CHAPTER I

INTRODUCTION

This study aims to find out what kind of teaching media were mostly used by EFL Pre-service teachers and the reason underlying the use of particular teaching media, along with the challenges confronted by them while implementing certain teaching media during the teaching practice in *PLP Adaptif 2021*. This chapter has covered the research background, problem identification, limitation of the problem, research questions, research objectives, research significance, and research scopes.

1.1 Background of Study

All schools have been required to be switched to online learning since the covid-19 outbreak at the end of last 2019. It is supported by the statement from Subekti (2020) who says that governments started to shut down offices, schools, and universities to stop the virus from spreading further. As a result, more than a billion students are expected to be unable to receive lessons from their schools or universities due to the pandemic; therefore, they should complete their education online (Mondol & Mohiuddin, 2020). However, online learning is not something new to be dealt with. As said by Subekti (2020), online learning is a kind of a well-known concept. Distant learning is the way to run a teaching-learning process aided by technological devices such as laptops or smartphones that require an internet connection (Gonzalez & Louis, 2018; Subekti, 2020). As a result, learners may proceed to get class instructions from their own homes rather than needing to go to their campus. In line with it, the online class can be done in

three ways: web-facilitated classes, blended classes, and fully online classes (Plaisance, 2018; Subekti, 2020). In this case, the third way, fully online classes, was prevalent during the Covid-19 outbreak (Subekti, 2020).

The ability to be adapted and step out into the comfort zone by requiring university lecturers, pre-service teachers, instructors, parents, and students to go online in the learning process is quite tough to be done (Nel & Marais, 2020). In other words, online distance learning forces teachers and students to be well-prepared for the teaching-learning activities during distance learning. Various issues might occur due to teachers' and students' lack of proper preparation, as well as the not well-prepared implementation of online learning (Arora, 2019; Zboun & Farrah, 2021). In addition, Gopal et al. (2021) say that teacher quality, course design, fast feedback, and student expectations all influence student satisfaction, which in turn positively impacts student performance. In this case, learning satisfaction with remote learning was significantly impacted by the quality of teaching (Kim et al., 2011; Koşar, 2021). In this matter, the quality of teaching is related to the teacher quality. Therefore, teachers must have sound technical abilities to execute online learning and deal with as well as cope with any technical challenges that may arise (Ardiyansah, 2021). Along with the processes of online learning, teachers must prepare suitable teaching activities based on students' needs to meet the learning goal. It is said that online learning activities should be planned to stimulate and enhance students' learning interests and motivation (Gonzalez & Louis, 2018; Subekti, 2020).

Online learning produces positive and negative impacts during its implementation in the teaching-learning process. Based on the study by Sharma (2020), it was found that one of the positive impacts of the implementation of online learning is that it helps students to explore more flexible modes of learning and provides a variety of ways for them to continue learning to gain new and upgrade information, skills, and values by comprehending and interpreting at their leisure. On the other hand, inadequate essential online qualities are classified as the negative impact that appears during online learning implementation, which means that the effectiveness of the online program will be disrupted if teachers are not adequately educated and prepared in online delivery and methodology (Sharma, 2020). In line with it, implementing online learning also directly impacts students during their learning activity. Zboun and Farrah (2021) found that the impact is classified into two sides: the benefit of online learning and its challenges. The result is based on students' perspectives on the implementation of online learning itself. One of the benefits is that online learning is simple to reach and use, which allows students to save time, effort, and money; in addition, online learning is also simple to review for tests (Zboun & Farrah, 2021). On the other hand, its implementation gives some challenges for students, such as they suffer boredom from having poor interaction during the learning process; thus, it makes students feel less motivated in the online classes (Zboun & Farrah, 2021). In this matter, the interaction needs to be raised as communication that appears during the interaction can build an interactive learning atmosphere, thus, enhancing students' learning motivation in the class. Therefore, in this case, teachers' presence is one of the influential aspects in building optimal communication

patterns and increasing student motivation in the learning process (Baker, 2010; Zboun & Farrah, 2021). In line with that challenge, students' participation or engagement in the learning process decreases. In addition, students also find it challenging to understand the learning material well (Zboun & Farrah, 2021).

