

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter focuses on data analysis of the gained data which provides the basic analysis of the study. The result of the data collection and analysis is explained as well as the interpretation. This research is delimited by three significant points such as Understanding, Outlook and Action. It is hoped that the investigation of EFL teacher's perception toward media usage in teaching English can be answered in this chapter.

#### **4.1 The Application of ELT Media in Teaching English Necessity**

The researcher found some findings based on data analysis of gained data. In this part, the researcher gives spreads questions for interview and the questionnaire with sixteen statements such as the creativity of teacher is needed in class for media, Media is not needed, the teacher is enough, The duty of teacher is merely teaching and explain the lesson without achievement target, Media has an advantage in helping teachers to convey the teaching material, Media can be used to enhance the aspects of language specially practice, The Usage of media is effective in activity of production aspects toward student's language especially produce, Audio Recording is able to be utilized by the teachers as one of the ELT media, Audio Drama is able to be applied by the teachers as one of the ELT media, News Report is able to be applied by the teachers as one of the ELT media, Song is able to be applied by the teachers as one of the ELT media, Picture is able to be applied by the teachers as one of the ELT media, Flash Card is able to be applied by the teachers as one of the

ELT media, Chart is able to be applied by the teachers as one of the ELT media, Video is able to be applied by the teachers as one of the ELT media, Film is able to be applied by the teachers as one of the ELT media, and Television Program is able to be applied by the teachers as one of the ELT media.

#### 4.1.1 Being benefit for both teachers and students

This result explained that media can be benefit for both teachers and students. It is gained from analysis data done by researchers from interview and questionnaire. There are three interviewees answering for this research's question. The first interviewee gives an explanation supporting this result.

With media usage in my English class, I can deliver the material as good as I can. For controlling and handling the class, it is easier for me. Every single medium that I use is really helpful. For the students, not to mention about the appropriate teaching strategy, of course, media become something that can motivate them to actively participate in the class activities. The students are positively encouraged in getting involved and learning the given material.

The explanation of the first interviewee above concludes that media can help the teacher in teaching. When she feels easier to control and handle the class. The students taught by the teacher become motivated to actively to join the class activity. The explanation of the second interviewee also supports this finding.

For me as the teacher, Media is effective to gain the achievement of learning target well. I really propose to apply ELT media, but the application should be in line with the creativity of adopting teaching strategy. It becomes useless if the teacher has various good media such as the facility from school or borrowing the friends' media but is fail in delivering the strategy. It will be useless for students in getting benefit from the media.

The explanation of the second interviewee above concludes that media has to collaborate with the creativity of teachers' strategy to give the advantages for students in studying the material. The more the students can get the maximal achievement, the more the teachers have the strategy creativity of media usage.

The third interviewee gives explanations.

Media are really advantageous in English language teaching. Based on my personal experience, for instance, there is a big difference between my media applied class with the one that does not include media. My class becomes livelier once I use media. The students participate more actively in the learning process as well. The students can understand and practice the lesson easily although the lesson needs to think hard. I am as the teacher also can deliver my material without wasting much time and power.

The explanation above concludes that Media becomes benefit tools for teachers and students in class activity. The difficult lesson or material can be easier to be understood by the students and the teachers also are able to deliver the material without wasting much time.

To support the result of the data above, the researcher spread questionnaires with some statements. The researcher gives the criteria for percentage by using percentage and classification. The result shows that the statement of whether media has an advantage in helping teachers to convey the teaching material is 88,9 %. The result shows that most of the teachers know

that media can be useful for assisting them in presenting teaching material to the students. The next statement is about whether Media can be used to enhance the aspects of language (practice). The percentage of this statement is 88,9%. That means that most of them agree that the students automatically gains better result in practicing the language aspects when media are included in the activity. The next statement has percentage 85, 2%. That means most of the teachers also have good understanding that media can be helpful for enhancing the students' language aspect production.

#### 4.1.2 Being applicable for every class.

This result explained that various media can be applicable for every class in teaching learning English as long as the teachers need to use it with suitable material. It is gained from analysis data done by researchers from interview and questionnaire. There are three interviewees answering for this research's question. The first interviewee gives an explanation supporting this result.

I usually apply media in all of my English class, even if the media is the simplest tool. But there are certain activities that are so suitable. The example is for Listening and Speaking. These two skills are needed by using native speaker sound so that the students can identify the authentic example of how to speak in a good intonation, stress and pronunciation.

