

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter present the result of this research that collected based on observation and interview. The data found are related to the pre-service English teacher's problem in creating media for teaching practice and how is the quality of media that created by pre-service teacher.

The observation conducted for one month for pre-service English teacher. Besides observation, the researcher also conducted interview. There ten pre-service English teacher as the subject in this research.

1. **What is the pre-service English teacher's problem in creating media for teaching practice?**

The researcher found some problem in creating media for pre-service English teacher as follow:

a. The development of Technology Changes Rapidly

Based on observation and interview, researcher found that media that pre-service teachers mostly use paper and carton as teaching media. Whereas in the interview they explained that they had been taught about various kinds of media which were good for teaching in classroom. Starting from learning through audio, visual

and audiovisual media. Where technology takes a big role in making these media. However, they have to re-adjust to the situation of some schools that cannot adjust to technological developments. Nevertheless, not all schools are like this, there are some schools that follow the development of technology but there are some facilities that are less supportive. They regret it because it makes them quite troublesome. Not to mention the Lesson plan that is made every week.

This situation forces them to be creative in making something. And there they also complained about the limited ideas they have. Based on interviews, pre-service English teachers have problems in ideas or creativity to create media for students. While they were in Schools for Teaching Practice II program, they saw that there were some students who are less active or even struggling in English language lessons. So that makes them think hard how so that all students can be active and participate in learning process.

Most of the Pre-service English Teachers only make media out of cardboard because of difficulties in determining the media that is good for children. Some of them also have problems in determining the appropriate media for learning. No wonder they will find their inspiration through videos or articles on the internet.

When conduct the interview, one of pre-service English teacher said, *"maybe the problem I face in learning media is more the teacher's creativity in making media, because I tend to be less creative in making something"*. The other pre-service English Teacher also said, *"I don't have creativity in making media for students, so sometimes I only use paper and writing task. If I am not lazy, I will insert some pictures so that students are more interested. So far, that's the only media that I use"*. Pre-service English Teacher made teaching media every week for two months. They tried to make various media in every meeting in order to establish student's interesting in English.

b. The Media are Not Always Applicable in Some School

Based on Interview, researcher found that some school do not have complete facility in order to support learning process. Pre-service English Teacher faced the problem of having passive students who no willingness to speak in class or students who seem interested enough to learn English. They must understand technology and can operate it. But technology should be support by facilities that available in school. One of pre-Service English Teacher said, *"I really want to use PowerPoints like I did in PPL 1,*

but I have a hard time because there are several power outlets that cannot be used in my teaching class. If I use a power point in another class, then I think there will be a different treatment. So I decided not to use the power point". Some pre-service English teacher said that the schools also have Language Laboratory but they had difficulties to operate it and waste their time to manage it.

Based on interview and observation researcher also found do not all of Islamic Senior high school have complete facility, only some schools. Indeed, there is a school who have LCD in every classroom.

c. The Principle Gives Teachers Little Motivating to Use Teaching

One of the principal tasks aimed as a supervisor in which one of the principal problems faced in the use of instructional media lead to less interest of teachers to utilize instructional media and attraction of learners in teaching media. Principal as a leadership which needs an awareness to direct, motivate and help teachers in solving the problem.

Pre-service English Teacher said that not all students have some ability in English Lesson. Some students are active and

master in English, but some students cannot study and speak English. This is a chance for pre-service English teacher to make all students involved in learning process. Pre-service English teacher also think how to make students more active, because not all lesson can divide into group discussion.

Beside an ability of students, some students in class consider pre-service English teacher not as a real teacher. So they will ignore the explaining from pre-service English teacher. Such behavior sometimes inhibits the lesson, because the students should be reprimanded first, so they pay attention to the material being taught.

Based on interviews, pre-service English teacher said, "*because of our age are not too distant, they consider us as friends. So sometimes, they have to be reprimanded first to get the attention. The media that I make are sometimes combined with games so that students who do not pay attention can play even though it is rather difficult to be persuaded*". Teaching media that they made should be easy to understand, interesting, and could deliver the purpose of the material that will be taught.

