

CHAPTER I

INTRODUCTION

The context of the study, the definition and limits of the problems, the researcher's aims, its relevance, and its questions will all be covered in the introduction.

1.1 Research Background

The outbreak, known as COVID-19 or the Corona Virus, shook the world. In late December 2019, in China's Hubei province, Wuhan witnessed the first appearance of Covid-19, also known as SARS-COV-2. On March 11, 2020, the World Health Organization WHO officially declared COVID-19 a pandemic. The education sector is affected by the COVID-19 pandemic, causing some regular tasks to be hampered to stop the spread of COVID-19. Given these facts, online learning techniques are the best option for the education industry. Some educational institutions now use technology and create online learning systems to assist learning activities (Nasution et al., 2020). The government and society must support and abide by the limits to prevent the COVID-19 pandemic from spreading further throughout Indonesia. Implementing home education in schools and other institutions is one way to stop the COVID-19 epidemic in Indonesia; the New Normal policy can also prevent the virus from spreading. The implementation of the learning process through the online system is encouraged by the Ministry of Education and Culture of the Republic of Indonesia.

The way teachers teach during a pandemic must be creative and innovative because the presence of teachers is the limit. Material delivery must be varied,

interesting, and engaging. Learning media contributes an essential aspect in this pandemic by utilizing many modes so that learning media can integrate images, moving images, sound, movement, and text. Additionally, there are ways to collaborate via social media sites like WhatsApp, Google Classroom, Quizlet, Google Meet, Youtube, and Zoom meetings that are highly suggested. This intends to aid the learning process during the epidemic (Roistika, 2021).

COVID-19 began to slowly fade from the educational landscape in mid-2022; this was supported by policies issued by the government, such as the PSBB (Large-Scale Social Restrictions) policy and the implementation of the New Normal policy for Indonesian society. After Covid-19, the community's social activities, including in the education sector, began to return to normal. The curriculum in educational institutions began to be reorganized to reflect the situation before the covid-19 epidemic. Face-to-face teaching began with academic schedules modified to fit students' study hours. While restrictions during the COVID-19 period may be eased, these changed learning conditions require monitoring. Some of the constraints that instructors must deal with include changes in the curriculum, methods of teaching and learning, and the usage of online resources. Teachers need to familiarize themselves with information technology in the classroom. They should feel comfortable using Internet media in school (Nur, 2022).

A teacher significantly impacts the teaching and learning process as they are the ablest to motivate students and receive most of their attention. According to Tileston (2004:4), most classroom behavior issues are brought on by boredom, a lack of information about the value of education, and the employment of the

incorrect learning method. These are the obstacles teachers face when providing content to students, creating a gap between them and the latter. Since motivation is one of the critical components of success in the learning process, teachers use media to increase students' learning motivation.

In high school, the teaching and learning process in the classroom should be planned with relevant activities. Using media to deliver content is one of the methods of teaching English. It will add excitement and fun to the teaching and learning process. Teachers will present various exercises to students. Given the demands of students in terms of learning content, teachers should be imaginative when producing and using media (Wirawan, 2020).

Teachers can utilize teaching media as a tool to facilitate practical learning activities. Sadiman (2006) asserts that "media is anything that can be used to channel signals from the sender to the receiver so that it can stimulate the ideas, feelings, and interests of students in such a way that the learning process occurs." Briggs in Sadiman (2006) argues that "media are all physical tools that can communicate messages and motivate children to learn". In his book, Trianto (2016) further supports this by writing, "Media is a component the learning strategy is a container of messages requested by the source of distributor sent to the intended audience or recipient, the content of the message is intended to educate, and the aim is to facilitate the learning process." Researchers concluded that learning media is a tool used by teachers to help the effectiveness of the learning process and arouse students' interest in learning based on some of the views of the experts mentioned above.

Teaching media is needed in the learning process. In English language learning, the use of teaching media is highly recommended. By using learning media, teachers can facilitate material delivery and make students interested in actively participating in the learning process. The findings of earlier investigations, such as those from (Riza et al., 2013), Sudirman (2014), Mahardika (2014), Hadi (2019), (Fansury et al., 2019), Wirawan (2020), Dewantari (2021), and Fauziah (2021) are consistent with this.

Teachers play an essential role in the selection and use of technology products as a means of delivering messages. The first thing that must be considered is the student's assimilation into the teacher's material. A study found that human absorption through vision is 83% greater than 11% through hearing, while human memory is 50% through vision and 20% through hearing (Aziz in Makhfudzoh, 2017). Based on these considerations, teachers can combine various media types, including visualization, audio, and kinesthetic, to deliver material so students can absorb the message.

