TRADITIONAL OR ONLINE MEDIA: A CASE STUDY ON THE STUDENTS PREFERRED ENGLISH LEARNING MEDIA

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English

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ABSTRACT

Khoiriyah, Mir'atul. (2020). *Traditional or Online Media: A Case Study on the Students Preferred English Learning Media.* A thesis. EnglishTeacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya, Advisor: Mokhamad Syaifudin, M.Ed, Ph.D, Dr Siti Asmiyah, M.TESOL

Key Words: *Media, Traditional and Online Media, Students' Preferred*

Media in learning English plays an essential role in teaching. This causes many teachers to use media as tools to help them learn English with different media and help enhance the students' knowledge. The teacher needs considerations when using the media based on the students' preferred. This study aimed to describe what the teacher considers in choosing either traditional and online media in English learning and identifying the students' preferred media in learning English. This study took place at Islamic Junior High School in MTs Nurul Huda Sedati in grade eight. This study used qualitative research through interviews and questionnaires. The finding showed that the teachers' considerations in using traditional media are the teacher can save time, obtainable to find, and straightforward. Then, the teachers' concern in using online media allows the teacher to extend the information, give more explanation, fulfill different learning styles, and increase learning outcomes. The students more preferred in traditional media because they can provide new experiences and can understand of the material.

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ABSTRAK

Khoiriyah, Mir'atul. (2020). *Traditional or Online Media: A Case Study on the Students Preferred English Learning Media.* A thesis. EnglishTeacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya, Advisor: Mokhamad Syaifudin, M.Ed, Ph.D, Dr Siti Asmiyah, M.TESOL

Key Words: *Media, Media Tradisional dan Online, Pilihan Siswa*

Media dalam belajar bahasa Inggris sebagai peran penting dalam mengajar. Ini menyebabkan banyak guru menggunakan media sebagai alat untuk membantu mereka belajar bahasa Inggris dengan media yang berbeda dan membantu meningkatkan pengetahuan siswa. Guru membutuhkan pertimbangan ketika menggunakan media berdasarkan preferensi siswa. Penelitian ini bertujuan untuk menggambarkan apa pertimbangan guru dalam memilih media tradisional dan online dalam pembelajaran bahasa Inggris dan mengidentifikasi media yang disukai siswa dalam pembelajaran bahasa Inggris yang dilakukan oleh siswa di kelas bahasa Inggris. Penelitian ini diambil di Sekolah Islam Menengah Pertama di MTs. Nurul Huda Sedati di kelas delapan. Penelitian ini adalah penelitian kualitatif melalui wawancara dan kuesioner. Temuan menunjukkan bahwa pertimbangan guru dalam menggunakan media tradisional adalah guru dapat menghemat waktu, dapat diperoleh dengan mudah, dan sederhana. Kemudian, pertimbangan guru dalam menggunakan media online, guru dapat memperluas informasi, dapat memberikan lebih banyak penjelasan, memenuhi gaya belajar yang berbeda, dan meningkatkan hasil belajar. Kemudian, siswa-siswa lebih memilih media tradisional karena dapat memberikan pengalaman baru dan dapat memahami materi.

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CHAPTER I

INTRODUCTION

Part of this chapter discusses why this research is essential to find information related to the study. It consists of the study's background, research questions of the study, objectives of the study, significance of the study, scope, and limitation, and the definition of the key terms.

A. Background of the Study

Media plays an important role in teaching. Learning using media can facilitate and increase understanding of materials.[1] Because of that, the use of media needs preparation. A central issue in English teaching is about the training of media to learn English. A study by Sukmahidayanti has focused on the material are become base preparation media, and the main concern of this study in primary school.[2] To conclude the above statement, it can be the use of media for learning is needed more attention to the material. Rahmi supported that the preparation media not only material but the curriculum and syllabus, how to present into the class and recognize the students' character.[3] The teacher also has to determine which media to use with preparation, match the media with the material, and determine the student characteristics. Thus,

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[1]Craig L Scanlan. *Instructional Media: Selection and Use. Online*. http://www.umdnj.edu/idsweb/idst5330/instructional_media.htm (Diakses Tanggal 3 Mei, 2012) in Muhammad Yaumi. Media Pembelajaran. (Universitas Muhammadiyah pare-pare. Makassar. (2012).
[2]Tanti Sukmahidayanti. *The Utilization of Instructional Media in Teaching English to Young Learners (A Case Study of an Elementary School Teacher in Bandung).* Journal of English and Education. 2015.
[3]Regina Rahmi. *The Implementation of Media in English Language Teaching*. Visipena. 2014.

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the media becomes a separate consideration by each teacher as a complement to the learning process, particularly in English lessons.

Teachers can consider media as a tool for students in the learning process. A study conducted by Aini found that successful media can help the teacher create effective classroom instruction when the media have chosen are appropriate with students' characteristics, material, and students themselves.[4] Moreover, Naz and Akbar argued that media aids the teacher convey material with distinguishing things to present an exciting and varied impression and create learning effectively to achieve the learning objectives.[5] Thus, media for teaching, particularly in English, has been claimed as a separate consideration for teachers to support the teaching and learning process and be an essential tool to effectively and attractively achieve learning objectives.

More recent research researched the field of the use of media. Naz and Akbar have been classified the media in some parts, that is print media, graphics media, photographic media, audio media, television/video, and computer.[6] Those media can help teachers and students achieved the aim of the lesson in the English teaching-learning process. Wijayanti said that in the students' vocabulary achievement using visual media have the results that the teacher can using Pop-up Pictures as alternative media for teaching

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[4]Wildan Nurul Aini. *Instructional Media in Teaching English to Young Learners: A Case Study in Elementary Schools in Kuningan*. Journal of English and Education. 2013. 10.
[5]Dr. Ahsan Akhtar Naz and Dr. Rafaqat Ali Akbar. *Use of Media for Effective Instruction Its Importance: Some Consideration.* Journal of Elementary Education A publication of Deptt. Of ElementaryEducation IER 18(1–2). 2008. p6.
[6] Ibid.

vocabulary to improve students' participation and the students' vocabulary achievement.[7] Marpaung added that the utility of instructional media could achieve the aim of learning in the learning process and it is very influential on student learning.[8] The media can help the teacher gain the students' achievement in the lesson's aim.

Halwani stated that visual aids and multimedia for the students could help them to absorb the material and become interactive in the classroom with no fear of giving their idea because it is wrong before trying or having difficulties in the class because of shyness.[9] Moreover, Arikan also found that visual material that use in literature classrooms can excite and motivate prospective teachers, excite the classroom interaction, bring greater motivation, and nurture students' need to concretize some of the abstract notions studied.[10] Besides, a study by Rahmi found that students responded positively toward the implementation of visual printed media in English language teaching.[11] Thus, using media in teaching and learning can help students have positive energy and motivate them to learn.

