

Chapter Four

Finding and Discussion

This chapter explains and discusses the results and the discussions from the collected data through interview and observation with two English teachers as the participants. This research was conducted to explore two research questions; the types of audio-visual media and their implementation in English language classroom, and the challenges faced by the teachers in using these audio visual media. The findings revealed six themes in corresponding to the first and second research questions. More detail explanation about the findings is explained in the following sections in which the participants' pseudonyms, Lily and Jenny, are used to maintain their privacy.

Findings

Based on the interview and observation conducted during the research, there are some findings revealed from the data. The findings are related to the types of audio-visual used by participants in teaching English and how they are implemented in the classroom.

Types of Audio-Visual Media and Their Implementation to Teach English

Based on the interview results, the researcher found several types of audio-visual media used by the participants in teaching English. There are two types of audio-visual media used by the participants and how they are implemented in the classroom. These types of audio-visual media comprise video and movie clips. Further discussion about these types of audio-visual media and their implementation is explained as follows.

Finding 1. Using video. The participants in this study stated that they used video learning as their audio-visual media to teach English in the classroom. Video in this particular context means the video for students' learning English in the classroom. This finding is stated by Lily, she said that sometimes she searched audio-visual media from several sources for video that can support teaching-learning to provide examples or inspiration. Lily also added that she used video in the classroom was a good choice because it could attract students' attention to learning. Students were more excited, interested, and focused more to the video that she applied in the class. The researcher found out how Lily implemented the video in the classroom by observation. Also, the researcher had field notes to write everything happened during observation. Based on the observation, Lily used video in the beginning of the lesson or in the middle of the teaching-learning process. Then, Lily applied video to teach biography of *Walt Disney*. At first, the students seem uninterested in watching the video, but finally, they began to pay attention to the video. After the video finished, Lily asked students about what the video was. Lily also gave a few questions to the students to attract attention to those who did not focus on the material.

What Lily said was supported by the other participant, Jenny. According to Jenny's story, she explained that she used video at the beginning for stimulation to make the sample of the material. For example, people who received the call, and people made the reservation. She added that she taught students about '*making and receiving telephone call*' by using PPP [production, practice, production] technique. Video can also be used to teach expressions, narrative texts, and explanation texts. At

first, Jenny applied the video as the presentation for stimulation so students would figure out what the expression they will learn and then students practiced those expressions. At the last steps of PPP, the students produced by making short role-play in the classroom. Jenny explained that students made role-play in a group that consists of two or three students within a short duration. Then, Jenny gave feedback to students about their performances.

The fact that video is used as audio-visual media to teach English in the classroom was similar to a research conducted by Maldin, Reza, and Rezeki (2017) who stated that vlog or video blog is also a useful teaching media for speaking skill. Also, Berk (2009) stated that videos and multimedia learning provides the teaching base used in teaching, especially with introductory courses and beginner students, in order to increase memory, comprehension, understanding, and deeper learning. Besides, Selvarajan and Thiyagarajan (2018) also stated that videos can make teaching or learning experiences fun and enjoyable where learners are usually not much interested in learning. Jenny's statement is similar to Arthur's statement that role-play can help students to give realistic models of video (as cited in Selvarajan & Thiyagarajan, 2018, p. 563).

Finding 2. Using movie clips. In addition to the first finding related to the video, this study also revealed that the participants used movie clips as their audio-visual media. Both participants in this study mentioned that they used movie clips to teach English in the classroom. Jenny stated that she used movie clips to facilitate the material so that it can be mastered by students. She added, the reason why English

teachers used movie frequently to teach students. She said that the students could watch and listened to the audio-visual media. In addition, she revealed the students' enthusiasm as Jenny said that students were very excited if they have watched the movie or something, then they became more interested. Having similar purpose with the video mentioned before, Jenny also teaches specific materials by using movie clips in the classroom such as expressions, narrative and explanation text. How she implemented the movie clips was similar to video. Generally, Jenny played movie clips at the beginning of teaching-learning process, and then she asked students about anything happened in that movie.

What Jenny did in the classroom was similar to the other participant, Lily. She used movie clips to teach students in the classroom. Lily got positive responses from students because using movie clips to teach in the class. Similar to Jenny, Lily also experienced the same responds from the students. She said that students were more excited, interested, focused to pay attention to movie clips. Lily also teaches some specific materials by using movie clips, such as narrative text, recount text, and biography. Normally, she used movie at the beginning of the introduction and then linked to the material that will be discuss. Then, students wrote a review after watching a movie in the class.