The gap that appears, in this case, is to solve the challenges faced by the students during online classes: less participation or engagement during the online learning process, gaining lost motivation, and difficulty understanding the learning material well. To solve this problem, the appropriate "course design" used by the teacher has a positive impact on the quality of teaching, which will positively impact student performance in the classroom (Gopal et al., 2021). In this case, the course design included teaching media. Media refers to graphic, photographic, or electronic tools for acquiring, processing, and rebuilding visual or verbal information (Hikmah, 2019). In this matter, the role of teaching media is considered to be crucial in the teaching-learning process since the use of media has become a means of connecting teachers' ideas to students' comprehension (Wirawan, 2020). In other words, the utilization of media in the teaching and learning process can help teachers deliver material to students efficiently (Hikmah, 2019). Moreover, the media supported the teacher in explaining the course subject to all students, resulting in a more productive classroom environment (Wirawan, 2020). Related to the gap, it is found that the negative side of online learning impacts students' participation, motivation, and material comprehension become decreasing; hence, the teacher should be able to implement appropriate teaching aid/media in the classroom. In line with it, Hikmah (2019) states that the learning process requires the use of appropriate

media to boost the learner's desire to study by creating an enjoyable environment. Therefore, it can be seen that teachers should utilize teaching aids to increase classroom instruction, engage students' attention, and motivate them to learn (Ordu, 2021). In addition, integrating media into the teaching process can help students easily enhance their attention and interest in the subject and support the teaching and learning process, hence improving the teaching-learning quality (Hikmah, 2019).

Teachers must be able to design or adjust the environment in such a way in order to build a fun and enjoyable atmosphere for students during their learning (Tamrin et al., 2017). In line with it, they need to consider a variety of factors in designing lessons, such as selecting media that is appropriate for the subject being studied (Tamrin et al., 2017), since, in this case, the use of teaching media/aid is directly capable of giving a positive impact in the teaching-learning process. In its implementation, teaching media is capable of catching students' attention as well as increasing their motivation and involvement in the learning process (Bhuana & Apriliyanti, 2021). Therefore, to keep and enhance students' engagement, motivation, and learning comprehension, especially during online learning, teachers are forced to implement suitable teaching techniques in which supported by the use of various media (Tamrin et al., 2017) in order to avoid monotonous use of teaching aid/media itself and decrease students' boredom in online learning. In line with it, teachers can use teaching aids to present content to students so that they are not bored while engaging in teaching-learning activities (Purbaningsih, 2017; Haddar & Azmi, 2020). In this matter, various media may be fascinating to implement in the teaching-learning process as long as the teachers capably use

them. In line with that, teachers must be willing to improve their abilities to use them properly (Yulia, 2020; Jacobs, 2013; Bhuana & Apriliyanti, 2021). For that reason, teachers should master the following abilities and skills, namely the ability to execute the modern learning media, the ability to pick and decide on learning media that is appropriate for the subject matter, and the ability to modify the media to the continuous learning environment (Tamrin et al., 2017).

Unfortunately, there is some problem faced by teachers when utilizing various teaching aids/media. For instance, teachers have lack of ability to utilize and master media itself (Tamrin et al., 2017). In this matter, teachers cannot identify which media is appropriate to be employed in assisting material distribution; they are also unable to properly utilize technology-based media, including in developing and even operating the media itself. This problem happens because teachers are not used to employing media in their teaching activity (Tamrin et al., 2017). In addition, teachers are unfamiliar with various advanced media, like applications; thus, it would take a long time for them to create the content of learning (Bhuana & Apriliyanti, 2021). Consequently, teachers are unable to employ a wide range of applications or media (Bhuana & Apriliyanti, 2021). As a result, it is frequently observed that the teachers are not accompanied by appropriate media usage in their teaching activity (Tamrin et al., 2017).