The quoted interview says that every class can be taught by using Media. The interviewee says that Media is the simplest tool to help the activity class run well. English has four skills such as speaking, reading, listening and writing. But the most essential skill that needs media is speaking and listening. Those

skills can't be practiced well except native. Because of that, the first interviewee above says that speaking and listening are so suitable for the existence of media in action. The second interviewee also gives explanation.

Actually, I use media in teaching English in the class rarely. I use media when I am in emergency situation. It is like when I fell difficult to make students understand the material and the students have bad mood on track. Because of that, I use media when the material based on experience needs media to help students understand it although the media generally can be used in every skill and class. Besides that, I use media to keep the students' mood on the track.

The quoted interview says that the interviewee uses media rarely in teaching English. The reason is because the interviewee doesn't always need media to help him in teaching English. He uses the media when he needs only such as emergency situation for students' difficult understanding and keeping the students' mood track. The third interviewee gives close mutual explanation like the interviewee before.

I totally understand that various media are applicable in various English language teaching, from the simplest to the sophisticated ones. However, I personally utilize media rarely in my English class, especially ongoing semester because of some consideration. However, I do use media if I have enough time to prepare it, looking for the ones which suitable with the activities that I plan to have in the classroom, and of course I need media assistance to make my students stay focused in what they learn without getting bored.

The quoted interview concludes that media can be used in every skill in English. Using media for teaching activity in class needs immolation for the teachers. The teachers have to prepare it and have to keep a close watch on

suitable media that can be used for the material and target besides wasting students' bored feeling.

To support the result of the data above, the researcher spread questionnaires with some statements. The researcher gives the criteria for percentage by using percentage and classification.

The next statement from number 7a until 9c is chosen from theory of media classification by Ohm, 2010. Based on the sensory channels, media are divided into audio, visual and audio-visual media. The first four statement which are statement number 7a, 7b, 7c, and 7d deal with audio media. Statement number 7a asked whether the teacher agree that audio recording that covers instruction, narration, monologue and dialog can be used by the teacher as one of the media in the classroom. The percentage of this statement is 77,8%. It means most of the teachers totally agree with the statement. The next audio media that the researcher included in statement number 7b is audio drama. The percentage of this statement is 77,8% and this confirms that most of the teachers agree that audio drama is also useful in English language teaching. The statement number 7c is delivered to investigate the teachers' understanding about the usefulness of news report as one of the ELT media. Most of the teachers agree that this particular medium can be utilized in the classroom activity, it is shown by the percentage of this statement which is 74,1% .

The next three statements which are statement number 8 a, 8 b, and 8 C refer to visual media. The statements are asked in order to investigate the teachers' understanding toward the role of audio-visual ELT media. Statement number 8 a. asked whether the teacher agree that picture (which can be in the form of drawing, cartoon, printed image or digital image) is applicable in English language teaching. The percentage of this statement is 88,9%, and this is the highest percentage of visual media group. The second statement of visual media group which is statement number 8 b, the teacher is asked whether flash card utilization in the classroom is beneficial, and the percentage for this statement is 88,9%. The percentage shows that most of the teachers have a good understanding toward the statement. The last statement of visual media is whether the teacher agree that chart can be used by the teacher as one of the ELT media. The percentage of this statement is 88,9%. However, this percentage is also included in very good category, which means most of the teachers have a positive understanding of the use of chart in English language teaching.

Last three statements are statement number 9 a., 9 b., and 9 c. deal with audio-visual media. Similarly to the previous ones, the statements are asked to identify media classification based on the sensory channels as well as the beneficial in the English language teaching. The first statement which is statement number 9a., asked whether the teacher agree that video that covers documenter, tutorial and lecture video is applicable in English language teaching. The percentage of this statement is 81,5%, which means most of the

teachers positively agree with the statement. Meanwhile, the next statement asked about the existence of film (drama, fairy tale and biography) in English language teaching. It gets the percentage 85,2%. That means, most of the teachers also agree that film is beneficial in English language teaching. The last statement of understanding section is statement number 9 c. The statement deals with the existence of TV program as one the audio-visual media. The percentage of this statement is 70,42 %, which is the least percentage of both audio-visual and understanding groups. The classification of table can be seen in Appendix 4.

## **4.2 The Significant Criteria in Selecting Media and Finding Any Difficulty during the Media Application.**

The researcher, in this part, focuses to know the teachers' outlook of media after the teachers apply in their English class. Thus, the researcher especially wants to dig the data based on the experience of teachers' in applying the media.

### **4.2.1 Concerning With the Media Mastery and Media Flexibility**

The answer of these interviewees explains that significant criteria in selecting media depend on mastery of teachers in media and the suitable media with the objective of teaching. The first interviewee gives explanation based on the experience about the outlook of media usage.

