

CHAPTER V

CONCLUSION

This chapter presents the conclusion of the study, limitations of the study, recommendations of the study, and implications of the study.

5.1 Conclusion

According to the research findings on pre-service teachers' belief in the utilization of instructional media in teaching EFL classrooms, the researcher can conclude that pre-service teachers are more likely to use visual media in the classroom. This can be proven through the elaboration of the main themes that appear in the research findings in interpreting the results of data analysis.

The first theme is media selection, which provides the types of instructional media used. According to the data obtained, the learning media believed by the Pre-service teacher are classified into three types, namely 1) audio-visual media, laptops, and videos. 2) projected visual media, such as PowerPoint, and 3) non-projected visual media, such as whiteboards, flashcards, and pictures. These three types of media, audio-visual media, and non-projected media, are more dominant.

The second theme is the source of belief, which indicates the factor that influences their belief in the effectiveness of the media so that they apply the media in the classroom. There are several factors that cause them to use the media, including established practice, experience as language learners, educationally-based or research-based principles, and principles derived from an

approach or method. Some of these sources of belief have formed the belief of pre-service teachers to optimize the use of instructional media to help them convey learning to EFL students.

The last theme is media utilization, which identifies their goals in using instructional media. There are several objectives of using media that have been found, namely, present materials in a manner learners readily assimilate, motivate students toward a goal, visualize the material, gain and maintain learners' attention on the subject matter, and gain students' participation. As mentioned, some of the objectives of using certain instructional media are their consideration in choosing media that benefit parties, teachers, and students.

The use of instructional media is very important to support learners in class. Therefore, teachers must be able to utilize various types of instructional media in the teaching and learning process. In addition, learning media can provide benefits for both teachers and students. With the existence of instructional media, teachers can facilitate the delivery of learning, get students' attention to focus on learning, and create fun learning in the classroom. Meanwhile, the benefits of learning media for students are being able to easily understand learning material and study in a non-monotonous atmosphere. Therefore, it is highly recommended to use learning media.

Nevertheless, the use of instructional media must also be supported by the ability of the teacher so that instructional media can effectively assist in teaching. In fact, no matter how interesting the learning media is, it will not be effective if

the teacher's ability to apply learning media is not appropriate. In addition, learning media must be adapted to the circumstances of students. In other words, teachers must be able to adapt learning media to student learning styles. In this case, learning strategies are needed to optimize the use of instructional media. Some of these considerations will certainly make implementing instructional media in the classroom more effective and can help teachers and students achieve learning goals.

5.2 Limitation

This study only focuses on pre-service teachers' belief in the utilization of instructional media in teaching EFL classrooms, which identifies the type of media used. This study does not provide for the shortcomings of the media or the difficulties encountered in media implementation. Another limitation that came from collecting data or information from participants is that only through online reflection and discussion. In the FGD technique, there should be a discussion or interview directly so that the data obtained is more detailed.

5.3 Recommendation for Further Studies

The study further recommended increasing the number of participants in order to increase its validity. Data collection using FGD techniques should be carried out by means of interviews or direct discussions in order to obtain more detailed data. Further research is also recommended to investigate the difficulties or obstacles faced by pre-service teachers in implementing the media they believe in and use in the classroom.

5.4 Pedagogical Implication

The findings of this study indicate that it is very important in teaching to utilize learning media to deliver learning materials to students. The use of learning media provides benefits for both teachers and students. The benefits obtained by the teacher are that it makes it easier to convey material to students while students can more easily understand the material. Therefore, it is very important to consider the type of media that will be used in the classroom because one of the factors that support the success of teaching is the technique of delivering material, including the use of media.

This research has found several factors that have shaped pre-service teachers' beliefs in utilizing learning media in the classroom to teach EFL students. Some of the sources of the belief that shaped their belief are established practice, experience as language learners, educationally-based or research-based principles, and principles derived from an approach or method.

Furthermore, the findings also identify the types of media that are believed by pre-service teachers about the effectiveness of instructional media in the classroom, namely the types of visual media. This finding also reveals that visual media has the advantage of making the classroom atmosphere lively, not monotonous, and students can learn in a more fun way that helps them understand the material well.

The use of visual learning media in the findings of this study is more dominantly used. Some reasons found as the basis for choosing this type of media

are the teacher's goal, which is that teaching-learning can be more effective and teachers can more easily convey learning to students and help them achieve learning goals.

Therefore, teachers must consider several factors that must be considered in choosing instructional media, namely practicality, suitability for students, and conformity with instructional materials. On the other hand, the application of instructional media must be supported by the teacher's ability to use the media and the learning strategies used to support the effectiveness of the instructional media used. These factors are the main factors that can make the use of media more effective and support the achievement of learning objectives.

