes the use of non-projected visual media. According to the findings of the reflection by the participants, some of the media used by some participants are flashcards, whiteboards, and pictures. Some of the statements from the participants below describe how they use this type of media.

> *"In my teaching practice, I use flash card media."* (P3)
>
> *"The instructional media that I have used during my teaching practice are flash cards and whiteboard."* (P5)
>
> *"I use picture media and whiteboards."* (P6)

The utilization of non-projected media still employs traditional teaching methods. Instruction is conducted by incorporating photographic images, visuals, and three-dimensional media that contain educational content. This form of media is undoubtedly more convenient and accessible as it does not require a large amount of funds to implement it in the learning process. In essence, the purpose of visual media is to transmit messages from the source to the recipients. The medium utilized primarily appeals to the sense of vision. The message that needs to be conveyed is expressed through visual communication symbols. It is crucial to comprehend these symbols accurately in order for the message delivery process to be successful and efficient. In addition to these general functions, visual media

also serves the specific purposes of capturing attention, clarifying ideas, and illustrating or embellishing facts that may be swiftly forgotten or overlooked if not presented visually.

4.1.2 Source of Belief

This section described some of the sources of belief that enable teachers to make decisions that affect their classroom actions. In this case, making decisions in the use of learning media from the process of classifying each participant's reflection answers, four findings were found which were used as sub-themes, namely 1) established practice, 2) experience as language learners, 3) educationally based or research-based principle, 4) principle derived from an approach or method. Some explanations for each sub-theme are as follows.

4.1.2.1. Established Practice

This section described the statements by some of the participants who gained their belief because it has frequently used the media in their teaching. Established practice is one of the most influential factors in one's belief in one thing. In this case, the practice that is done many times with good results or feedback that can be obtained from the practice can make that belief, as well as the use of the media. Some of the participants indicated to fall into this category are as follows:

> *"I believe in the use of video because I have often used it in my teaching practice…"* (P1)

> *"I can be sure of the effectiveness of the use of these media because, based on my experience, often use the media makes it easier for teachers to convey or explain the material to students."* (P2)

"I believe the media that I use is effective in delivering learning materials because I have used this media several times during teaching practice and received positive responses from students and this also helped me to explain the material."(P4)

"Because, in my opinion, the whiteboard is one of the main learning media in the classroom, and it has been passed down from generation to generation. There are many benefits of using a blackboard in the classroom, including a whiteboard that can be used to explain subject matter, describe material, or conduct evaluations/tests". (P6)

Pre-service teachers have belief in the instructional media they utilize due to their widespread prevalence or frequent utilization by instructors for teaching purposes. With commonly employed tools, it is expected that they possess a certain level of effectiveness, as their utilization has been passed down through generations. This has shaped their belief and applied to their classroom.

4.1.2.2.Experience as language learners

This section describes the source of pre-service teachers' beliefs that come from their experiences as learners. They believe in the media because as long as they are learners they have experience of being taught using these media and work on them as learners. Their confession is as follows:

"...and I also have experience being taught using this media on campus. Therefore, I believe this media can help me convey the material to students, and students can also understand the material well". (P1)

"... In addition, I am confident because, based on my experience, this media has also been used by my lecturers when teaching in class and has proven to be effective because we understand the material presented faster". (P5)

"Because of my previous experience when taking classes in college, when the lecturer used the media, I was able to receive the material well. So I also thought of applying this media with the hope that students would also be able to listen more to the material and receive the material well". (P7)

Pre-service teachers have been educated on the use of instructional media in college. Hence, they have belief in its efficacy. When instructors utilize this media, they grasp the instructional material more quickly. This belief is derived from their own experience as students who have reaped the benefits of instructional media in learning, so they also incorporate it in their teaching. Consequently, they employed their teaching with the expectation that the students they instructed would also experience the same positive effects that they did when taught using this media by the instructor.

4.1.2.3. Educationally-based or research-based principle

This section describes the source of belief that comes from education or research. In this case, the pre-service teachers believe in the instructional media used because of what they have learned and read from research that shows the effectiveness of the media. The explanations from the participants are as below:

> *"... Because what I teach is an elementary school student, my students are very easily attracted by colored media during the learning process and more enthusiastic. This is by what I have learned in TEYL (Teaching English for Young Learners) classes and also some articles that I have read".* (P3)

> *"... Many studies have shown that animated video is one of the effective media to be used in the teaching and learning process".* (P8)

Pre-service teachers use the media because some of the articles they read prove that the media is effectively used in the teaching and learning process. This shows that they get their belief from reliable sources such as education or research. One of them revealed that from the article, using colored media could

get students' attention in instructional. By getting students' attention, there is a great opportunity to achieve learning objectives.

4.1.2.4. Principle derived from an approach or method

Pre-service teachers' beliefs derived from learning approach and method. From the results of the reflection that have been asked of the participants, two participants describe that they believe in using the media because the method used is more fun and makes it easier for students to understand the instructional material being taught. The statements of the two writers are as below.