The use of movie clips as the types of audio-visual media was in line with Harmer and Alwasilah who stated that movie can help teacher to teach students in writing skill, especially narrative text (as cited in Aziz & Fathiyyurriszqi, 2017, p. 207). Students often faced some obstacles in writing English text, such as students

were not able to choose the right words, use correct grammars, gain the ideas, and arrangement those ideas in their writing. In addition, Aziz and Fathiyyurizqi (2017) stated that movie can increase students' motivation in writing narrative text. Additionally, as stated by Iranmanesh and Darani (2018), using movie can help students to learn English idiomatic and daily expressions and can motivate teacher to combine movie with more enthusiasm in the classroom.

The Challenges Faced by Teachers in Using Audio-Visual Media

The researcher found several challenges or problems faced by teachers in using audio-visual media when they teach English in the class. After the interviews and observation with the participants and analyzed their answers, the researcher found there are two findings on the challenges faced by the teachers in using audio-visual media, such as dealing with technical problems and finding the appropriate media. Further discussion about these findings is presented as follows.

Finding 1. Technical problems. As stated by the participants in using audio-visual media to teach English, mostly audio-visual media they used is related to technology, such as video and movie. Therefore, technical problems become one of the challenges to teachers in using these media. As Lily stated that there were technical problems in using audio-visual media, such as the video cannot be play. Lily did not know what she was supposed to do, so she asked help to the technician or students. Although there were no problems in the previous class, in the next class problems could occur. Technical problems that occur were not only from the media that will be used, but it could happen because of other technical problems. Lily added,

the projector ever had a problem and then the power's out. Based on the observation, the researcher found out that how the technical problems occurred when Lily started the class. Lily faced her laptop and the projector had a problem so it took 15 minutes to fix the problems. As long as Lily fixed the problem, students start making noise in class and chatting with their friends.

Same as Lily, Jenny also revealed the same problems they faced in using audio-visual media. Then, she said that usually the power's out could be the one of obstacles she faced in using audio-visual media. She also mentioned that when everything is planned properly to use audio-visual media but suddenly the schools' facilities had trouble. Jenny explained that if she already had plans before the class to use audio-visual media or audio then the powers out or the projector had trouble in the class.

According to Nova (2017), the major obstacles in using video for the teaching-learning process are limited to school facilities, lack of technical support, and difficult to get a suitable video. For example, not having electricity in some classrooms, the projector in school is limited, the broken cable, the computer or laptop stuck. In addition, the electricity can off at any time during the class, thus the video cannot be played. Then, teacher had a difficult time to find the right video to be implemented in the class. Then, Omariba, Gitau, and Ayot (2016) also stated that the lack of technical support made the teaching-learning process very tough.

Finding 2. Finding Appropriate Media. The researcher found there are several points in dealing with appropriate media. It was revealed by Jenny that it was

difficult to find the appropriate video, media, or authentic materials that suitable to students' level.

For teachers, it is a must to find the appropriate media to teach students. Besides, it is easier for students to understand the material and it also increases students' motivation to learn it. Therefore, finding videos that are appropriate with the material to be taught is not easy. As said by Jenny that to find the right video that suitable to the material. All problems must have solutions, as well as this problem. Jenny said, by discussing with other fellow English teachers it can help to find videos that are in accordance with the material to be taught to students in the class. She added that sometimes she and her other fellow English teachers had a discussion to share the ideas about this. In addition, Jenny had a tough time to find the right material that suitable to students' level, especially the high school students' level. Jenny cannot provide material for junior high school students' level or college students' level because it is not theirs. As Jenny said that sometimes students still difficult in understanding the meanings of the video that she applied in the classroom during the teaching-learning process. It means that video or the material was too difficult to students, therefore, Jenny took a lot of times to make the students understand the meaning of video or materials. The last, Jenny said that teachers had difficulty getting audio-visual or audio which is truly authentic or original from native speakers. Then, she added that there are tools or machines that can be programmed or can be used but that will not be real, unlike the native speakers in this era. But finally, Jenny and other English teachers use this tool or machine because it

is difficult to get authentic materials. The tool that they used is *text-to-speech*. Even though it was not as pure as the original, Jenny tried her best to teach students perfectly.

That might happen because teachers lack of time to prepare the video or the media that are appropriate or suitable to the level of students' competence. According to Omariba, Gitau, and Ayot (2016) stated that in using teaching media related to technology takes a long time in the process of teaching and learning in the classroom because it requires preparation and equipment that must be used in accordance with the topics being taught. In line with Rababa'h's statement, he said that there are many factors why it's so difficult to learn English. One of them is the lack of learner's vocabulary needed to understand the meaning (as cited in Hosni, 2014, p. 24).