The second gap, in this case, was regarding the lack of teachers' ability to utilise teaching aid/media in the learning process. As a result, the teacher cannot fully facilitate their students in which to help copping problem that the student

faces during online learning. Hence, the role of the pre-service teacher in this matter is potentially needed. It is because they already perceived preparation in teaching practice programs in an online environment; moreover, pre-service teachers are provided with teaching online experiences, allowing them to emulate their lecturers' teaching tactics and methodologies (Ardiyansah, 2021). In other words, pre-service teachers are already prepared and ready to execute online learning (Dorsah, 2021). Therefore, pre-service teachers were regarded as conscious of their preparation in implementing teaching online and created solutions to online learning challenges since they were already familiar with the online learning process (Ardiyansah, 2021). Since teaching media is considered a pivotal aspect of online learning, teachers need to facilitate appropriate media to assist students in teaching online and provide them with the necessary technological capabilities (Dorsah, 2021). In line with it, the pre-service teachers are already well-prepared in mastering technical equipment and skills, as well as the ability to prepare proper media to teach online (Ardiyansah, 2021). Therefore, the presence of pre-service teachers is expected to contribute to solving teachers' and students' problems in online learning.

A pre-service teacher is a student preparing to be a professional teacher by joining teacher professional learning at the university. In this case, professional teacher learning may be described as learning practices that pre-service teachers undertake to improve the quality of their instruction (Koşar, 2021). One learning practice offered to the pre-service teacher in the teacher professional learning is teaching practicum. Teaching practicum is pivotal when a pre-service teacher

takes professional learning as it is one of the essential preparation programs to be practised (Nurjannah & Lestari, 2021).

In Indonesia, teaching practicum, also known as *Praktik Pengalaman Lapangan*, is part of the teacher education curriculum (*PPL*): It is a required course for pre-service teachers in their last year of university (Shalawati & Hadijah, 2018). Unfortunately, since Covid-19 Pandemic has caused all schools to learn online, teaching practicum must also be adjusted with online teaching practicum. It has caused higher education to reexamine traditional teaching practicum where practicum experiences have been held in school settings into online practicum experience and look for other ways to guarantee that pre-service teachers are ready for online classroom teaching (Sasaki et al., 2020). In line with it, pre-service teacher education providers were also obliged to modify pre-service teacher placement programs to accommodate continuous changes in schools and the postsecondary education sector (Sepulveda-Escobar & Morrison, 2020). In this case, as a new dimension to teaching practicum, online teaching practicum serves as a means for pre-service teachers to develop both their skill in handling online and offline teaching activity as well as their technical skills and teaching design (Osman, 2020). Therefore, pre-service teachers should indeed be given a chance to teach online and evaluate their skills for their teaching improvement (Kim, 2020).

Since the pre-service teachers are already well-prepared in mastering technical equipment and skills as well as the ability to prepare proper media to teach online and also ready to practice their teaching skills in online learning

situations (Ardiyansah, 2021), EFL pre-service teacher is also expected to contribute in solving teachers and students' problems in online learning. In this case, EFL pre-service teachers are expected to be able to utilize various teaching aid/media in their online class activity to enhance students' participation, motivation, and learning comprehension in online learning. It is said that one of the most common resources for language teachers is the media, which has been utilized for generations to assist students and efficiently learning other languages (Hikmah, 2019). Therefore, due to online learning problem, EFL pre-service teachers are expected to utilize various non-conventional or modern teaching aid in their teaching program since non-conventional or modern teaching aid contains modern technology. In line with it, pre-service teachers are already equipped with the ability to use technology for academic reasons is linked to their preparedness to teach online (Ardiyansah, 2021).

Teaching media itself has three types with various kinds, namely, on the basis of time-period, on the basis of the sense organs involved, as well as projected and non-projected aids (Ordu, 2021). In this case, on the basis of time-periods will be explained deeper. In the type of on the basis of time-period, teaching aid is classified into two kinds, namely conventional or traditional teaching aids and non-conventional or modern teaching aid. Furthermore, there are several examples of conventional teaching media, such as chalk, blackboards, 'dust and mud drawing', etc. (Ordu, 2021); while the example of the non-conventional teaching media, such as computers, television/radio, interactive whiteboards, multimedia e.g. PowerPoint, etc (Ordu, 2021). As the kinds of non-conventional or modern teaching aid were more relevant in this modern era, it will be the guideline to find

the data of teaching aid used by EFL pre-service teachers in online learning during their teaching practicum program. The non-conventional teaching media was relevant because there were several research revealed that teachers have implemented non-conventional teaching media during online learning, especially in the form of multimedia. In this case, there are some research have revealed that multimedia can enhance students' English skills in online learning, as found by Suryani et al. (2021) through implementing Cake Aplication and Rufaidah et al. (2021) by implementing Powtoon. Morover, there was also a research about the use of PowerPoint as the multimedia that can enhance students' active participation and keep engage with online learning activities that have done my Fitriah & Ardila (2022).