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[7]Sheila Wijayanti. *Students Vocabulary Achievement in Grade VII A at SMPN 7 Jember by Using Visual Media*. In Proceedings of the International Conference on Language Phenomena in Multimodal Communication (KLUA 2018) (presented at the International Conference on Language Phenomena in Multimodal Communication (KLUA 2018), Surabaya, Indonesia: Atlantis Press. 2018. accessed October 10, 2019, http://www.atlantis-press.com/php/paper-details.php?id=25900125.

[8]Syafaruddin Marpaung. *Penggunaan Media dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas*. preprint (INA-Rxiv, November 25, 2017), accessed March 9, 2020, https://osf.io/ewusx.

[9]Noha Halwani. *Visual Aids and Multimedia in Second Language Acquisition*. English Language Teaching. 2017. 53.

[10]Arda Arikan. *Visual Materials, Staging, and the Internet in Literature Classrooms.* Mediterranean Journal of Humanities 4, no. 1. 2014. p45–45.

[11]Regina Rahmi. *The Implementation of Visual Printed Media in English Language Teaching*. Visipena. 2016.

In contrast, the preparation and selection of media did not easy. A study on teachers' perspectives about implementing the media in the classroom by Slavikova indicated that teachers need training in using new media in English lessons to enable them to use the media effectively.[12] Furthermore, Huh, in his study, concluded that there are not many researchers using visual as base models of teaching with explicit teaching models in the learning process in English education.[13] Thus, using any media did not easy. As an English teacher, when applying media in the classroom teachers requires to handle the media well. This means we need teachers who already have training or have good experiences.

These previous studies suggested that the media can help teachers support an active classroom and achieve the lesson's objectives, particularly in English. Findings of earlier studied also highlight that visual media content can make secondary school students interactive, energized, and motivated. Previous studies have also mainly described media use in teaching English for young learners or primary schools. The studies mentioned above primarily focus on the use of media and have not explored in detail student's opinions on such used considering the importance of the reasonable basis of choosing appropriate media. This study aims to describe students' preferred media, whether traditional or online media. The finding informed whether the teacher section of media meets students' preferred and also provide teachers with

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[12]Bc Lucie Slavíková and PhDr Radek Vít. *The Use of Media in the EFL Classrooms at Secondary Schools in the 21st Century*. Prague Journal of English Studies. 2014.

[13]Keun Huh, "Visual Thinking Strategies and Creativity in English Education," *Indian Journal of Science and Technology* 9, no. S1 (December 29, 2016), accessed March 9, 2020, http://www.indjst.org/index.php/indjst/article/view/109885.

information to make it easier for them to arrange appropriate media based on their choice in English lessons.

B. Research Questions

Concerning the study's background above, this study aims to examine the following research question:

1. What is the teacher's consideration in choosing either traditional or online media in English learning?

2. Why media do the students preferred while learning English, traditional or online?

C. Objectives of the Study

This research is aimed at:

1. describing what the teacher consideration of choosing either traditional and online media in English learning,

2. identifying the students' preferred media in learning English do by students in English class.

D. Significance of the Study

The outcome of this study is expected to give some benefits to theoretical and practical significance.

1. Theoretical Significance

Considering that media is learning aids, especially in English, to maximize the attainment of learning goals and used for learning aids to learn to run well. Thus, this study's result can contribute to the better knowledge and

understanding of the theories of media and student's preferred in English learning.

2. Practical Significance

a) The result of this study gives ideas to teach their students with appropriate media based on the students' necessity, and the student wants to learn the English language dealing with the students prefer media. This study can then be useful for curriculum design to create and apply the manual or online media, especially in choosing media in the English classroom

b) This study's result helps students be more motivated to learn English with fun media and help students understand English dealing with their preferred.

c) At the end of this research, significance for future research can use to reference the other investigator who will conduct the same or more research about media, mainly traditional and online media or media in education in general and in English lessons.

E. Scope and Limitation

In the teaching and learning process, some media can use by the teacher in the classroom. This research described the types of media and teachers' consideration in selecting traditional and online media in the English teaching and learning process, particularly in grade eight, in MTs. Nurul Huda Sedati Sidoarjo. Then, the researcher investigated students' preferred between traditional or online media for their English learning.

This study takes the second semester in grade eight in the EFL classroom during the academic period year 2019-2020. This study is limited only to describe the types and considerations of choosing traditional and online media used by the English teachers in grade eight in the second semester at MTs. Nurul Huda Sedati does not analyze the media. This research also limited the students' preferred in traditional and online media. The result only describes the consideration of traditional and online media explicitly in English classrooms in that particular class in the academic year 2019/2020 in the second semester and the students preferred in that grade and not another category by the different teachers and different academic year for the unusual subject of the lesson.

F. Definition of Key Term

The present study provides the following key terms to gain the same perception and avoid misunderstanding.

1. Media

Media is equipment to give information. Media becomes a connection to extend something such the information.[14] Then, media in this research is all equipment or tools that can be used by the teacher to deliver the information in English lessons in English class, whether it is traditional or online ones that are used by an English teacher in the classroom or outside the school.

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[14]Wai Meng Chan, ed., *Media in Foreign Language Teaching and Learning*, Studies in second and foreign language education 5 (Boston: De Gruyter Mouton, 2011).

2. **Traditional Media**

   Traditional media is the media that generally print out and old technology media used by the teacher in teaching.[15] In this research traditional media is classic media such as printed and manual media that can be touched and used to deliver and practice material in learning English by students in English class in Junior High School.

3. **Online Media**

   Online media, or media technology, is a tool can use for being resources such as software, application, support for education that need internet connection.[16] In this research, online media is new equipment tools for digital media that media need internet connection used to apply the application in the classroom, particularly in the English class of Junior High School.

4. **Preference**

   Preference is giving priority of someone to choose one of the multiple choices of thing. In this study, preference is student's option of media between traditional or online media.

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[15] Slavíková and Vít. *The Use of Media in the EFL Classrooms at Secondary Schools in the 21st Century.* p.11.
[16] Michelle J Eady and Lori Lockyer. *Tools for Learning: Technology and Teaching Strategies*. University of Wollongong Research Online. 2013. p.71.

CHAPTER II

REVIEW OF RELATED LITERATURE

Part of this stage discusses several theories and reviews some related previous studies to build the research framework.

A. Theoretical Framework

1. Media

The teaching-learning process for the teachers related to material and media. The use of media in learning has a new color side to education and complements content delivery. For the learners, media used can give opportunities for their experiences in learning with something new. Moreover, media is a tool used to extend information to the audience. Then, media was an introduction to the moral message between senders to recipients.[17] Supported by AECT that media is all a form of something that used for channel information.[18] So, media is all things and people that bring information from reference to the receiver.