According to Ahmad et al. in Wibowo (2015), teachers must be proficient in the science of education (the cornerstone of education), as well as in the subject matter they teach, teaching strategies, and a variety of learning methodologies. This skill adds color to classroom learning, enabling competent teachers to oversee students' classroom learning effectively. In teaching and learning, learning media may stimulate learning activities, pique students' interests, and motivate them. They can also have psychological impacts on students. Using teaching media in the classroom is one example. Every learning activity should have a component that teachers should pay close attention to, practical and

efficient. Teachers must be aware of each sort of media's unique qualities to select it for the demands and circumstances of the situation.

Nevertheless, this is the area that still needs to be considered. Teachers should be more relaxed with the subject matter, limiting their ability to use the media already present in the classroom. Word-for-word explanations could take a while. According to their past knowledge, students have different understandings that can result in misconceptions (Sutjiono, 2005, p. 78).

The teacher can better explain things using this technique. In addition to using fewer words and spending less time explaining, the teacher's explanation will be more engaging and more straightforward for students to comprehend, encourage learning, clear up misunderstandings, and the information presented becomes consistent. The most suitable and wisest approach for instructors to do this is through media. Teachers need to use teaching media to teach effectively and efficiently.

One institution that is aware of technological advances and has begun to use them as teaching media is SMA Negeri 4 Singaraja. The resources offered to promote a continuous learning process, such as a computer lab with a multimedia classroom, PCs for students, and a constant Wi-Fi connection, are proof of this. The students now find it easier to find educational materials. In addition, projectors are usually installed in classrooms and are available for teachers to use at any time. To help students understand the information provided by the teacher, SMA Negeri 4 Singaraja has introduced the use of teaching media to aid hands-on learning in the classroom. Even though the school has media available that can support teaching and learning activities in the classroom, teachers need to be fully

able to utilize the media properly. This is a problem because many teachers still need help to choose and use the appropriate media in the classroom for learning.

Based on the explanation above, it is exciting to research more about the selection and use of media in schools. Instructors' level of knowledge and competence can be determined by understanding how they select and use media. The lack of use of teaching media in the classroom is not only due to a lack of availability in schools or insufficient learning time; it may also be due to a lack of instructor expertise in the selection and use of teaching media. This study is critical because it can reveal the variables that make it difficult for teachers to master teaching media in the classroom and how teachers choose and use it. Therefore, I raised the title **"Implementation of Teaching Media for EFL Learning at Post-Pandemic."**

1.2 Problem Identification

The following are the issues that the research above background has shown.

1. The advice is that instructors employ instructional media and resumption the face-to-face learning method.
2. Teachers who are still learning how to use teaching media effectively.
3. The technological adaptability of teachers.
4. Infrastructure and facilities that need to be optimally able to assist.
5. Internet quota restrictions and shaky internet infrastructure.
6. Lack of pupil comprehension of the subject matter. Some pupils need to ask questions more frequently and actively.

1.3 Problem Limitation

So that this research is not too broad that it can be carried out properly, clearly, and purposefully, the authors limit the problems to be studied as follows:

1. This research was conducted at SMA Negeri 4 Singaraja.
2. The research focused on the implementation of learning media used by teachers in the learning process.
3. The obstacles faced by teachers in implementing each media.
4. This research uses a qualitative research design with a case study approach.
5. Use researchers as key instruments, observation checklists, and interview guidelines as data collection instruments.
6. For data analysis using Miles & Huberman's theory, data reduction; data presentation; and conclusion drawing and verification of findings.
7. For thrustworthiness, researchers used the triangulation method.

1.4 Research Question

Based on the research background, problem identification, and problem limitation above, the problem formulation in this study is as follows.

1. How is the implementation of teaching media teachers use in post-pandemic EFL learning at SMA Negeri 4 Singaraja?
2. What are the obstacles faced by teachers in implementing each media?

1.5 Research Objective

From the formulation of the existing problems, the objectives of this research are:

1. To analyze the implementation of teaching media teachers use in post-pandemic EFL learning at SMA Negeri 4 Singaraja.
2. To analyze the obstacles faced by teachers in implementing each media.

1.6 Research Significance

The following are some theoretical and practical advantages that will highlight the relevance of this research:

1. Theoretical

This research is expected to contribute to researchers in the field of education and add to the results of previously existing research on the use of teaching media in the learning process. In addition, it can provide an overview of teaching media that can be used to support student learning of the English language learning in further research.

2. Practical

a. For Teachers

This research is expected to increase knowledge and insight for teachers in making English learning more fun and increasing student interest in learning, as well as a means to increase knowledge, how to form, and how to deal with learning that makes students less active in the learning process.

b. For Schools

This research is intended to provide new information and references for schools as materials that can have a positive impact in the form of improving the quality of education in schools and also increasing student interest in learning English.