Implementation of Teaching Media for EFL Learning at Post – Pandemic

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A B S T R A K

Salah satu sarana yang dapat digunakan oleh pengajar untuk menunjang proses pendidikan di sekolah adalah media pembelajaran. Guru dapat menggunakan berbagai sumber pengajaran, termasuk materi berbasis audio, visual, dan audiovisual. Beberapa guru tetap menggunakan media pengajaran dengan berbagai alasan, sementara yang lain tidak. Penelitian ini bertujuan untuk menganalisis media pengajaran yang digunakan guru dalam pembelajaran bahasa Inggris pasca pandemi di SMA. Metodologi studi kasus dan pendekatan kualitatif keduanya digunakan dalam penyelidikan ini. Tiga orang guru yang dipilih peneliti menjadi informan penelitian. Wawancara dan metode observasi daftar periksa digunakan sebagai strategi pengumpulan data. Analisis data menggunakan teori Miles & Huberman, untuk validitas data menggunakan triangulasi. Hasil penelitian ini menunjukkan bahwa penerapan media pembelajaran dapat memudahkan guru dalam menyampaikan informasi dan juga dapat memudahkan siswa dalam menerima informasi. Temuan penelitian ini meliputi penggunaan laptop, LCD proyektor, speaker aktif, headset, dan penggunaan ruang laboratorium bahasa oleh Guru dalam kegiatan menyimak. Selain itu, terdapat beberapa kendala yang dialami guru dalam mengimplementasikan masing-masing media, seperti perlunya adaptasi guru terhadap perkembangan TIK dan faktor fasilitas yang hanya kadang-kadang siap digunakan.

A B S T R A C T

One of the instruments that instructors may utilize to support the educational process at school is teaching media. Teachers can employ various instructional resources, including audio, visual, and audiovisual-based material. Some teachers continue using teaching media for various reasons, while others do not. This study aims to analyze teaching media teachers use in post-pandemic English language learning at senior high school. A case study methodology and a qualitative approach were both employed in this investigation. Three teachers chosen by the researcher served as the study's informants. Interviews and checklist observational methods were employed as data-gathering strategies. Data analysis used Miles & Huberman's theory, for data validity uses triangulation. The results of this study show that implementing teaching media can make it easier for teachers to deliver information and can also make it easier for students to receive information. This study's findings include Teacher's use of laptops, LCD projectors, active speakers, headsets, and the use of language laboratory rooms in listening activities. In addition, there are several obstacles experienced by teachers in implementing each media, such as the need for teacher adaptation to ICT developments and facility factors that are only sometimes ready to be used.

1. INTRODUCTION

The outbreak, known as Covid-19 or the Corona Virus, shook the world. In late December 2019, Chinas 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 (Mohammadzadeh et al., 2022; Saputri & Pradana, 2021; Tasya, 2021). The education sector is affected by the Covid-19 pandemic, causing some regular tasks to be hampered to stop the spread of Covid-19 (Elshami et al., 2021; Reuge et al., 2021; Saha et al., 2022). 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 (Adriana, 2020; Irawaty et al., 2021; Qekaj-Thaqi & Thaqi, 2021). 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 of this pandemic by utilizing many modes so that learning media can integrate images, moving images, sound, movement, and text (Huertas-Abril, 2021; Irawaty et al., 2021; Suni Astini, 2020). COVID-19 began to fade from the educational landscape in mid-2022; slowly, 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 (Anugerah et

al., 2021; Karima et al., 2022). 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 (Jaya Saragih et al., 2020; Qekaj-Thaqi & Thaqi, 2021; Rahayu & Wirza, 2020). Teachers significantly impact the teaching and learning process as they are the ablest to motivate students and receive most of their attention. According to previous study most classroom behaviour issues are brought on by boredom, a lack of information about the value of education, and the employment of the incorrect learning method (Sert & Boynueğri, 2017).

