

Chapter One

Introduction

In this chapter, seven subchapters are covered by the researcher. The subchapters are the background of the study, the statement of the problems, the delimitation of the problems, the research questions of the study, the objective of the study, and the last is the significance of the study.

Background of the Study

The Covid-19 outbreak has affected all state policies especially the economy, health, and education. In Indonesia, the Covid-19 outbreak has spread so widely that the government has adopted a “large-scale social restriction” regulation adopted in March 2020 due to the increasing number of people infected with Covid-19. This was followed by other regulations in the form of working at home, praying at home, school, and homeschooling for students from early childhood to higher education (Regulation of Indonesian Government No.21, 2020, 2020). Thus, the existence of this regulation makes teaching and learning activities carried out at home and the implementation of teaching and learning activities carried out remotely.

The effects of Covid-19 are very impactful and are beginning to be seen in the world of education. According to a report by UNESCO (2020), school closures have affected nearly 90% of the world's student population (more than 1.57 billion) and at least 63 million primary and secondary school teachers. Not only teachers and students have been affected by the pandemic but pre-service teachers have also been affected by the pandemic. They also missed opportunities

for practical teaching experience in elementary, middle, and high schools. Along with this pandemic disease, new situations that have emerged in this education have revealed that teachers and students must develop many skills, especially knowledge, technology, and media skills and that the authorities must find solutions to retain and nurture both in-service and pre-service network teachers. professional teachers among teachers in educational institutions. Now in Indonesia and many other countries, they do not yet have access or the means to carry out teacher training/internships. So that several institutions carry out teacher training/internships online, but some still carry out offline/face-to-face teacher training/internships.

Teaching practice in an education context is when the students practice teaching based on experience and theory which they have learned in the institution. Marais and Meier (2004) stated that the term of teaching practice is the experiences that pre-service teachers are exposed to when working in classrooms and schools. An internship program or teaching practice is usually conducted by an educational institution. According to Schon (1988), as cited in Gibbs (2004), the internship program helps pre-service teachers to achieve teaching skills. In line with Gibbs and Coffey (2004), an internship is one of the programs to analyze the goal of teaching. It is necessary to do an internship program to develop teaching skills and achieve the goal of teaching and learning processes. Pre-service teachers can actively participate in important activities inside and outside the classroom and observe the process in school activities. During their internship experience, pre-service teachers have the opportunity to develop and extend their pedagogical practices and beliefs. In addition, Rees et al. (2013) stated that every

pre-service teacher's class, grade, and material or topic will affect their experience. Pre-service teachers who have experienced teaching practice will understand and be able to estimate what they should do in the next teaching practice.

To develop teaching skills, the English Language Education Department ELED at one of the private universities in Yogyakarta has an internship program. This program should be enrolled by English Education pre-service teachers at the beginning of the semester until semester six. In this program, pre-service teachers learn how to teach three levels of school, which are, elementary school, junior high school, and senior high school. This program is designed to train pre-service teachers in teaching students in schools. they carry out observations at the beginning of the semester, make lesson plans, and practice teaching at the end of the semester. in the English Language Education Department ELED at one of the private universities in Yogyakarta is one of the study programs that continues to carry out internship activities in various schools in Yogyakarta. Internships are carried out online while still receiving guidance from their respective school supervisors.

To achieve the objective of the learning and teaching process in teaching practice, pre-service teachers must use teaching media to deliver the material. Teaching media is all of the things that can be used to stimulate the thinking, feeling, attention, and the ability or skill of the learners and thus can encourage the learning process (Hariyanto, 2012). Teaching media is one of the factors that determine the success of a teaching and learning process. Based on Ekayanti (2017), to increase students' understanding and achievement of learning materials,

teachers can explore a variety of ways the use teaching media. Ekayanti (2017) also said teaching media is important because it can be used in the learning process to maximize the learning process. Also, it can make the students understand more about the materials given by the teacher.

The use of teaching media for English teaching practices is very helpful in the teaching and learning process. Rahmi (2014) stated that teaching media is very useful in teaching practice. The teacher and students are helped by using the teaching media to achieve the learning goals. Rahmi (2014) also said the teacher should apply the media in teaching and learning process activities because the teaching media can overcome the lack of learners' experiences, can reach everything out of the class, able to do direct interaction, produce some observation, motivate the learning, etc. The use of teaching media has many advantages for teachers and students.

The use of teaching media during the covid-19 pandemic greatly affects student learning motivation. The study by Puteri et al. (2020) aims to describe the implementation of audiovisual or video media in online learning and to describe the results of the increased motivation for students during learning. This study employed mixed-method namely qualitative and quantitative approaches. The results of this research showed an increase in learning motivation among students with the use of audio-visual media. The results of this study can be used as a reference so that researchers can carry out better community service activities and can develop creative ideas related to teaching media that can increase student motivation and quality during the Covid-19 Pandemic.