> *"I am very sure that using these two media can help students understand the material being taught more easily because the flashcard media contains the core points of the material I want to convey and also contains images that can visually describe what I mean. So that they can be more responsive to the core of the material…"* (P5)

> *"Animated videos are one of the fun learning categories, and as we all know, learning using the fun learning method is more helpful in the teaching and learning process. Moreover, students will find it easier to capture learning because it doesn't seem boring…"* (P8)

The utilization of instructional media because the instructor desires to implement a specific approach or learning method. The method employed, which they deem to be more efficient, aids students in comprehending educational content more effortlessly, and in creating a lively classroom environment. Furthermore, the compatibility between teaching methodologies and educational resources to be utilized is also strongly anticipated in instruction in order to enhance the conveyance of material and increase the likelihood of attaining educational objectives.

4.1.3. Media Utilization

Concerning media utilization, participants talked about the purpose of utilizing instructional media that has been used in teaching practice. Regarding media utilization, participants talked about the purpose of using instructional media that has been used in teaching practice. According to the data obtained, the results of the analysis show that there are four purposes of media utilization, which are then used as sub-themes in this finding to discuss these purposes one by one. As for the four sub-themes: 1) present materials in a manner learners readily assimilate, 2) motivate students toward a goal, 3) gain and maintain learners' attention on the subject matter, and 4) gain students' participation. For a more detailed explanation of each sub-theme, as follows:

4.1.3.1. Present materials in a manner learners readily assimilate

One of the most important purposes of utilizing instructional media is to make the presentation of instructional materials easier to understand by students. From the results of participant data analysis, this category is more dominant than the others. The use of instructional media can make the presentation of material more varied and interesting so that students' curiosity about instructional material grows and can be more easily understood by students. In connection with this, there are several participants who stated the same thing, the statement as follows.

> *"...make it easy for students to understand the material and also students can feel happy and comfortable in the learning process. Because I teach in junior high school and the students are still classified as children, I use electronic media, namely spectacle, to attract students ' attention and make them enthusiastic in the learning process".* (P1)

"My purpose of using the media is to make it easier for students to understand learning by presenting the material in the form of points." (P2)

"...and to make them easy to understand with the material I teach". (P4)

"... and also with this media, I don't need much time to help students understand the material being taught because they don't just listen to the explanation but see it directly". (P5)

"...picture media is very important to provide or show an authentic example or picture of an object that is the topic of learning and also makes it easier for students to understand the material". (P6)

"My goal is to use the media to help explain the material that I expose, do not need to explain much so that with the animated video media that exposes the contents of the video." (P8)

The educator aims to utilize various forms of media to facilitate students' comprehension of the subject matter. Naturally, this is the primary objective in delivering instruction, as it enables the attainment of learning goals. However, there are instances where teachers neglect this aspect, resulting in suboptimal student performance during lessons. By solely providing extensive reading materials without incorporating any visual aids, the learning experience becomes monotonous and uninteresting. In line with this study, it is crucial for teachers to employ visual media that can assist them in explaining and illustrating the subject matter, as well as offering authentic examples to enhance students' understanding of the presented material.

4.1.3.2. Motivate students toward a goal

One of the means to increase students' interest and motivation in learning is the use of good and interesting media. The purpose of using instructional media in the teaching and learning process is to generate motivation and stimulation of

learning activities. Therefore, this section describes pre-service teachers using instructional media to motivate students to achieve goals. In this case the use of media to help students achieve the learning objectives to be achieved from a lesson. Some statements from participants are as follows.

> *"My goal is to use the media so that students can add new vocabulary and then make it easier for students to understand the material…"* (P1)

> *"My goal is to use media so that students know the good and correct pronunciation of vocabulary according to the learning objectives."* (P7)

In this instance, specifically attaining educational goals is highly connected to the delivery of straightforward content. Put differently, in order to accomplish learning objectives, educators must have the ability to present material effectively, engagingly, and in a comprehensible manner, ensuring that the learning goals are achieved. This can certainly be facilitated by optimizing the utilization of instructional resources.

4.1.3.3. Gaining and maintaining learners' attention on the subject matter

The use of interesting learning media can help teachers to get students' attention on the instruction. This section describes how to gain and maintain learners' attention on the subject matter included in one of the purposes of utilizing instructional media in the classroom. One of the existing participants revealed this statement as follows:

> *"My purpose in using these learning media is to attract students' attention so that they enjoy learning, don't feel bored, and to make it easy for them to understand the material I teach."* (P4)

Gaining students' attention is equally crucial in the process of learning, as it enables students to concentrate effectively. Employing engaging educational resources can aid teachers in garnering students' attention, thereby facilitating attentive listening during lessons. Consequently, students can enhance their focus and comprehensibility in the learning process.