This study used media as a tool for teaching. The teachers' consideration in choosing traditional or online media and the students preferred becomes a foundation. So that, there are two kinds of media that can explained in this section. First is a type of media and second is media in teaching point of view.

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[17]Fathurrohman, *Teknologi Dan Media Pembelajaran* (Surabaya: Dakwah Digital Press, 2008), p42.
[18]Association for Education and Communication Technology (AECT), *Media Komunikasi Pembelajaran* (Jakarta: Kencana, 2012), p58.

a. **Types of Media**

Media for teaching have some parts that can use for mediator tools to convey the material between senders to receiver. Based on Smaldino, Lowther, and Russell indicated that have six types can indicate the media.[19] The first type is text. It is global media that often use. Text is alphanumeric characters that may display in any format. For example, books, posters, boards, computer screens, and so on. The second type of media is audio; that is all things that people can hear. For example, someone's voice, music, mechanic's voice, and so on. The third type is people. People here mean someone that expert in their field and can provide information. The fourth type is video, media that shows movement such as DVD, computer animation, and video recorder. The fifth type is the engineer or manipulative media or realia that the model is three-dimensional, can be touched. The sixth and last is visual media, something like a diagram in a poster, picture (on a blackboard, inside a book, cartoon), and soon.[20] Thus, from the six media that mentioned above, many kinds of media can be used as a tool to help teaching and learning in any types of the subject lesson, particularly in English lesson in English class.

b. **Media in Teaching Point of View**

The world of education is on the rise, using media as a learning tool for education. Media was a whole of tools that can apply for school

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[19]Sharon E Smaldino, Deborah L Lowther, and James D Russell, *Instructional Technology & Media For Learning.* (Jakarta: Kencana, 2012)
[20]Ibid.

and give aim for teaching-learning processes such as television, book, magazine, and other devices.[21] Learning using tools can help the teacher build classroom activities, running well when the devices are appropriate. Moreover, teaching English to learners, teachers act like facilitators, controllers, and organizer. That is in line with what purposed by Scanlan stated that instructional media encompasses all the materials andphysical means an instructor and teacher mightuse to equipment instruction and complement learners' objective of instructional objectives.[22] Thus, media for teaching means all things that can help teach, achieve the lessons' objective, and complement material in the teaching and learning process.

In the teaching-learning process, using media is the current development of education, whether printed or online, especially English. Richards stated that media such as television, radio, and newspapers considered a whole andas ways of entertaining to spread news or information to a large number of people.[23] Thus, the media is also essential to develop the teaching and learning process. It supported the teacher in handling class and facilitates the course. Using media for learning can help the teacher to get students' attention. Media is all components around students' environment that can stimulate students to learn. The other word, media was a tool that can encourage students so

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[21]Wina Sanjaya. *Media Komunikasi Pembelajaran*. 1st ed. (Jakarta: Kencana, 2012). p.58.
[22]Scanlan, "*Instructional Media: Selection and Use. Online*."
[23]Jack C Richard., *Curriculum Development in Language Teaching* (UK: Cambridge University Press, n.d.), p.251.

that the learning process happens.[24] Thus, media is essential to complement teaching and to excite the students' lessons.

There was several advantages from Scanlan indicated that media can facilitate learning and can increase understanding of materials: 1) getting attention, 2) increase motivation of learning, 3) develop learning climate, 4) create acceptance of ideas and opinion.[25] A study from Subrahmanian and Schrum based on their interview with the participant uses the media for the teacher can and should use because that is a good thing.[26] In short, using the media can be a good thing because when using the media, several advantages done stated by Scanlan.[27]

Ely also had the advantages of learning media. The first advantage is to make good use of the time of the study. That study can improve the quality of education and reduce the teacher's burden in presenting information, and the teacher can focus on ways to increase student interest. Second, it can allow students to explore learning according to their abilities and learn how they want and minimize traditionally and explain teachers' control. Third, provide basic lessons by presenting and planning, planning to learn logically and systematically, and conducting research to develop learning activities as a compliment.

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[24]Fathurrohman, *Teknologi Dan Media Pembelajaran*.

[25]Scanlan, "*Instructional Media: Selection and Use. Online*."

[26]Upendran Subrahmanian and Lynne Schrum, *"Esl Teachers' Beliefs about Teaching English in India and How They Impact on Media Use in The Language Classroom: An Exploratory Study,"* Athenaeum University of Georgia Thesis and Dissertation. 2003.

[27]Scanlan, "*Instructional Media: Selection and Use. Online.*"

Fourth, education can run well by using communication media and along with the increasing ability of humans. Information can present more concretely and rationally. Fifth, technology can improve the realization of learning's immediacy by being a separator between reality in the classroom and existence outside the school and can provide direct knowledge. Sixth, provide broader material education without the limitations of space and time.[28] Thus, using media has many advantages for the teacher, the teacher, and the students.

2. **Traditional Media as A Media in Teaching**

The traditional term when first heard that there will arise about a classic or old nature. Traditional media generally use in the classroom, such as chalkboards. Besides chalkboards, the other traditional media like books, magazines, and tape. Slaviloka supported that traditional media was old media such as printed media (books, newspapers, or magazines) and electronic media (radio, tapes, and records, television, and film).[29] Moreover, Bajracharya also stated that traditional media have the form like printed materials: newsletter, bulletin board, radio, and television which can use for the teaching-learning process.[30] Thus, traditional media is the media that generally print out and old technology media used by the teacher in teaching.

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[28]Ely. *Teknologi Dan Media Pembelajaran.* (Surabaya: Dakwah Digital Press, 1979).
[29]Slavíková and Vít. *The Use of Media in the EFL Classrooms at Secondary Schools in the 21st Century.* p.11.
[30]Jiwak Raj Bajracharya, "Strength of Traditional and Social Media in Education: A Review of the Literature," *IOSR Journal of Research & Method in Education* (2016): p.13.

This research would like to explore any kind of traditional media made by the English teacher at MTs. Nurul Huda Sedati. Pure traditional media is cheap. Bajracharya supported that media can use various countries ranging from developing countries to advance because it is easy to use, obtainable, and inexpensive.[31] Thus, this traditional media can use to teach with fun and make it effortless for teachers to prepare before the lessons run. This traditional media can also apply for several academic years.

In this era, many traditional media modified into new media such as modern traditional media that can be touched by the students, cheap, significant, and can be made by the teacher or education students in the department or the college. The traditional media here is media made with materials such as foam, cardboard box, glue, thumbtack, crayon, paint, and other equipment that we can buy in a stationery store.