However, even though the pre-service teacher is already well-prepared to face any situation in teaching-learning circumstances, they still have another challenge that needs to be overcome. In line with it, Nababan and Amalia (2021) said that pre-service teachers have difficulties discovering the appropriate teaching media to implement in the teaching-learning process. It is supported by Nababan and Amalia (2021). They said that language teachers confront a challenging decision in selecting kinds of teaching media for their pupils to use in the classroom since these materials serve as the foundation for students' English language training. The reason underlying the confusion was found because there was a misalignment between the theory they got from what they had learned in the university compared to the actual teaching situation in their teaching practicum activity (Nababan & Amalia, 2021). Therefore, there was found that some pre-service teachers unconsciously implemented inappropriate kind of media in the teaching-

learning activity during the teaching practicum program (Nababan & Amalia, 2021). This matter arose the third gap, which was about the challenges faced by pre-service teachers in choosing the kinds of teachung media and implementing kinds of teaching media during their teaching practicum program. In line with it, it is needed to dig more into the reason underlying their preference for certain teaching media used in the teaching program. Besides, in terms of implementing teaching media, it is also needed to dig more into the challenges the EFL pre-service teachers face in implementing certain kinds of teaching media during the teaching practicum.

1.2 Problem Identification

It is found three gaps according to the background of this study. The first is regarding the problem that is faced by students in online learning. In this case, students suffer from a lack of willingness to participate in the online class; in addition, they gain lost motivation in the learning process, and they also feel difficulty in comprehending the learning material delivered by the teacher during the online classes. These problems appear because the teachers do not facilitate them with various teaching aid/media as it is found that the role of implementation of various teaching aid/media has a positive effect on enhancing students' participation, motivation, and learning comprehension.

In this case, the second gap appears in which the teacher has lacked the ability to utilize various teaching aid/media in online learning due to any problem that the teachers face; for instance, teachers are unable to identify which media is appropriate to be employed in assisting material distribution, they are also unable

to utilize technology-based media properly, including in developing and even operating the media itself, since they are unfamiliar with a variety of advanced media, like applications. This is proven by the use of inappropriate media that is frequently found in online teaching activities. Those two problems are related to each other.

In order to cope with this problem, the contribution of the pre-service teacher is supposedly needed as it is known that pre-service teachers are already prepared and ready to execute online learning. In line with it, pre-service teachers are already well-prepared in mastering technical equipment and skills, as well as the ability to prepare proper media to teach online. Therefore, the presence of pre-service teachers, especially EFL pre-service teachers, is expected to contribute to solving teachers' and students' problems in online learning. In this case, EFL pre-service teachers are expected to utilize various teaching media in their online class activity to enhance students' participation, motivation, and learning comprehension in online learning. As it is said that one of the most common resources for language teachers is the media, which has been utilized for generations to assist students and efficiently learn other languages.

In this matter, since teaching aid/media is classified into some categories, one of the categories closely relevant to the online learning situation is named non-conventional or modern teaching aid as it is integrated with technology. Thus, this kind of teaching aid/media would be used as the guideline to classify teaching aid/media used in this further finding of this study.

The last gap was related to the authentic teaching situation the EFL pre-service teachers faced during the teaching practicum activity. Even though they were already well-prepared before the actual teaching situation, a particular problem was still found. In this case, the problem is related to the challenges faced by pre-service teachers in choosing the kins of teaching media and implementing teaching media during their teaching practicum program. Although they have been equipped with the ability to prepare, operate, and use appropriate teaching media, they still suffer confusion in implementing appropriate teaching media during their teaching practicum program. According to this gap, it is needed to seek the reason underlying the use of particular teaching media that they choose to be implemented during the teaching practicum program, as well as the challenges faced by the pre-service teacher in implementing the particular teaching media during their teaching practicum.