Teachers face these obstacles 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 (Aytaç & Ahi, 2021; Tausih & Marno, 2021; Wirawan, 2020). Teachers can utilize teaching media as a tool to facilitate practical learning activities. Previous study 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 (Harahap & Siregar, 2018). Media are all physical tools that can communicate messages and motivate children to learn. 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 (Atmazaki et al., 2021; Miniawi & Brenjekjy, 2015; Ribeiro, 2015). Therefore 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 are consistent with this (Dewantari, 2021; Hadi, 2019; Riza et al., 2013). Teachers play an essential role in the selection and use of technology products as a means of delivering messages. According to previous study 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 (Lin et al., 2017). This skill adds colour 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 (Irawaty et al., 2021; Zhang et al., 2020). Based on the explanation above, media in schools is exciting. 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. The aims of this study was to examine the implementation of teaching media used by teachers and the obstacles teachers face in implementing each press. The novelty of this study is discussing teaching media used by teachers and the impediment to implementing each media in the classroom; the object of the study focuses on English teachers at the senior high school and the existence of ICT during the post-pandemic.

2. METHOD

This study employed a qualitative research design with a case study methodology. Qualitative research design with a case study methodology is a commonly used approach to gain in-depth understanding and insights into a specific phenomenon or case. It involves studying a single case or a small number of cases intensively, exploring the complexities, contexts, and unique characteristics of the case(s) under investigation (Creswell, 2009). This research setting was conducted at SMA Negeri 4 Singaraja. The subjects in this study were three English teachers. This study uses the researcher as the vital instrument, observation checklist, and interview guidelines as data collection instruments. An observation checklist is a tool used to systematically record and document observations made during data collection. Interview guidelines provide a framework for conducting interviews and ensure that consistent and relevant information is obtained from participants. Data analysis are involving data reduction; data presentation; and drawing and verifying findings (Miles et al., 2018). The researcher employed the triangulation approach to validate the data. Method triangulation involves using multiple data collection methods about the same phenomenon. It aims to enhance the validity and reliability of findings by seeking convergence or corroboration of results from different data collection methods. Triangulation can provide a more comprehensive and robust understanding of the research topic by mitigating the limitations or biases associated with a single method.

3. RESULT AND DISCUSSION

Result

The study's findings on teachers' use of teaching media during the learning process can be summarized as follows based on research done at SMA Negeri 4 Singaraja using the approach of in-depth interviews with three teachers and checklist observations made in classes.

The Implementation of Teaching Media Used by Teachers in Teaching EFL Learning at Post-Pandemic

Using media in the teaching and learning process has significant implications. Because using media as an intermediary in this activity can help understand the information offered. Complex material that must be taught to students can become simpler through media. What a teacher cannot communicate verbally or in specific terms, the media can do. With the help of media, even the abstractness of the subject matter can be made simple. Teaching media used by teacher is show in Table 1.

Table 1. Teaching Media Used by Teacher

Teachers	Teaching Media Used
1	Laptops, Speakers, LCD Projectors, Google Classroom, Slido.com page.
2	Handphones,WhatsApp Application.
3	Laptops,Speakers, LCD Projectors

Base on Table 1, the three teachers observed in the learning process used teaching media to support the learning process. The media used differ from one teacher to another. T1 uses teaching media during the learning process, such as Leptop, Speaker, LCD Projector, Google Classroom, and also the Slido.com page. T2 uses learning media, which uses handphones and WhatsApp applications. T3 uses teaching media such as Leptop, Speaker, and LCD Projector during the learning process.

The Obstacles Challenges Teachers Face When Using Each Media

Aside from some advantages associated with utilizing educational media throughout the learning process, it is necessary to recognize the challenges of any media use. Factors that can be an obstacle in the application of these media, such as factors from teachers where teachers are less familiar with ICT because they are in the category of senior teachers, and facilities provided at school need more attention related to function and condition. The obstacles teachers face in implementing teaching media differ from one teacher to another. The ability of teachers to adapt to technology is different; this is evidenced by several teachers who need help with using learning media because they are less adapted to ICT, so handphones are the media used in supporting the learning process. However, using a handphone does not guarantee that in the learning process, there will be no obstacles in using it. Obstacles experienced, running out of quota, weak internet networks, and students who do not bring handphones, can be serious obstacles in its implementation.