Also, there was another previous study by Muttaqien (2017). The purpose of this study was to determine different improving the vocabulary learning outcomes of students who do not use and who use audio-visual media. This study employed a quantitative method. The results of this study indicate that the use of teaching media on students can improve learning outcomes and increase their vocabulary. while students who do not use teaching media can only improve learning outcomes and increase their vocabulary less.

Despite the previous studies related to the media used by the teachers in teaching English, the studies do not discuss much about the use of the media used by pre-service teachers for teaching practice in English. In addition, some studies also used mixed-method and descriptive qualitative approaches, while this research uses a qualitative method and semi-structured interview as data collection methods. The reason is that the researcher wants to get in-depth data from the participants. Also, the researcher wants to explore the experience of pre-service teachers. This is because only these characteristics can be seen during the interview. Thus, the researcher hopes this research gets to know the media used by pre-service teachers and the factors that make those pre-service teachers selected or used those media to teach English in their teaching practice during the Covid-19 pandemic.

In English Language Education Department at one of the private universities in Yogyakarta, teaching practice is one of the subjects that must be followed by every student. Based on the experience of the researcher who is a student at a private university, the researcher found that the students in the department have learned techniques of learning and teaching to be applied in their

teaching practice. Before practicing teaching, the pre-service teachers were given learning about teaching techniques, media in learning such as (Audio media, Visual media, and Audio-visual media), then made learning plans, managing time, and they are also carried out pre-teaching practices. Using the teaching media is one of the requirements in teaching practice in the internship program.

Based on the background above, the researcher is interested in conducting the study entitled “The Media to Teach English Implemented by Pre-service Teachers in Their Teaching Practice during Covid-19 Pandemic”. The researcher would like to find out the media that the pre-service teachers used and the factors that make those pre-service teachers selected or used those media in their teaching practice during the Covid-19 pandemic.

Statement of the Problems

Teaching practice in the internship program has been done by the English Language Education Department students at a private university in Yogyakarta. The internship is conducted every semester from semester one to the odd semester. Internships are held every semester, starting from semester one to semester six. At the elementary school level, it is carried out in the first and second semesters. They will make observations and then make lesson plans. At the junior high school level, it is carried out in the third and fourth semesters. They will make observations and then make lesson plans as well. At the high school level and above it is carried out in the fifth and sixth semesters. They will make lesson plans and then carry out teaching practices based on the lesson plans they made. Teaching practice is carried out in online meetings. Based on the researcher's experience, the researcher found several problems in teaching practice. First, Pre-service teachers find it difficult to determine which media to use for teaching practice during the Covid-19 pandemic. Second, pre-service teachers must adapt the media used for teaching practice to suit the conditions of the classroom and students. Third, the teaching and learning process of pre-service teachers who find it difficult to convey the material. Fourth, pre-service teachers have difficulty coping with time management in the teaching and learning process. Fifth, some students are very bored because the teaching and learning process is unattractive. And sixth, pre-service teachers have difficulty adjusting the material, student needs, and school facilities.

Delimitation of the Problem

The study focuses only on the media to teach English implemented by pre-service teachers in their teaching practice during the Covid-19 pandemic. The researcher explores the media that the pre-service teachers used to teach English in their teaching practice during the Covid-19 pandemic and the factors that make those pre-service teachers selected or used those media to teach English in their teaching practice during the Covid-19 pandemic.

Research Questions

The research questions for this study are:

1. What teaching media are used by pre-service teachers to teach English in their teaching practice during the Covid-19 pandemic?
2. What are the factors that make those pre-service teachers select or use those media to teach English in their teaching practice during the Covid-19 pandemic?

Objective of the Study

The purposes of this study are:

1. To identify the media that the pre-service teachers used to teach English in their teaching practice during the Covid-19 pandemic.
2. To analyze the factors that make those pre-service teachers select or use those media to teach English in their teaching practice during the Covid-19 pandemic.

Significance of the Study

Based on this study, this study may give some advantages to some people. They are pre-service teachers, students, school teachers, and other researchers:

Pre-service teachers. This research provides information about the media to teach English implemented by pre-service teachers in their teaching practice during the Covid-19 pandemic. After pre-service teachers read this research, pre-service teachers are expected to be able to choose teaching media that is appropriate, interesting, and motivates students in the teaching and learning process following the current pandemic conditions.

Students. This study presents information about the media that the pre-service teachers used to teach English. After reading this study, the students are supposed can be motivated in the learning process by the presence of several types of media that have been applied by pre-service or teachers in the classroom.

School teachers. This study presents information about the media that the pre-service teachers used and the factors that make those pre-service teachers selected or used those media to teach English in their teaching practice during the Covid-19 pandemic. After reading this study, the teachers are supposed to be able to implement several teaching media that have been implemented by pre-service teachers. By understanding the factors that make those pre-service teachers selected or used those media to teach English, the teachers will increase the use of teaching media to achieve learning goals.

Other researchers. Other researchers can use the finding of this study as the theoretical overview of further study on the same topic and might become a

critical reference for further study. The advantages are the future researchers can enrich the literature on the media to teach English implemented by pre-service Teachers.