4.1.3.4. Gaining students' participation

The use of instructional media in the classroom can be used as a tool to get student participation. Therefore, this section describes gaining students' participation as one of the purposes of using instructional media. The statement from one of the participants is as follows:

"My goal is to use this learning media to attract students' participation in class." (P3)

Educators employ instructional media to engage student involvement so that students can become more engaged in the learning process rather than simply passively listening to the teacher's lecture. She made an effort to encourage students to take a more active role in their learning, shifting the focus of class activities onto the students themselves. However, student participation holds great significance in learning activities. Consequently, it serves as an indicator of the effectiveness of teaching and learning endeavors. The greater the level of student participation, the greater the level of achievement in learning.

4.2 Discussion

This section presents a discussion of the research findings. This describes the belief of pre-service teachers in utilizing instructional media in teaching EFL

classrooms. The data was obtained from two instruments, namely reflection and focus group discussion, with three main themes, namely media selection, source of belief, and media utilization.

Each teacher has their own belief in selecting and utilizing learning media. Chamorro and Rey (2013), teachers' beliefs influence how they use instructional media in the classroom. However, there are numerous media that are usually used by teachers. According to Reiser and Dick (1996) that instructional media could be any traditional way of delivering instruction, for instance, teacher, blackboard, textbook, and other printed media, while the new instructional media instance CD-ROM, computer, interactive video, and multimedia systems. Other studies by Soliu and Elisha (2019) classify learning media into three types, namely audio aids, visual aids, and audio-visual aids: non-projected visual media and projected visual media. However, three basic techniques of instructional media production; they are imitative production technique, adaptive production technique, and creative invention (Soliu & Elisha, 2019).

In line with media classification, in this study, it was found that EFL pre-service teachers used three types of media, namely audio: 1) audio-visual media, laptops, and videos. 2) projected visual media; PowerPoint and 3) non-projected visual media; whiteboard, flashcard, picture. It has been found that the use of audio-visual media is more dominant than other types of media. Pre-service teachers use video as a medium for requesting material from students. Apart from that, they also use visual media that are not projected to be widely used by them, such as flashcards, pictures, and whiteboards. 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. Akhmetshin, Ibatullin, Gapsalamov, Vasilev, & Bakhvalov (2019) the main challenge with using audio-visual aids is determining how to use them most effectively. On the other hand, Mathew and Alidmat (2013) revealed that images are a visual medium that is simple, commonly used, and very effective. Visual aids help to clarify or make the material easier to learn and remember (Wiyati & Marlina, 2021).

There are several sources of belief that can influence teacher belief. 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) 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. In line, this study also found that there were four sources of the belief that influenced the beliefs of EFL pre-service teachers in utilizing instructional media in the classroom, namely established practice, experience as language learners, educationally-based or research-based principle, and principle derived from an approach or method.

The pre-service teachers' belief was formed because of several things. They use certain media because the use of the media is often found or commonly used, beliefs that are formed from personal experience as students who used to feel the effectiveness of the media, beliefs that arise because of knowledge or based on

some research that has been read which also shows the effectiveness of specific media, and beliefs that arise because of certain approaches or methods they believe in. Richardson (1996) showed that there are three main sources of teacher belief, namely: 1) personal experience, 2) experience with instruction, and 3) experience with instruction. Li (2012) reveals that teacher belief is formed in their teaching process and indicates teachers' subjective knowledge about educational phenomena, especially looking at their own teaching ability and their learners. Mo (2020) beliefs are related to practice by the way that they influence teachers' perception and interpretation of information and experiences.

The use of learning media is very important to support learning. This is in line with Obeka (2020), who argues that the utilization of instructional media in English language education is crucial to increasing learners' learning outcomes. Therefore, the selection of instructional media must be appropriate. However, teachers must be careful to choose learning media according to the level and needs of students (Rao, 2019). As for the purpose of using instructional media that has been explored in this study, several objectives were found, namely to make it easier for students to understand teaching material, gain and maintain learners' attention on the subject matter, motivate students toward a goal, and visualize the material & gain student participation.

Pre-service teachers use media to make it easier for them to convey material to students and also to make it easier for students to understand learning. Several studies related to the above theory reveal the utilization of media. Kemboi and Kisilu (2022) that teachers hold the belief that instructional media are

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. As found in research on teaching listening to foreign language learners, the students reported that using video as instructional media increased their interest in the course and that they thought it was a terrific tool since it gives authentic, meaningful, and real-life situation context (Sulaiman, Muhammad, Ganapathy, Khairuddin, & Othman, 2017; Woottipong, 2014), regarding the utilization of visual media such as flashcards useful to remember words and their definitions in their stories and meanings, as well as illustrations or other items that will be tasked with to identify (Charles, 2009). Moreover, Bilda, Candy, and Edmonds (2007) highlight that when learners are focused and motivated for the activities they enjoy, do can increase student creativity.The use of instructional media to get and keep students' attention. In this study, it has been found that the type of media that is widely used is video. Pre-service teachers revealed that using video media can visualize learning so that it is easier for students to understand learning. According to Alabsi (2022), video resources can 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. Besides that, the purpose of using this media is also to get and keep students' attention during learning, and motivate students to achieve the learning goals to be achieved. In line with 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. Moreover, 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 substitle. This really proves that the use of audio-visual media such as video have a positive impact on students to help them learn English as a foreign language.