The media can efficiently help me to achieve the teaching target. In presenting the material in the class, I really concern with the flexibility of the media that I make by myself although my school prepares the language



laboratory. But it cannot be used for some reason. That is one of my difficulties with media prepared by school. Sometimes I feel those are not suitable with my material and my purpose. Due to that, I only use media that I really familiar with and master to.

The quoted interview concludes that the school serves some media to be used for teachers. The interviewee knows that the medium is able to assist her in teaching activity in the class. But not whole of media can work well like what the teachers hope and master in teaching English. Because of that, the teachers prefer to use the private media made by teachers themselves. The second interviewee also replies the question with almost mutual answers.

I don't have special significant media to select the teaching media. I only apply media that is suitable with the context of my teaching material although the media generally can be operated for each skill. I also prefer to use media that I really master to, with the hardware that I am really able to operate.

The quoted interview concludes that media can be used for each skill in teaching English but not every material can be suitable with the material. Selecting media to be used in class is not easy although the media is served by school. The interviewee says that the better media to be applied in teaching learning English is Media mastered by the teacher himself. The third interviewee adds explanation.

The significant criteria of media to be selected by me are easy for preparation, simple to be made, and enjoyable in practice. I also prefer to use media that can be supported by less error hardware media, whether it is about the electricity or internet connection. Sometimes the media that used electricity or internet connection gives me some difficulties although the media surely is modern tools.

The quoted interview concludes that most preferred media to be selected in teaching English is simple to create it, enjoyable to practice it and less error in practice.

#### 4.2.2 Being different students' reference and less facility.

The next question which is asked to the interviewees is what kind of the teachers' difficulty during media application in the English language teaching. The context of teaching process here covers presenting material, facilitating the students to identify linguistic aspects and encouraging the students to produce linguistic aspects. Each of the interviewee has little different opinion about this matter but the main point is mutual. The first interviewee gives explanation.

Once again I have to say, the current unavailability of language laboratory forces us to have listening section and the other activity that require sound system support in the classroom. It indeed eventually cannot be maximized since we have to consider the other running classes. Besides, we have so many media that need supporting hardware media which are not so handy to be mobilized.

The quoted interview above shows that not whole school has language laboratory. Language laboratory is made to improve deeply about the English aspect especially for listening or speaking. These skills have to use language laboratory for media application. Unfortunately the laboratory language can't be used well so that the practice of listening media such as audio, video etc. has to be done in class. it will bother the other class in concentration of learning. The second interviewee also gives explanation.

For particular media like song, the students are sometimes not really attracted for they feel that is not “their song”, in other word the song does not sound good. Students’ interest toward song or film is relatively different. That is why it becomes another duty for me to motivate them to actively participate in the discussion. Another difficulty is the time constraint. I need time to prepare media that will be delivered in my English class. In addition, some media also need extra time to be explored in the classroom.

The quoted interview above concludes that different reference of each student is complicated problem. It is difficult to make media suitable for each student based on the students’ interest. Time constraint is also one of obstacles in media application. Using media before teaching adds an extra time for the teacher to prepare it before coming in the class and an extra time to be done in the classroom. The third interviewee also gives explanations.

As I said before, the problem is the error that sometimes happens especially when we have film or video. It more or less distracts the students’ focus in the classroom and it indeed wasting time. The other difficulty is more about the students. They do pay attention and show their enthusiasm when I use media in presenting the material, but unfortunately they are not motivated enough to actively participate to the other activities like practicing or doing some tasks.

Some important points can be selected to draw the conclusion of this result. The interviewees as English teachers do have some criteria in deciding to be assisted by media for the English language teaching. It is done to avoid the possibility of problem faced during the teaching and learning process. First, definitely the interviewees only use media that potentially helpful in achieving teaching goals. The media should be enjoyable, not ones that make the students get bored. The flexibility also is one of the considerations in applying media in

the classroom including the mobility and error possibility. The teachers themselves have to be really familiar with the media.

To support the result of the data of part 4.2 above, the researcher spread questionnaires with some statements. The researcher gives the criteria for percentage by using percentage and classification. It can be seen at Appendix 4.

Statements number 10, 11, and 15 are especially asked to examine the teacher outlook about the role of media in assisting teaching learning activity based on his/ her personal experience so far. Statement number 10 asked whether Media is an interesting helping-tool to be used in teaching learning activity. The percentage of this statement is 77,8%. It means, most of the teachers agree with the statement. The next statement which is statement number 11 asked whether media applicable to the teacher him/ herself English class. The percentage for this statement is 70,42%. Undoubtedly, the percentage shows that most of the teachers totally agree with the statement. Meanwhile, the last statement of this group which is question number 15 asked whether my activity of teaching learning in the class runs well with the existence of media. The result shows that most of the teachers have very good outlook toward this statement. It can be seen from the achieved percentage which is 77,8%.