Facilities and infrastructure are other challenges for teachers when implementing teaching media into the learning process. As is well known, Facilities and infrastructure are among the most essential components. Without adequate facilities and infrastructure, there will undoubtedly be many challenges. The facilities and infrastructure in question can be either the facilities and infrastructure owned by the teacher or the facilities and infrastructure provided by the school. The challenges come from private facilities, where laptops used as teaching aids cannot be connected to the internet at school. The obstacles experienced come from the facilities provided at school, which lie in using the LCD Projector, which is damaged at the time of use. In addition, the limited time given could be improved because it is cut on the preparation of facilities and infrastructure that will be used in the learning process.

Discussion

The results of field research show that teachers' use of learning media is in the necessary context. This activity is evidenced in listening activities teachers use a combination of LCD, projectors, active speakers, and headsets as a medium for delivering information in the form of audio as learning material. The use of active speakers and headsets aims to hone students' listening skills and accuracy, and the use of LCDs and projectors aims to provide an overview of what students are listening to before. So that it can increase students' understanding in receiving information related to the material delivered by the teacher. These findings concur with the assertion of previous study that the media's presence has a substantial impact on the teaching and learning process (Djamarah, 2006). Insufficient or poorly maintained facilities can hinder effective teaching and learning. Classrooms with limited space, uncomfortable seating arrangements, or inadequate lighting and

ventilation can create discomfort and distractions for both teachers and students (Adriana, 2020; Suni Astini, 2020; Viora et al., 2021). In extreme cases, schools may lack essential facilities such as libraries, science laboratories, or computer labs, limiting teachers' ability to provide hands-on learning experiences. Oreover many teachers face challenges related to limited access to technology or outdated equipment. In schools with insufficient or outdated technology infrastructure, teachers may struggle to incorporate digital tools, multimedia resources, or online platforms into their teaching. This can hinder the implementation of innovative and engaging teaching methods, impacting student learning experiences (Griffin et al., 2012; Ranuharja et al., 2021).

It is in line with previous study aimed to investigate the effectiveness use of the combined modes of synchronous and asynchronous in e-language learning for university students (Riwayatiningsih & Sulistyani, 2020). The results showed that the applying of the combination approach in online learning has been greatly effective in helping the learners in terms of the community interaction and material engagement. The purpose of the study is to capture experiences in the lecturers' engagement and support students' learning pedagogically using technology and the impact of the learning platform shift from face-to-face to distance learning with technology in their professional lives (Jusriati et al., 2021). The result reveals that all lecturers actively engage and support using technology in distance learning. This study investigated the experiences of 21 English as a Foreign Language (EFL) teachers in Indonesia who teach English to young students, before, during, and after the COVID-19 outbreak (Astutik et al., 2023). The results showed that the teachers were initially challenged by the sudden shift to online learning, but they gradually developed their pedagogical and technological competencies over time This research can provide insight into the implementation of effective instructional media in the post-pandemic context of learning English as a Foreign Language. The results of the research can provide practical recommendations to educators to improve student learning experiences. In a post-pandemic situation, learning contexts and the use of learning media continue to change along with technological and policy developments. This research can contribute to developing effective distance learning strategies and utilizing appropriate learning media in the context of learning English as a Foreign Language. This implication can help educators in dealing with similar situations in the future. However, the findings of this study have limitations in terms of relevance if the situation or policies change significantly after the research is conducted.

Researchers provide several recommendations related to the problems found. Given the importance of instructional media in the context of learning English as a foreign language post-pandemic, it is recommended to provide continuous training and development for teachers. Such training may cover the effective use of learning media, an understanding of digital literacy, as well as the ability to compile and integrate content that is relevant to learning media. In addition to supporting the implementation of learning media effectively, it is important to provide adequate infrastructure and equitable access to technology. Educational institutions must pay attention to the availability of a stable internet connection, adequate hardware, and accessibility of digital resources for students and teachers. Investment is needed in technology infrastructure to ensure that all students have equal opportunity to use learning media.

4. CONCLUSION

Based on the study findings and discussion outcomes, teaching media can help teachers communicate knowledge more effectively and help students understand what they are being taught. This study's findings include teachers using Laptop media, LCD Projectors, active speakers, headsets, and the use of Language Laboratory rooms in listening activities; in this case, the use of speaker media is with the activities to be carried out. Furthermore, teachers' obstacles in implementing the media consist of teacher factors, facilities, and Infrastructure factors.

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