3. **The Use of Online Media as a Media in Teaching**

With the help of the internet, online media, or media technology, is a need for teachers' learning resources in the development of the digital era and millennial students. Internet usage in class is unlimited with anything. Teachers and students can access material from the web with the help of the internet. Teachers and students can access electronic documents to add insight, such as prints, videos, audio recordings of sound and music. The

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[31] Ibid.

used of the internet becomes an unlimited library.[32] Utilize of the internet connected between students and resources and students to the students join in the classroom, the school, and people and resource around the world.[33] Thus, using online media have a lot of kind for teaching-learning process to support increase variations of material and media, then teacher and students to each other.

Online media become a supporting tool for teaching and learning. This online media used for being resources such as software, application, support for education.[34] Software for learning is too much available on the web. The teacher and the students can take the unique material and learn something, especially in English, through the network. Just put the keywords, and every network found. The other application also has the LMS (Learning Management System) or forms such as *Animaker, Powtoon, Quizizz, Kahoot!, Wordwall, Quizlet, Schoology, Edmodo*, and soon. How to make the material using online media just download into web downloading in the computer, PC App store in the laptop, Play store in smartphones, and the teacher can provide the material or make the assignment for students. Thus, using online media can easily cater to the things of tools in the teaching and learning process.

As a school teacher, we knew that online media has become essential in today's schools. New media is allocable in the classroom, such as using

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[32] Smaldino, Lowther, and Russell, *Instructional Technology & Media For Learning.*, p.237.
[33] Michelle J Eady and Lori Lockyer. *Tools for Learning: Technology and Teaching Strategies*. University of Wollongong Research Online. 2013. p.71.
[34] Ibid.

computers, laptops, tablet devices, and *smartphones* to deliver new material, share ideas, and do a quiz on examination. Here was the teacher who has the considerable of choosing tools in the classroom. All media had strengths and weaknesses, especially online. Advantages using online media in the school: 1) Diversity of media, this media related to the internet, by using an internet connection, everyone can watch, read, or download the video, audio, animation, and document easily and unlimitedly. 2) New information, last decade, there are many schools with limited access to the resource, now by using the internet, everyone can do *e-learning* without unlimited access to daily updates. 3) Navigation, with this strength of the internet, someone can be a simple move from one resource to the other sources without moving the other computer. 4) Exchange of Ideas, the students can easily give their ideas or learn something with the expert. 5) Convenient communication, with *e-letter* such as email and everyone, can share the information and ask something with fun and unlimited time. They can do this anywhere and a secret message with others if the chat is personal. 6) Low cost, using the internet's all ware of the internet becomes nominal and continues to decline.[35]

On the other hand, using online media has weaknesses: 1) Inappropriate material, there are many elements that students can learn, but when the students learn the content on the internet, sometimes

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[35]Smaldino, Lowther, and Russell. *Instructional Technology & Media For Learning.* p.238.

inappropriate advertisements such as tobacco, games, and inappropriate music have appeared. So, some students can distract from that. 2) Copyright, the ease of accessing information makes it easy for students to copy-paste work. Maybe students can make papers or projects easily but not their job. 3) Information Search, on the internet, the survey shows that every day has a thousand webs added. This problem will make how to find specific information are difficult. So, the teachers have to find a strategy on how to find particular information. 4) Support, the internet without vast network technical will not mean anything. 5) Access, use a wireless network that has official permission to be able to access the internet quickly. 6) Access speed, speed of accessing information. 7) Lack of quality control, the teacher, cannot control all the students' access. So, the students have to critical when reading something because, on the internet, everyone can upload and give their ideas, although they are not experts.[36] Thus, using online media have much considerable and appropriateness for applied in the classroom.

4. **Consideration of Choosing Media in Teaching**

Media used for teaching have the consideration between media itself and the user. When media applies in the teaching and learning process, means have the own considerable for the teacher before applying. It is not a new thing for the teachers. They always have their own consideration the media before coming into the classroom to support teaching as the best

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[36]Ibid. p.238-239.

resource for the teaching and learning process.[37] Thus, the teacher plan for teaching has much consideration before applying all kinds of media in the classroom, particularly the appropriate media for the lesson, especially in English lessons in the English class.

The kinds of media have their consideration to be judged, both the traditional or online media. Some of the media can consider: first is text, the consideration of text is inexpensive, simple to make, flexible, and easy to bring. The version also produced contemporary efficiently in the document and easy to find and download. This kind of media can be used in a whole class or not because it is flexible. The second is audio; audio in education can easily be used by the teacher to deliver oral communication. Audio can apply in the classroom for teaching listening. But the sound facilitated at the school must be suited for a whole class. For example, when teaching in a foreign language, the teacher contemporary quickly downloads to the web online as a material such as western music in English, fairy tales, issues in global and soon.

Moreover, this audio can be an extent to share with others and cheap. Next is video, this media is complete when using the audio. A lot of videos used the sound of the beep. In education, teachers can make the video by themselves. This video made by self needs more time to produce, such as animation video to deliver the material in opening, while or close part of teaching. The other way the teacher can download from the internet, but

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[37]Eady and Lockyer. *Tools for Learning: Technology and Teaching Strategies*.

the teacher has to find a video appropriate to the lesson's topic. When teaching in a foreign language, especially in English lessons, the teacher carefully chooses the speaker's speed. The important one is the pronunciation of the speaker that can understand for whole students. Then, the consideration when used the video media in the classroom, the tools for display is facilitated, such as a large screen projector, the projector, and the sound system.[38] Thus, every media has its consideration based on the use and level.

Based on Eady and Lockyer that consideration, when applied the technology media in education, have two considerations, first is a point of view from the researcher that technology can raise the motivation and student involvement, and second fulfill different learning styles and increase learning outcomes.[39] The other thing from Eady and Lockyer argued that using technology gives the teacher an occasion to have new experience design meaningful learning.[40] Moreover, the other consideration to the teachers using technology is keeping up to date with the curriculum development, new educational policies, experience using technology, available appropriate technology media use in their classroom, and the students.

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[38]Antonio Cartelli, ed. *Teaching in the Knowledge Society: New Skills and Instruments for Teachers* (IGI Global: 2006), accessed March 12, 2020, http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-59140-953-3.
[39]Eady and Lockyer, "Tools for Learning: Technology and Teaching Strategies."
[40]Ibid.

B. Previous Study on the Media in Teaching

Several previous studies already conducted. There are two researchers, Sukmahidayanti[41] and Rahmi[42] had similarities about their found in research. Both researchers stated that media used to prepare and choose appropriate media based on the topic or the material. The other focuses, the teacher can make the media, when making the media teacher use the curriculum and the syllabus. Thus, matching media with the content becomes one of the preparations before implementing the media in the classroom.