The next three statements, respectively number 12, 13 and 14 are provided to reveal the teacher outlook about the role of media for him/ herself

as an English teacher. Statement number 12 asked whether the teachers feel more confident when teaching by using media.. The percentage of this statement is 85, 2% which is classified as a very good view. The next statement asked about the effectiveness and efficiency concern of media in assisting the teacher to present the teaching material. The percentage for this statement is 88,9% which means most of the teachers have a positive view of the statement. The last statement of this group which is statement number 14 deals with the ability of media in assisting the teacher to reach his/ her teaching target. The result shows a positive response. It can be seen from the percentage which is 74,1%.

The last three statements aimed at investigating the teachers' outlook about the role of media specifically for the students of English language teaching. Statement number 16 asked whether it is more comprehensible when the teacher uses media to deliver the material. The percentage for this statement is 88,9%. It shows that most of the teachers have a very good outlook toward this statement. Revealing the information about teachers' outlooks about the role of media in assisting the students to recognize linguistic aspect is the objective of statement number 17. The percentage for this statement is 85,2%. Statement number 18 however, asked whether media can situate a better learning process for producing linguistic aspects activity. Same as the previous statement, the percentage of this statement is 88,9%, which shows that most of the teachers have a good outlook toward the statement. The elaboration above reveals that all of the statements are responded in a positive way.

### **4.3 The Teachers' action for Composition Comparison of Media Usage in 2013 Curriculum and Software and Hardware Media.**

There are two parts of result in this part. The first part is from teachers' action in using software media and hardware. This part is taken by using questionnaire. The second part is about teachers' action of composition comparison toward media usage in 2013 curriculum. This part is the result of interview that aims to dig up the information toward ELT media especially about teacher action. The question here is about the composition comparison of media usage when it is implemented in 2013 curriculum.

#### **4.3.1 Observing in Most Applying Media.**

There are five approaches in teaching and learning process applied in 2013 curriculum. Those are observing, questioning, questioning, associating, experimenting, and communicating. The three interviewees have similar answers for the question. They mostly use media for the first stage of teaching and learning activity.

The first interview said:

I apply media mostly in observing and questioning activity. It aims to bring the students to my teaching track. I also use media to highlight what has been learned in the classroom at the end of the class meeting. It is kind of making conclusion together with the student which usually is done visually by using Microsoft power point program.

The second interviewee said,

For me, media are mostly applicable in the beginning activity. Media especially help me to build the students' mood to be ready to learn English. Media are also useful to introduce what will be learned.

The third interviewee said,

So far, I use media 75% at the beginning of the activity as let us say warm up activity. It is really helpful in getting the students attention.

Based on the identification of answers above, those three interviewees mostly apply media on the first stage from five approaches promoted by 2013. However, it doesn't mean that the media has to be applied in first stage only.

#### 4.3.2 Software and Hardware Media in Action

In this particular investigation, the researcher provides 10 software items which belong to three different groups of media which are classified based on the sensory channels. There are four audio media, three visual media and three audio visual media which relevant in English language teaching. The researcher then tried to investigate how these ten media are used in different comprehension aspects which are promoted in English language teaching. The skills cover listening, speaking reading and speaking. This is to reveal the frequency of using the media, whether there are some media which frequently used at all. Thus, differently, from previous two questionnaires which adapted Likert-scale questionnaire, the researcher still used the Google form to measure the percentage of Never scale.

#### 4.3.2.1 Listening.

Result shows that the teachers' action is quite different from one to the other media. There are some media that used frequently in enhancing the students listening comprehension, but there are also some media that are not frequently used. It can be seen from the percentage of each of the media as well as the classification. It can be seen in Appendix 5

Based on the measurement percentage of never scale above, Audio recording is one of the most frequently used in enhancing the students listening skills. The percentage of this particular software is 11,1%. It is followed by song which percentage's is 40,7%. Both of the software is classified as media with a positive classification or very good and good response, which mean most of the teachers have a very good action toward audio recording and song.

The other media which have good response from most of the teachers are video (documentary, tutorial and lecture) and film (drama, fairy tale and biography) which percentaged 33,3% and 25,9%. These results show that most of the teachers have a good action toward these two media, or it can be said that these media are also frequently used in enhancing the students' listening skills.

