CHAPTER V

DISCUSSION

This chapter describes about discussion of the data gotten. The discussion is based on the findings of this research in the previous chapter.

5.1 The Application of ELT Media in Teaching English Necessity

The result of this part says that media can be benefit for both teachers and students and being applicable for every class. These findings are gained by interview and questionnaire. What can be discussed from the findings related to the teachers' understanding of ELT media is that the teachers which in this case represented by three interviewees familiar with the application of ELT media. Three of them even share a good experience in utilizing media in their English class.

Each of the teachers, however, does not use media without any reason. They do know when, why and how to apply media in the classroom. As revealed in the interview section, each of the teachers has his/her own reason for using media in the classroom. What kind of skill which will be improved, teaching and learning objective and the efficiency and effectiveness of the learning process are some of the teachers' consideration of using ELT media. This fact support Sanaky's (2013) elaboration about what can media specifically do for both teachers and students during the teaching and learning process. According to Sanaky (2013) media are helpful in facilitating teacher to reach the learning objectives, increasing confidence, creating a better quality of teaching as well as

teaching variation and creating fun learning. Meanwhile, instructional media bring some advantages for the students such as, to increase the student learning motivation, as well as variation, stimuli the student for thinking analytically in fun situation and also instructional media, are helpful in understanding the material systematically.

As understanding is defined as the product of selecting and organizing information which integrated with prior knowledge (Ip, 2003), what is revealed in the finding represent what the teachers have in mind toward ELT media. What they think about media based on what they see, what they experience with their sense, which then brings them to one conclusion toward the media themselves. The result, whether from the questionnaire distribution or interview section, shows that the teachers do have the very good understanding of ELT media.

The result of the questionnaire shows that all of the respondents which are as English teachers have very good understanding of ELT media. They have positive understandings about the concept of media, how they can be classified as well as the benefit in English language teaching. It can be seen by the percentage of each statement that the teachers responded to, all the teachers totally agree or agree with all the statement provided in the questionnaire.

The teachers know that media around them can be utilized in English class for teaching and learning activity. It is in line with what is stated by Gagne (1987) that instructional media cover all components in students' environment that can be used to stimulate students to learn. Furthermore, through the response of the first

three statements, the teachers also shared that they also do have a positive opinion that media are applicable whether for assisting them in presenting teaching material, encouraging the students to enrich their linguistic aspect both in practicing and producing activity.

The questionnaire also aims to investigate whether the teachers do agree with media classification proposed by Ohm (2010). Ohm specifically classifies media into three group based on the sensory channels, namely audio, visual and audio-visual media. The result of the questionnaire shows that the teachers positively have the same understanding with this particular theory. The teachers also positively know some certain software media that included in each audio, visual and audio-visual media. Their response to the statement in the questionnaire shows that they agree that those software media are applicable in English language teaching.

5.2 The Significant Criteria in Selecting Media and Finding Any Difficulty during the Media Application.

The elaboration of The Significant Criteria in Selecting Media and Finding Any Difficulty during the Media Application toward the teachers' outlook of ELT media can be enriched by the result of interview section with three interviewees as the representative of all respondent of this particular study. The interview reveals that the teachers not carelessly use all media available around them in the classroom. The media should have some criteria so they can be used as supporting aid in English language teaching and each of the teachers is

selective enough in picking media for his/ her English class. Overall, the criteria cover flexibility, the ability to assist the teacher and students in achieving the teaching and learning objective, the enjoyment that might be brought to the classroom; the media have to be mastered by the teachers.

Having media in the teachers' English class and applying them with various strategies enrich the teachers experience as well as enlighten them about the role of the ELT media. As the teachers answers the second question related to the their view of media which is what kind of difficulties that the teachers face so far, it reveals that the criteria mentioned above comes from their experience toward media. Each of the teachers has their own criteria in selecting the media in order to minimize the difficulties they might have during the class activity.

Furthermore, the result of interview is supported by the questionnaire result. The result of teachers' outlook investigation also shows good achievement. All the teachers have good outlooks of instructional media. It can be seen from how they respond to each of the statement in this particular section.

The teachers do see media as interesting aids to be used in English language teaching. Not only interesting, media indeed are seen as potential utilities which are beneficial for both the teacher and the students. This is parallel to Rao's (2014) notion that media if utilized in the educational setting will complement the teaching and learning process.

In addition, giving a very good response to statement deal with the benefit of media specifically for the teachers and students show that the teachers

have a good outlook of ELT media. The teachers agree that media are advantageous in English language teaching as seen in their response to statement of the questionnaire. The statement talks about how the media specifically bring benefit for both the teacher and the students. Those statements originally are the representative of Sanaky (2013) thought about instructional media.

Having media in their English class continuously can either make the teachers have a good outlook or bad outlook toward media. As Nick (2006) asserts that am outlook of a particular thing comes from the result of interpretation of facts. Here, the teachers themselves give their opinion about media based on the fact that they experience while having the media in the classroom, and based on the facts that they got, the teachers reveal that they have a very good outlook of ELT media.

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

The finding of this particular dimension of perception is quite different with the other two. The result shows that the teachers have a negative action toward ELT media. Most of the teachers do not apply all media provided in the questionnaire in their English class, whether when it deals with enhancing the students' listening, speaking, reading and writing skills. Additionally, the result shows that most of the teachers still rely on certain media to be utilized in each of comprehension aspect in English language teaching.