Mutohhar stated that successful media could help the teacher create effective classroom instruction when appropriate for the topic, material, and student.[43] Moreover, Naz and Akbar argued that media aids the teacher convey material to distinguish things to present an exciting and varied impression and create learning effectively to achieve the learning objectives.[44] Thus, appropriate media can raise maximum learning objectives and can show the attractive material.

Then, Wijayanti, in her study, focused on VII grade at SMPN 7 Jember. This study aimed to improve VII-A grade students' vocabulary achievement using Pop-up pictures as visual media in the teaching and learning process. Her study concluded that Pop-up Pictures in the vocabulary teaching and learning process couldimprove the students' participation and the result of

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[41]Sukmahidayanti,. *The Utilization of Instructional Media in Teaching English to Young Learners (A Case Study of an Elementary School Teacher in Bandung)*.

[42]Rahmi, "THE IMPLEMENTATION OF MEDIA IN ENGLISH LANGUAGE TEACHING."

[43]Mutohar, "Teaching English for Young Learners (TEYL) Misunderstanding about TEYL in Elementary School" (2012), https://id.scribd.com/doc/97613317/Teaching-English-for-Young-Learners-Teyl.

[44]Naz and Akbar, "Use of Media for Effective Instruction It's Importance: Some Consideration."

vocabulary achievement.[45] The other similar research is that Marpaung has concluded that there are many things and creativity to use media in teaching to achieve the students' knowledge. Start from simple things until employ technology.[46]Thus, using visual media and material can achieve the English language in the teaching-learning process.

Other previous studies are by Halwani showed the finding of visual aids and multimedia in second language acquisition gave the result that visual aids help beginner ESL middle and high school students in interactive student in the class.[47] Arikan supported that using visual materials in literature classrooms can energize and motivate prospective teachers, energize the classroom interaction, and bring greater motivation.[48] Moreover, similar research from Rahmi, the study of the implementation of visual printed media in English language teaching focused on printed media to the six levels. The achievement levels of finding showed that English teachers should use visual printed media because they are practical tools in the English teaching-learning process.[49]

In contrast, According to Slaviloka, in her study had the result using new media in English lessons needed training teachers to use the media effectively when it was applied.[50] Huh also agreed in his study about visual

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[45]Wijayanti, "Students Vocabulary Achievement in Grade VII A at SMPN 7 Jember by Using Visual Media."

[46]Marpaung. *Penggunaan Media Dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas*.

[47]Halwani. *Visual Aids and Multimedia in Second Language Acquisition*.

[48]Arikan. *Visual Materials, Staging, and the Internet in Literature Classrooms.*

[49]Rahmi. *The Implementation of Visual Printed Media in English Language Teaching.*

[50]Slavíková and Vít, "The Use of Media in the EFL Classrooms at Secondary Schools in the 21st Century."

thinking strategies and creativity in English education. The finding showed that visual thinking strategy is not a lot of researchers using visual as base models of teaching with explicit teaching models in the learning process in English education.[51] However, both kinds of research have similarities in the finding. Visual media is not all effective ways to deliver the material. It depends on the roads the teacher'sstrategy.

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[51]Huh, "Visual Thinking Strategies and Creativity in English Education."

CHAPTER III

RESEARCH METHOD

This chapter of this study presents the research method, including research design, the data, and source of data, data collection technique, research procedure, research instrument, and data analysis technique.

A. Research Design

Back again to the research questions, this research utilizes a qualitative research method to answer the research question. An approached to investigate and understand individuals' or groups' meanings from social or human problems is qualitative research.[52] Creswell also stated qualitative use of the data from participants, learning from them based on the personal experience or existing literature on the topic and developed into theory.[53] It is often related to school classroom experiences or activities in school.[54] Another comes from Denzin and Lincoln stated that qualitative study uses various methods. Thus, the qualitative approach may describe the intimate understanding of the participant activity related to the personal experience and develop into theory using multiples forms and data sources.

This research describes the kinds of media that teachers used to represent a depth of teacher consideration in choosing the media in teaching, particularly in English lessons. Then, specify the students' involvement using

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[52]John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edition. (Pearson Education, 2012), p32.

[53] John W Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches* (United States: SAGE publication, 2014).

[54]N.K Denzin and Y. S Lincoln, *Handbook of Qualitative Research* (Thousand Oaks, CA: Sage Publications., 2010).

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both media, traditional or online ones in the English classroom to identify the students' preferred media in learning English. Thus, the aim of this research suits this qualitative design.

B. Subject and Setting of the Research

There were two subjects in this study. First, two English teachers who teach in grade eight in English class, and second the students in English class in grade eight of Junior High School at Mts. Nurul Huda Sedati Sidoarjo, located at Jl. Raya Kalanganyar Sedati-Sidoarjo in the academic year 2019-2020. This study also took all of the classes in grade eight of students. The students who had participated in this study are one hundred and twenty four. They were asked to complete the questionnaires via Google form.

This subject and this school chose because first, the teacher has two big traditional media that they made by themselves and printed out traditional media such as a book, package book, worksheet paper, and flashcard. Second, the teacher and the school permitted the students to use their cellular phones as media when they learn online. Then, the English teachers of this school also handled an easy strategy way to deliver the material and task use media. The students were active when they are learning, particularly in English lessons.

C. Data and Source of Data

Refers back to the research question of the data to be collected is as follows. This data was collected from the teacher when applying the media in

their classes and the teacher lesson plan. The data for the second question was the students' preferred in the use of traditional or online media.

The first research question's data sources were the teachers who teach in English class in grade eight at MTs. Nurul Huda Sedati and took the add theory from journals, articles, and books. The second research question sources were all the students' opinions in grade eight in English class at MTs. Nurul Huda Sedati.

D. **Data Collection Technique**

The data collection applied in this study for kinds of media, traditional and online media used by the English teachers in English class at grade eight in MTs. Nurul Huda Sedati used two techniques of data collection. The first technique was interview to the teacher. The interview planned for two English teachers who teach in grade eight. This interview used face-to-face, but because of the Corona Virus Disease 19 (COVID-19), the meeting immediately changed as online by voice note using *WhatsApp*. The conversation used the same question, but different times for every two English teachers. This interview collected information about kinds of traditional and online media used by the English teacher in the same grade but different classes to enrich the research data. Moreover, this interviewed also collects the teacher's consideration of choosing the media used in the classroom by having the aim to describe the teacher's consideration using traditional and online media in English class in grade eight.