On the other hand, there are some media that seemed not to be frequently used in improving the students' listening skill such as audio drama and picture. The percentage for audio drama software is 51,9% while



picture's is 55,6%. That means most of the teachers have a bad response toward those two software of media.

In addition, the rest of the media presented in the table such as news repost, flash card, chart and TV program are also classified in a group of software media which are not frequently used by the teachers. It can be seen from each of percentage and classification, 51,9 % for news report; 55,6 % for flash card; 59,3 % for chart; and 70,4% for TV program.

#### 4.3.2.2 Speaking.

There are three of ten software which have a good response from the teachers while the rest of them have bad and very bad response. One representative of each media classification which are audio recording, picture and video are classified as media which are frequently used by the teachers. It can be seen by the disagreement percentage of those three media, respectively 25,9%, 29,6% and 37%. That means most of the teachers have a good action toward audio recording, picture and video when the objective of teaching deals with the students' speaking skills. It can be seen in Appendix 16.

#### 4.3.2.3 Reading

The table shows that there is only one medium which is seemed to be frequently used by the teachers in improving the students' reading skill.

The result reveals that picture is the teachers' favourite assistant to enhance the students' reading skills. It can be seen from its disagreement percentage which is merely 11,1% and it means most of the teachers have a good action toward that particular medium.

While the rest of the media and their percentage, respectively audio recording; 70,4%, audio drama 59%, news report 61,5%, song 55,6%, flash card 59,3%, chart 51,9%, video 66,7%, film 55,6%, and TV program 70,4% got a negative response from the teachers. It means most of the teachers do not have a good action toward those media in dealing with improving the students' reading skills. It can be seen in Appendix 17.

#### 4.3.2.4 Writing

The data collection result reveals that ten media proposed by the researcher are used by the teachers in a quite different frequency. Similar to reading skill, most of the teachers also have a positive action toward picture in enhancing the students' writing skills. It is proved by the fact that picture gets the least disagreement percentage which is 14, 8%. Most of the teachers also have a positive response toward flash card for its percentage is 37 %. That means most of the teachers have a good action toward flash card.

The other 8 media are not frequently used by most of the teachers in dealing with students' writing development. It can be seen by the percentages of six media that included in bad response category such as audio recording; 61,5%, audio drama 59 %, song 70,4%, chart 55,6%, video

66,7%, and TV program 70,4%. These media are the followed by news report and TV program which are also categorized as not frequently used media for the percentages are 63% and 70,4%.

The tables of media usage in four comprehension aspects above reveal that ten media provided by the researcher in the questionnaire are used in the English language teaching with a different frequency for each of the skill. In other words, regarding every teacher as the respondents and different skill require different media usage. It can be seen in Appendix 18.

#### 4.3.2.5 Hardware

This section is presented to reveal the secondary data which are used to support and enrich the main data of teachers' action toward ELT media. As each of the media presented in the previous section needs hardware to be delivered in the classroom, this particular section will especially present teachers' action toward hardware media. It aims at investigating the teacher's choice of the hardware that assists him/ her in in English language teaching.

The hardware media are classified based on the sensory channels from the simple to the sophisticated one. Audio media include radio, tape, CD player, smartphone and computer. Meanwhile, visual media include paper, class board, printed paper, and computer. The last one audio-visual medium includes Television, VCD player, DVD player, and computer. It can be seen in Appendix 18.

For Audio, There is only two of of five hardware proposed by the researcher which gets good response from most of the teachers. The result shows that most of the teachers have a good action toward computer and smart phone in delivering audio software ELT media. The percentage of this particular media is 14,8% and 11,1%, which is the highest percentage for this hardware group. Meanwhile, the rest of the media such as tape, CD player and radio are not frequently be utilized by the teachers, for the percentages of those media classified as both bad and very bad response.

For Visual, The result shows that the teachers have good action toward the hardware. The least percentage held by computer which is 0%. It means most of the teachers utilize computer in delivering visual software media. It is followed by the other three hardware namely paper, class board and printed paper which are percentaged respectively 37%, 29,6 and 25,9%.

For Audio-Visual, Almost similar to the audio group, most of the teachers have a very good response to one particular media which is the computer. It can be seen that it percentaged 0% which makes the computer is the prior hardware which is used to deliver audio-visual media in the classroom.

The rest of the hardware is still used in the classroom by the teacher but not as frequently as computer. As revealed in the table, the percentage of VCD player is 66,7 %, which categorized as bad response. It is followed by the other three hardware sequentially DVD player, television and smart TV

which including in bad response group. It means most of the teachers do not have a good action toward those hardware media.