In interview, pre-service English teacher also mention that they feel they still have limitation in teaching experience. Pre-service

English Teachers at UIN Antasari have passed TEFL Class, Instructional Media class, and Teaching Practice 1 program. Nevertheless, pre-service English teacher that have interviewed by researcher still felt they did not have practical enough to teach real students in school. In the beginning of Teaching Practice 2 program they still nervous to confront the real students in classroom. They learned to adapt with students and the school. They said in Teaching Practice 1 they could make media for four skills (*Listening, Speaking, Reading, Writing*), explained easily because their friend as a student, and the college has good enough facility to teach in the classroom. However, in the Teaching Practice 2 Program was different. Therefore, they have to practice more and made various media that suitable for students.

d. **How is the quality of media that created by pre-service teacher?**

To get good quality learning media in order to have a significant influence in the teaching and learning process, it is necessary to choose and plan the use of good and appropriate learning media. The researcher describe the quality of media that created by pre-service English teacher follow:

a. Pre-service English Teacher A

The researcher not only seen the teaching media in one meeting, but also see the other media that he/she used based on documentary. Based on observation and interviewed, pre-service English Teacher A has good quality of teaching media. The media is appropriate with the students because the pre-service English Teacher not only see the students in observation in first meeting, but ask the teacher about how the condition of the class also. With that information, the pre-service English teacher A tried to make the media that suitable with the students. The pre- service English teacher A also have good media for material and activities that made all students could participate in it. The pre-service English teacher A made a media called “snake and ladder” with paper carton and coloring paper. The material for this meeting was Invitations. The researcher found that all students enthusiasm with this media for playing a game. The pre-service English teacher A also can use and explained the media clearly. With the media that the pre-service English teacher A has created, the students could understand the material easily. The quality of his/her media is good and helpful for teaching learning process.

- b. The pre-service English teacher B

The researcher found that media from the pre-service English teacher B only a textbook. The pre-service English teacher B just explain material on the textbook. He/she will created media just for the task in a piece of paper and created a media when middle and final test. Actually, The pre-service English teacher B have the good explanation and mastery the material, but students looked bored and only some of them were paying attention to her/him. So he/she do not have a good media for teaching.

c. The pre-service English teacher C

The researcher found that the pre-service English teacher C could make media that appropriate with students, material, and activities. In Invitation material, the pre-service English teacher C asked to students to arranged the invitation card based on his/her explanation. All students got the paper with random paragraph, they must arranged it to be the good invitation card. The pre-service English teacher B cannot explained the use of media that he/she created well. There are some students still confused because the explanation not clearly. But the media was good in font size, color, and text easy to understand. However, even the pre-service English teacher Chas a problem in explanation, but the media was good and students get the great score when they used the media.

d. The pre-service English teacher D

Based on observation and some interview, the pre-service English teacher D created a media appropriated with students, material, and even learning condition. The pre-service English teacher D mostly created media in writing form and picture. The researcher found that the students were attractive while media start to used. They seem like the material with picture and less word. The students divide into pairs to make opinions according to the picture on the papers. In Fairs, students would stand in front of class to show the picture they got and gave an opinion. Each students have a chance to talk in front of class in English. For media, the picture was very clear, colorful and a whole class could see the picture. With this simple media the pre-service English teacher D could make students more talkative and understand the material about how to giving opinion. The quality of teaching media for the pre-service English teacher D is good when he/she could reach the purpose of learning and can use media properly.

e. Pre-service English teacher E

Based on observation, the quality of media of pre-service English Teacher E was fair because the researcher saw the media is good but too small. The students have to alternate with another

classmate in front of the class. The 'snake and ladder' as a media that he/she created could not be seen by a whole student. The students become noisy and not paying attention while others see teaching media. The teaching media would waste the time for the class and the learning process would be inefficient. However, the pre-service English teacher E has good enough explanation and could tell the aim of the study at the end of class.