Another technique to collect the data in this research was administering questionnaire to one hundred and twenty four students. The survey collected information related to what were the media used by their English teacher that often their teacher use. Moreover, further details on which students preferred the media and why. The survey conducted in all English classrooms in grade eight in MTs. Nurul Huda Sedati which 189 students in this grade. Before the review, the researcher made an appointment with the English teacher to enter every English class one by one, this is the first plan but as I told before because of the COVID-19 the questionnaire I shared to the students by Google form. Then, shared the link of the survey to all the students online in the WhatsApp group. But unfortunately the students who joined in the WhatsApp group just 140 students. The other students did not join because the numbers they used to take part in online learning change. The students answered 124 students.This questionnaire aimed to determine the percentage of students who experienced using both media, traditional, and online ones to get what the media they prefer.

E. Research Instrument

The research instrument used to collect data on the English teacher's traditional and online media based on the students' preferred in English class at grade eight in MTs. Nurul Huda was interview guidelines, recorders, notes, and questionnaires. The interview was developed based on Smaldino,

Lowther, Russell[55], and Slavikova[56] (see appendix 1.1). Other references that refer to in developing the interview questions were few previous studies.

The interview aspect used a semi-structured interview so the researcher can ask additional questions when doing an interview, depending on the conversation's direction. Based on the theory, there were eight questions as a primary question in which the first question asked the kinds of the media that teacher used. The second question asked the teacher to prefer media, traditional or online, and the reason. The third media asked about media that ever they applied in the English classroom. The fourth how the teacher prepared the media. The fifth and sixth questions asked about the teacher's consideration. The seventh and eighth questions asked about students' impressions when the teacher using both media, traditional, and online.

The questionnaire was developed based on the theories and previous studies of some points related to students' experiences using traditional and online media in English class at grade eight in MTs. Nurul Huda Sedati (see appendix 1.2). The design of the questionnaire used a checklist question. The instrument of the survey used a link using Google form to collect the data. The questionnaire was validated first before being shared with the respondent. The respondent can answer more than one is available the answers and can answer them in other choices. Students can chose some of the possible

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[55]Sharon E Smaldino, Deborah L Lowther, and James D Russell, *Instructional Technology & Media For Learning.* (Jakarta: Kencana, 2012)
[56]Bc Lucie Slavíková and PhDr Radek Vít. *The Use of Media in the EFL Classrooms at Secondary Schools in the 21st Century*. Prague Journal of English Studies. 2014

reasons, or they can give their idea of why they prefer that one media than other media.

F. Data Analysis Technique

The next section comes in collecting the data that the researcher analyzes the data. According to Creswell[57] ways, there were some qualitative data analysis methods, such as interview notes, interview transcribes document analysis, and audiotape the interview. In the data of this research, gained through the questionnaire and interview. The data analysis technique explained below:

1. Transcribing the data

The data from the interview which form of audio recording with both English teachers in grade eight in English teacher at MTs. Nurul Huda transcript into the words and the appropriate sentence, type it one by one. After type one by one, the researcher needed to read it more to make sure that the answer from the participant can answer the research question or not.

Example for the transcript of the interview such as below:

Interview with A English Teacher on February 25, 2020

Me: what are the traditional media do you use in English class?

A: I have many traditional media such as big two traditional media, books, flashcards.

Me: what are the online media do you use in English class?

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[57]W Creswell John. *Research Design : Qualitative, Quantitative and Mixed Methods Approaches* (United States: SAGE publication, 2014).p.247

A: The online media that I use are applications, videos taken from *YouTube*.

Furthermore, the questionnaire transcripts were the same as the interview transcript but the differences used the table. First, I downloaded the result from the Google form and transcript one by one in table using Microsoft excel as a raw data.

2. Coding the data

After transcribing the data, the answered from the participant makes code. The code of the data used for categorizing the data. There was some stage that used for code the data. The first technique was from the interview transcript data was classifying using column. This column used three columns with the name raw data (interview transcript), preliminary code, and final code.[58] It is supported by Mahpur that coding the data use *verbatim*, compacting facts, probing, and gathering similar events.[59] Thus, the coding from interview and questionnaire used both theories.

Coding for interview:

Table 3.1
Sample Coding for Teacher Interview

raw data	preliminary code	final code
It depends on the material I used the media for every content. Different materials used different media. I more often use traditional	"Learning material." "Kinds of traditional media."	"BASE MATERIAL"

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[58] Johnny Saldaña, *The coding manual for qualitative researchers* (Los Angeles, Calif: Sage, 2009). p17
[59] Mohammad Mahpur, *Memantapkan Analisis Data Kualitatif Melalui Tahapan Coding,* (Fakultas Psikologi Universitas Islam Negeri Malang, 2017)

media such as <mark>flashcards, whiteboards, and big traditional media</mark> made by myself. But I have to prepare for every lesson to make students interest and it spend of time.	"Preparation media."	

The meaning of the color used for kinds of media that the teacher said.

▮ Traditional Media

▮ Online Media

Coding for Questionnaire:

This questionnaire used table for which the student like online media and which the students like traditional media. The questionnaire used to rank one until 5. Number 1 is most preferred, number 2 is very preference, number 3 fairly preference, number 4 is slightly preference, and number 5 Least preference.

The first code used the raw data from the instrument transcript that shared with the students using Google form.

Table 3.2
The raw data from the instrument transcript

Students code	The rank of the Media				
	1	2	3	4	5
Participant 1	Video	Traditional media made by the teacher	Board	Book	Audio Recording
Participant 2					
Participant 3					
Participant 4					
Participant 5					
Participant 6					

On the other hand the questionnaire used a blank column to write the students' reasons for choosing one of the traditional and or online media. This raw data from the reasons used the same code as the interview code.

The second step was to use focused coding. Focuses coding used classify how many students have the same rank in one of the media.

Table 3.3
Focusing on the coding of the questionnaire

Rank	Kinds of Media	Total participant chooses
1	Audio	
	Radio	
	Newsletter	
	Other	
2	Video	
	Radio	
	Newsletter	
	Book	
3		

The next step was the final code. Use the pie card using percent from *Microsoft word* to find the result.

3. Analyzing the data

   After the transcript, the data made code from interviews and questionnaires. The result from the teacher's interview explained in detail by mentioning the themes that have narrative made in the previous stage with support the table, reinforced facts about media selection, and presentation of student selection in a media and their reasons.

4. Interpreting the findings

Interpret the meaning based on the teacher's interview about kinds of media that teacher use and questionnaire students preferred using media support by the theory. This interpreting the data used descriptive and explaining all the teacher media traditional ad online media and the teacher considerable of media use. Moreover, this research's finding revealed the students' preference for the media.