There are four of ten media which are frequently used in enhancing the students' listening comprehension namely, audio recording, song, video and film. Audio recording such as instruction narration, monolog and dialog are the most frequently used in the listening activity. This particular medium is the one which represents the students' daily life as the usually listened to instruction, narration, and people's talk in real life as well. By having audio recording intensively in the classroom, the teachers expected that the students will get used to English orally. It is in line with the benefit of audio recording proposed by Newby et.al. (1996) that it can provide basic language experiences for the students whose native language is not English. Beside the consideration of language authenticity, song, video and film are also chosen by the teacher to be used in listening comprehension activity for the ability to situate the class atmosphere. As what is asserted by Murphey (1992) that song provides a harmonious classroom atmosphere. In addition, Ismaili's (2013) experimental study also prove that film can attract the students' attention, presents language in a more natural way that found in the course book.

However, the result also shared that most of the teachers do not frequently apply the rest of the ELT media. It can be seen by the percentages of picture, audio drama, flash card, news report, TV program and chart are categorized as the low percentage.

The teachers more or less have the same perception, in this case, action toward media in dealing with improving the students' speaking comprehension. Most of them prefer to use pictures, audio recording and video to encourage the

students' to speak English. Picture has become a priority for the teachers when it comes regarding mastering vocabulary. Additionally, Harmer (2001) who says that picture is really helpful in learning how to communicate the students' thought to one another. Meanwhile, as previously mentioned, audio recording and video are selected as their ability to deliver authentic interpersonal and transactional text to the students.

On the contrary, most of the teachers do not use audio drama, flash card, film, song, chart, news report and TV program in enhancing the students' speaking skills as their percentages categorized in low percentage. Audio drama, film, song, news report, and TV program might not be used because of the difficulties in having the suitable media which can fit the teaching objective.

The result, however, reveals that most of the teachers do not apply media that provided by the researcher in the questionnaire in dealing with the students' reading comprehension. There is only one out of ten media which is frequently used in reading activity which is picture. In line with Harmer's (2001) theory, in this case, picture play role as ornamentation. The teachers can use picture to affirm a given reading or passage. Picture also can be used to evaluate the students' reading comprehension. As the picture can be a representation of reading or passage read by the students, the teacher can ask the students to match what they read with the provided picture.

Meanwhile, audio recording, film, song, video, news report, chart, flash card, audio drama, and TV program, respectively less frequently used by the teachers in improving the students' reading comprehension.

The result of the last comprehension aspect which writing shows that there is an unequal comparison of the frequently used media and the less frequently used ones. Most of the teachers choose to use visual media as their prior assistance in developing the students' writing comprehension.

Picture appears, in writing comprehension aspect, as the priority which used in English language teaching. Indeed, there are various activities can be done by using picture in the classroom. Picture whether in the form of drawing, cartoon, printed or digital image can be used for teaching some genres of text (Fachrurrazy, 2011). Picture of objects can be utilized in constructing descriptive text, while picture of ingredients, for instance, can be utilized in constructing procedure text. Similar to picture, as flash card is a combination of picture and a word or two, it is also frequently in writing comprehension development.

The other eight media (chart, audio recording, song, video, audio drama, film, news report, and TV program) conversely are not frequently be used in this particular comprehension aspect activity. This is contradictive with some theories that state about the benefit of those media in improving the students' writing skills. Sowntharya et. al. (2014) for example, list some of the activities that can improve the students' writing skills such as making a short report of watched

video or create a narration of certain video that already presented in the classroom.

As the teachers also need hardware media in delivering the software to the students, the researcher also has a responsibility for investigating how the teachers' action toward hardware ELT media. It is also aimed at examining the teachers' choices toward hardware media, whether they still apply traditional hardware or they are now moving to the digital ones. The result shows that most of the teachers rely on the computer in delivering most of the software media that they are going to use in the classroom.

In delivering audio software media such as audio recording, audio drama, news report and song, most of the teachers prefer to use computer as the hardware media. As we know that computer provides so many programs that can facilitate the teachers in applying the audio software media such as Windows Media Player and Winamp. That means when the teachers deliver audio software media through the computer, the teachers also need other supporting aids like sound system, electricity and sometimes internet connection.

The teachers also utilized tape, CD player, smartphone and radio but not as frequently as they use computer. Thus, it reveals that most of the teachers are now using digital hardware media in assisting them to deliver software media in the classroom, but there are still some teachers who use traditional media which is tape in delivering the software media.

Similar to the previous one, most of the teachers also prefer to use computer in delivering visual software media. Microsoft PowerPoint and Paint are two of various programs that computer provides in presenting visual media. Using computer in delivering visual media definitely requires the teacher to have some supports from additional aid like LCD projector, electricity and sometimes internet connection as well.

It is followed by sequentially class board, paper and printed paper which based on the research result categorized in high percentage group which means most of the teachers also have positive action toward these three hardware media. Surprisingly, there are still some teachers who utilize transparency in the classroom but not as frequently as computer, class board, paper and printed paper. In addition, the result also reveals that there is no teacher who uses smartboard in delivering visual software media in the classroom. However, it indicates that the teachers utilize both traditional and digital visual media quite equally in English language teaching.

Furthermore, the result shows that computer is also a prior medium which is used to deliver audio-visual software media. Computer provides some programs that can be used to present audio-visual media whether video, film or even TV program such as Windows Media Player, VLC Media Player and Power Media Player. The teachers even can rely on Youtube as the biggest video sharing site to present audio-visual media for the students. However, computer also indeed needs some supporting items in order to be maximize in the teaching

activity such as sound system, LCD projector, electricity and sometimes internet connection.

Meanwhile, the result reveals that some of the teachers also use VCD player, DVD player and TV but not as frequently as they use computer in delivering audio-visual media and there is no teacher who uses smart TV in English language teaching so far.

Thus it can be concluded that most of the teachers are familiar with digital hardware media. They use some of them in delivering software media in their daily teaching activities. However, the teachers also still utilized some traditional hardware media in the classroom.