1.3 Limitation of the Problem

This research is focused on finding out what kind of teaching media were mainly used by EFL pre-service teachers and the reason underlying the use of particular teaching media along with the challenges confronted by them while implementing certain teaching media during the teaching practice in *PLP Adaptif 2021*. In this case, the subjects of this study were college students from Ganesha University's English Language Education who enrolled in the *PLP Adaptif 2021* teaching program. English Language Education (ELE) students were chosen because the subject was relevant to English courses. Ganesha University's ELE students were also chosen as the subject since the university had a teaching program that adapted to the online learning environment; hence, the teaching

program was called *PLP Adaptif*. For these reasons, ELE students were chosen as the EFL pre-service teachers in this study. The samples researched in this study would come from pre-service teachers who have teaching practised in every different school to uncover the variety of teaching media they employed.

1.4 Research Questions

According to the background above, the research questions are formulated as follows:

1. What kind of teaching media were mostly used by EFL pre-service teachers during the period of the teaching practice in *PLP Adaptif 2021*?

2. What reasons were underlying the use of certain teaching media by EFL pre-service teachers and what challenges were faced by them while using certain teaching media during the period of teaching practice in *PLP Adaptif 2021*?

1.5 Research Objectives

Related to the problems mentioned previously, the objectives of this research as follows:

1. To analyze what kind of teaching media were mostly used by EFL pre-service teachers during the period of the teaching practice in *PLP Adaptif 2021*.

2. To analyze what reasons were underlying the use of certain teaching media by EFL pre-service teachers and what challenges were faced by them while using certain teaching media during the period of teaching practice in *PLP Adaptif 2021*.

1.6 Research Significance

This research is expected to offer theoretical and practical significance for the reader. Therefore, those can be described as follows:

1.6.1. Theoritical Significance

The outcome of this study is expected to reveal the most frequent kinds of teaching media employed by EFL pre-service teachers during teaching practice in *PLP Adaptif 2021*, as well as the reasons underlying the use of particular media and the difficulties encountered by them while utilizing particular teaching media itself.

1.6.2. Practical Significance

1. For Students

This research is expected to help students for receiving a fun, enjoyable, innovative, and interactive learning atmosphere that is facilitated by the teaching media, especially in online classes, in order to enhance their participation, motivation, and learning material comprehension.

2. For Teachers

This research is expected to enhance teachers' willingness to master the following abilities and skills, like the ability to execute the modern learning media, the ability to pick and decide on learning media that is appropriate for the subject matter, and the ability to modify the media to the continuous learning environment. It aims to create and build a fun, enjoyable, innovative, and interactive teaching-learning atmosphere

facilitated by various teaching media to enhance students' participation, motivation and learning material comprehension in online learning.

3. For EFL Pre-service Teachers

This research is expected to offer EFL pre-service teachers gaining experience in teaching during an online learning period and contribute to helping teachers and students cope with some problems that arise from online learning itself. In addition, it is also expected to increase the ability to choose and implement appropriate teaching media in the teaching-learning process to meet the learning goals and objectives by recognizing challenges that might arise in its implementation.

4. For Other Researchers

This research is expected to enrich reference for the other researcher to find out a study about the implementation of the most teaching media used by EFL pre-service teachers in the pre-service teaching programs as well as the reasons underlying the use of that particular media and recognize the challenges in the implementation certain teaching media during the period of the teaching-learning process in a pre-service teaching program.

1.7. Research Scope

This research aimed to determine the kind of teaching media mostly used by EFL pre-service teachers in the *PLP Adaptif 2021* program. In addition, this research aimed to seek the reason underlying the use of particular teaching media and the challenges encountered in implementing the particular media by the EFL

pre-service teachers during the teaching-learning program in *PLP Adaptif 2021*. Participants in this study were EFL pre-service teachers from Ganesha University's English Language Education who were enrolled in the *PLP Adaptif 2021* pre-service teaching program.