G. Trustworthiness

Qualitative research needed to check the validity of finding to check the trustworthiness. Researchers had done this to obtain data that can be trusted and able to be accounted for and have the highest credibility level.[60] Moreover, the technique that can use was source triangulation and did *peer discussion*.[61] Source triangulation was the technique that can compare the data from one data to another, and peer discussion use to check the validity by discussing with the previous study and the expert. In this research, data triangulation conducted by comparing data from interviews and questionnaires. The other triangulation method was discussed with the result of a previous study through discussion by consultation with supervisors as the expert.

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[60] Andrew K. Shenton. *Strategies for Ensuring Trustworthiness in Qualitative Research Projects.* IOS Press. 2004. p64
[61] Ibid

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents findings and discussions about teacher consideration in choosing either traditional or online media in English classrooms at MTs. Nurul Huda Sedati and students' preferred on the traditional and online media in English class at MTs. Nurul Huda.

A. Research Findings

This part presented data about the teacher's consideration in using media. Data collected through interviews with two English teachers at the school. A survey through questionnaire collected data on the students' preferred traditional or online media. One hundred twenty-four students from six classes responded to this questionnaire in grade eight, namely, VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, and VIII-6. The detailed data presented as follows.

1. **Teacher's Consideration in Selecting either Traditional or Online Media in the English Classroom**

The data were collected using the interview guideline (see appendix 1.1) as a foundation for the semi-structured interview. The two English teachers who teach in grade eight at MTs. Nurul Huda Sedati-Sidoarjo participated in the interview. The result in the teachers' interview indicated that there was some consideration when using traditional or online media to apply in the classroom when teaching English, particularly in grade eight.

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a. **The Consideration of the Teacher 1**

The consideration of the first English teacher explained in this section. Teaching English as a foreign language is one of the subjects in the school. As an English teacher, to deliver every material needed some of the strategies and supporting tools to gain the learning objective. In this section, teachers used some of the media as a tool and to help them complete the teaching-learning process. The two English teachers who teach in grade eight stated that they use two media, traditional and online media.

The first English teacher used both traditional and online media when teaching in grade eight. The teacher often used traditional media and also used online media. Media selection is chosen based on what material that would convey. Mainly the choice of media was also determined based on the ease and effectiveness of use for students in one class.

Teacher 1 stated,

"I usually use traditional media in learning, and I'll sometimes do, I also use online media. Everything depends on the material to be delivered. So before learning, I first analyze this material. It is more suitable to use what media so that learning can be more directed and effective by students."(Teacher 1)

Morover, the first English teacher used traditional media with some consideration. The considerations were: First, the teachers' accounts using traditional media because it can save time in preparing. Besides, the teacher used anything around their environment to make new media, such as snowball (Figure 4.1 page 40), to play the game.

Moreover, the traditional media was uncomplicated. The teacher can make it flexible to use traditional media and can remaining time to prepare something else before class begins.

Teacher 1 stated,

"My consideration is the traditional media; first, it doesn't take a long time to prepare. The second the materials are easy to find from my environment, third is simpler, and the fourth is easy to use. In addition, traditional media can save me time and energy. So, because of the preparation, it can be fast to use my much time to the other work" (Teacher 1).

From the declaration, the first English teacher exerted online media based on some consideration in teaching. To support learning activity, the teacher excited the students' lessons and become interactive students. Moreover, the teacher can use variations of the material and being convenient communication. It can conclude that the teacher's consideration when using online media was fulfilled different learning styles and increase learning outcomes.

Teacher 1 explained,

"my consideration to use the online media best for some reason. First, I want the learning to be clearer and more interesting. Second, the learning process becomes more interactive. The third, using it online media that improve the quality of the students learning outcomes. Fourth, I want to foster students' interest in the material and learning process. Last, using online media can change the teacher's role more productive and positive direction" (Teacher 1).

b. The Consideration of the Teacher 2

The second English teacher used the same type of media as the first English teacher. The difference was in the kinds of tools use. These media used to assist the teaching and learning process with guides'

material from textbooks and workbooks. The second English teacher indirectly stated that s/he used both media, traditional, and online media by mentioning kinds of media. The teacher chose the media selection were media that often they used and matched with the material.

Teacher 2 explained "*I usually use media in the classroom is to use pictures, use a scribe, and use simple text.*" (Teacher 2)

On the other hand, the second English teacher have their consideration using traditional media. The teachers' concerns were the students themselves. The traditional media maked the students more perceive the lessons. Thus, the teacher applied the traditional media in the classroom in the teaching-learning process to get students easily understood, gave the students a positive impact, and knew better of the lessons.

Teacher 2 explained,

"The students more understand I think" (Teacher 2)

The media selection mentioned above is traditional and online media. The second English teacher used those media in every new material in the English classroom. Then, those media chosen by the teacher was more simple and easy to prepare. The teacher selected media based on the content and appropriateness with the students' in the whole classroom. Thus, the teacher used the media to support the teaching-learning process, particularly in English lessons.

The second English teacher made the consideration was used the online media can extend the information about the new media. The teacher then shared the media in the online form and gives the students more explanation to gain the learning objectives. Finally, the teacher increased the variation of material that found the material as media in the network.

Teacher 2 explained,

"to online media, I suitable first the chapter. And online media make me easy to search media in the network if the students don't understand I explain more until understand." (Teacher 2)

c. **The Consideration between Teacher 1 and 2 in Choosing either Traditional or Online Media in English Classroom**

There were more significant differences between the first English teacher and the second English teacher about the teacher consideration using online media when applied in the English classroom, particularly in the English classroom. The teachers' consideration of using traditional and online media for teaching English has their concern. Interestingly, there were some reasons the teacher used media, whether traditional or online media.

One of the media chosen based on the material that would apply on that day. The teacher needed analysis to determine which kinds of media used. Then, the English teachers prepared any kind of media before the class begins. The teacher also has several media selection

that matched with the same material in some years. So, the English teacher used the same media that ever they applied before.

Thus, the consideration of using traditional media, the teacher can save time when using traditional media. Teachers can use material around the environment and uncomplicated the media. The other, traditional media used to get students' interest. Furthermore, the consideration of using online media is that the teachers fulfilled different learning styles and increase learning outcomes. Then, the teacher thinks that online media can increase the variety of materials.

In the English classroom, the teacher used media as a tool to complete the teaching-learning process. The teacher's media to teach at grade eight in English classrooms used both traditional and online ones. The media usually applied in the classroom are the traditional media. In grade eight, both teachers' lines that media that generally used by the teachers are the traditional media.

Teacher 1 and 2 reflected as follow

"I usually use traditional media in learning. I'll sometimes do". (Teacher 1)

This is also confirmed by Teacher 2 who said

"I usually use media in the classroom is use picture, use scribe, and use simple text". (Teacher 2)

From both declarations, the first English teacher (T_1) frequently used traditional media when teaching English. It is supported by the other teacher (T_2) that they usually used pictures, use scribe, and use

simple text when teaching English in the classroom. The media mentions by the second English teacher were kinds of traditional media. So, both teachers used traditional media in teaching English.