f. Pre-service English teacher F

Based on the observation, pre-service English Teacher F has an excellent media. Pre-service English Teacher F could create media that attractive student in teaching learning proses. He/she created media with carton, printed word, and stick with straw. The material is about 'Giving Opinion'. The pre-service English Teacher F created two stick with different opinion expression that is agree and disagree. Pre-service English Teacher F would showed students one statement related to a picture, and the students would give their opinion whether they agree or disagree. Every students got two sticks and printed picture in front of class could be seen to all students. Pre-service English teacher F could use the media properly, appropriate with material, students more active in

speaking, and also the explanation was easy to understand for students.

g. Pre-service English Teacher G

Based on observation, the researcher found the quality of teaching media by pre-service English teacher G is Fair. The researcher found that media she/he created only a printed-paper. Pre-service English teacher G explained the material in textbook and to check student's understanding she/he gave students a paper to changed Verb 1 in a sentence. Pre-service English teacher G thought material about Simple Past Tense. But, some instruction in printed-paper was not clear and the way she/he explain making students more confused. Pre-service English Teacher G mostly use Bahasa to teach English in order to students could understand the material.

h. Pre-service English Teacher H

Pre-service English teacher H use a good media. In teaching 'Asking and Offering Help' material, he/she created a poster for group discussion. The way he/she explained was clearly and students had attractive to media. Class divided into some groups,

there were groups for 'asking help' and groups for 'offering help'. Students came in front of class to writing asking help expression on poster, and the group of offering help would give response. After all groups have done with that, one of student read the result. All students were active and understanding the material well. A media could be seen to all students. Pre-service English teacher H created media appropriate with students and material.

i. Pre-service English Teacher I

Pre-service English teacher I mostly created media in a printed picture and carton. He/she created simple media but appropriate with students and material. The explanation was good and he/she always ask student in order to make students were able to speak English even though some students still hesitated. Pre-service English teacher I created a simple 'Invitation' on big carton and hanged in white board. All students could see all media and there was not only a words but also a picture that made students paying attentions to the media. Pre-service English teacher I have created good teaching media for teaching and learning process.

j. Pre-service English Teacher J

Pre-service English teacher J created a printed picture of president, artist, and some singer. He/she taught 'Describing People material' in class. Before pre-service English teacher J explained material, he/she wrote some vocabulary on white board. The teaching media appropriate with students and material. All students in class also could see the picture. The media attractive students because some picture showed famous singer and artist. The vocabulary also help students describe people in picture clearly. The pre-service English teacher G explained material well. Students also understand the material.

B. Discussion

This section presented a discussion of the research finding from observation and interview with the theories collected in chapter two about pre-service English teacher's problem in creating media for Teaching Practice II in schools.

1. Pre-service English Teacher's Problem in Creating Teaching Media

Based on observation and interview, the researcher found the problem that encountered by pre-service English teacher was idea or creativity. If they had an idea, creating media will be easy and media will have various type not only picture or textbook. However, some of

pre-service English teacher do not think hard for creating media, they assumed even though the media they create is very simple but the delivery of their material is good, students will understand and the learning objectives will be achieved. Related to the theory from Sujana (2012) through media teaching will attract students' attention so that it can foster learning motivation and the teaching material will be more clearly defined so that it is better understood by students and allows students to master the teaching goals better.

Another problem that pre-service English teacher faced in creating media is understanding the characteristic of student. It is similar with theory from Rohani(1997) the condition of the audience (students) in terms of learning objects is a serious concern for the teacher in choosing media that is appropriate to the child's condition. The pre-service English teacher must observe the characteristic of student in several meeting. There is much consideration before created media. The teaching media should capable with student's ability and easy to understand.

The problem that the researcher found also about their experiences in teaching. They think that they do not have enough skill to develop their teaching media for increase students to enjoying English lesson. They still have to learn more. As a theory from Klein (2002) Pre-service

English teacher should use media as their experience before become the real Teacher.

Another problem in creating media for Pre-service English Teacher is lack of facilitation. Similar with Rohani (1997) theory that the availability of media in schools makes it possible for teachers to design their own media to be used. The choice of media needs to pay attention to whether or not there is such media in the library or at school and easily obtain difficulties. Also Klein (2002) stated that the media are not always applicable in some schools. The number of educational institution is kind of media that is less than optimal circumstances, such as lack of competences, qualities, and the media are not easily available/ accessible. From observation and interview, the researcher also found there are some school have broken facility. Such as electric socket is not working, language laboratory seldom to use, LCD is not working, etc. Not all schools can keep up with the rapidly changing technology upgrading equipment is often costly and schools may not have the main power to handle the equipment.

Based on interview, researcher also found problem in economic factor for creating media. Pre-service English teacher mostly talk about this problem. Stay away from parents and live in rent house or dormitory made some pre-service English teacher must skimp. The costs

that will be incurred in the utilization of the media must be balanced with the results to be achieved (Rohani, 1997). But, pre-service English teacher try to created media that less cost but students could understand and good explanation by themselves.

The last problem that researcher found is time allocation. It is mean that pre-service English teachers have problem in managing their time in teaching and learning process. Some pre-service English teachers spend a lot of time explaining the material so that media that has been created is not used optimally. But, that problem happened in early meeting. In the middle until last meeting in Teacher Training II program they could handle this problem.

2. Quality of teaching media that created by Pre-service English Teacher

According to Saud (2009) teaching media can be said as good quality if media appropriate, effective, and varies. Appropriate, meaning that the learning media used are in accordance with basic competencies. It means media, must be appropriate with students characteristic too. Teacher will created or use media accordance with students level. In this research, the researcher also found the media that pre-service English teacher created appropriate with students in Senior High School. For

instance, when they created media, the selection of vocabulary of instruction for media was good. Students easy to understand the meaning. Pre-service English teacher were able to selection and created media to teach English appropriated with students. All pre-service English teacher acknowledge in the early meeting, they have problem to accordance media with students, but they still created until their media capable with students in Senior High School.

Effective, meaning that the learning media is capable increase students motivation. For creating media, pre-service English teacher also consider about the effectiveness of media. Whether with the media will help students for understand the aim of material. In this research, researcher found mostly all pre-service English teacher created the effective media. Some of pre-service English teacher could increase student's motivation in learning English.

Varies, meaning that the learning media used are able to encourage active attitudes of students in learning. In this research, the media that pre-service English teacher created mostly used carton and printed-paper because some schools do not have complete facility. Actually pre-service English teacher can use a newspaper, magazine, or real thing. But they consider about the cost that they will spend during teaching practice II in schools. However, Pre-service English teacher

could create various media. For instance, cartoon is not only displayed on white board, but also they created a stick, snake and ladder game, invitation card, etc. Students became enthusiastic and enjoyed the lesson. Pre-service English teacher also printed a picture in certain material in order to attract students. Through various media students also more active and talkative, although some of students still hesitated in speaking English. In this case, the researcher assesses the teaching media that pre-service English teachers were good and variously.

In this research, pre-service English Teacher created media accordance with material and learning goal. Although there was some obstacle, the pre-service English teacher could handle it and reach the goal.

Based on previous study, there are three previous study that related to this research. First, the research that conducted by Azkia (2017) her research is about teacher's problem in maximizing the use of media. Her research mention the teacher's problem in created, selected, and use of media is limitation of facilities in schools. For instance, limitation of stop contact and limitation of class. Therefore, the teacher just use white board, newspaper, magazine, tape recorder, real thing and audiovisual media. In this research, pre-service teacher used as a subject and problem that they face is more than one. Similar with

his study that schools have limitation in facilities, another problem are lack of an idea or creativity, lack of experience in teaching, cost, understanding students characteristic, and time allocation. Another similar studies related to this research is according to Aini (2013) the problems encountered by the teachers both during selection and implementation were seemingly because of insufficient instructional media availability and the teachers themselves. Thus, it is expected that the local government to give more attention at supplying instructional media in all elementary school. The media need more improvement, because of lack of availability in the school and lack of utilization of the teacher in using various media. In this research, the problems are same with her studies, but the pre-service English teacher could create various media can utilize the media well. In another research, Oktaviani (2013) found the teacher faced a problem in teaching listening, especially by using cassette as the media. Hence, she listened to the cassette first before using it in teaching listening as a way to cope with the problem. In this research, pre-service also cannot used media in technology. Even some schools have language laboratory, pre-service English teachers worried if it will waste their time in operate it.