Kinds of traditional media used by both English teachers were the traditional media close to their environment. These traditional media were on hand in their classrooms, such as whiteboards, books, and package books borrowed by the school's library. Both English teachers used those media as the primary media to support the teaching-learning process. Thus, both English teachers made the teaching-learning process by using the guideline material from the book.

Teacher 1 confirmed that *"for the other material, I usually use from the book, the guideline book."*(Teacher 1)

The following kinds of traditional media used by the first teacher (T1) are the traditional media made by themselves. This traditional media is the modified traditional media to create something new and exciting to get the students' attention, whether given to the students in pre-activity, during activity, or post activity.

Teacher 1 stated that,

"Among the traditional media that I have used include paper that I turn into around like a ball. I use it, and I use the paper in the snowball throwing method. I have also used a board game called Plinko. I use it to made sentences. The material is from the ball" (Teacher 1)

The teacher made something new to help the teacher and students' role in the classroom from the above explanation. So, the teachers stay

in the book and package books available by the school and prepared the other media made by them to gain the lessons' aim.

Figure 4.1

Ball Handmade Media

Figure 4.1 shows the media called Snow Ball media to play the snowball throwing method. This ball made from scrap paper and was so simple. The paper that formed into a round that glued with clear adhesive. Snowball aimed to give the transparent resin is to make the paper hold out when throwing to one student to another. Sometimes, this media used for the warming-up session in the pre-activity in the classroom, such as used for review the last material in rotation. Thus, this snowball was one of the modified new modern traditional media.

Figure 4.2

Plinko Media

The other modern new traditional media that can be modified which made from the Styrofoam. The board media names *Plinko* (figure 4.2) made by the teacher who plays along with the novice teacher. *Plinko* media was media made by the teacher before the class begins. That media used to make sentences after the teacher gives new material.

Teacher 1 stated

"I usually or my students to find the stories and order them to translate into Indonesia. I seldom use like newspapers or radio for my material." (Teacher 1)

The other traditional media that the teachers used in the classroom printed media filled the stories and asked to translate them into Indonesia. However, other conventional media like newspaper and radio used as one of the traditional media that applied in the classroom. Thus, traditional media chosen were those close to the school environment.

Teacher 2 explains,

"I usually use media in the classroom is to use pictures, use a scribe, and use simple text. I ever use television media about news". (Teacher 2)

Furthermore, same as the first English teacher (T_1), the second English teacher (T_2) used traditional primary media in the classroom, such as a book, package book and the workbook, and the whiteboard. The teacher also often used the pure text print media, such as the teacher, found the story that matches the material on that day. On the other hand, the other traditional media used by the second English teacher was the television. Then, the teachers print out the story and shared it randomly to the students.

It can conclude that there were six traditional media used by English teachers in the classroom, as indicated in the following. First is the book, there were two kinds of the book (package book or LKS, and the students' book). Second was print out paper filled the story material. The third is the traditional media modified into new media, this traditional media handmade with the teacher such as Plinko. The fourth traditional media used is television. The fifth is the newspaper, and the last was the radio.

d. Online Media: Types of Media The Teacher Used

The data collected through interviews with the teacher can explain that English teachers use online media as media in teaching English in grade eight. The school permitted the students to use their cell phones only in learning and based on the teacher stipulation. Outside that, the school forbids to use their cellular phone every time. The teacher prepared the next media in online last week's meeting to

give the students information to bring their mobile phone next week to

do online tasks. These kinds of online media used by the teacher such

as the online quiz and video take on YouTube.

Teacher 1 reflected,

"*For the online media that I have used in my learning is the quizzes, an application to facilitated to do the online test. I have also used online media form video from youtube. I have ever used the online media of the presentation of PowerPoint in my teaching.*" (Teacher 1)

The online media was used by the first English teacher to have

some types. The first was *quizzes*, which is the application to do an

online test. Sometimes this application used in the middle of the part

each semester. The benefit was to get a survey of how far the students

understand in some materials that already learned. Next was the video

from YouTube. The teacher used video from YouTube to deliver the

material visually. Not only to provide the material but also to watch the

movie related to the material. The other, the teacher used the

PowerPoint to explain additional content that there is not in their book.

Teacher 2 stated,

"*I use online media and use quizzes to and use I think we are ever using the media. use picture and video from network too and application too.*" (Teacher 2)

The second English teacher's above statement has the same media

with the first English teacher (T_1). The second English teacher (T_2), also

used quizzes as a media to do the task in the exam. Then, the other

media was use pictures. The picture media was search in the network

and this used for some functions. Next, the teacher used some

applications to find the information related to the material such as PowerPoint, YouTube, and WhatsApp to learn and shared the information.

From the declaration, it can be summed up that both English teachers using online media as media in teaching English. There were quizzes application, video from YouTube, PowerPoint, picture, video from the network, and apps. Those media can use when the students bring their cellular phones above the teacher's permission. Besides that, the teacher also asked the students to use network to find more additional materials.

e. **The Preferred Media in Teaching English : Teachers' preferred**

In the following, the teacher preferred the media to teach English, particularly in English lessons. Based on the teachers' responsed to the interview, both teachers' preferred between traditional and online media were different. The first English teacher preferred traditional media more. This media more preferred because the teacher can save time when prepared. Moreover, traditional media obtainable around the environment means that the English teacher used real object media to touch the students. Then, the teacher can use the traditional media in different time and materials of learning English. Thus, the first English teacher more preferred using conventional media in teaching English lessons, particularly in English lessons.

Teacher 1 reflected,

"I prefer to use traditional media because it doesn't take a long time to prepared. The media are easy to find, simpler, easy to use, and repeatedly used. So I can use it more and at the other time of learning." (Teacher 1)

On the other hand, the second English teacher more preferred in online media. The reason has as same as with the first teacher that insight online media the teacher convenient to use. But the differences was the object of the media. The second English teacher more preferred to find additional material by using the networks. Furthermore, the online media's preferred, the second English teacher can share with the student only. Thus, the second English teacher more preferred using online media as media in teaching English.

Teacher 2 reflected,

"I prefer more online media because it is easier to give the students and to more easy searching in the network" (Teacher 2)

It can be conclude, both teacher have their preference. The first English teachers preferred using more traditional media. The teacher sometimes uses the media around the environment, and s/he can use the media more than one. Then, the second English teacher preferred in the online media. The prefer because they can easy to find any information in the network

2. **Students' Preferred on Traditional or Online Media in English Classroom and Their Reason**

To answer the question about students' preference in the use of media in learning English, this study administered the the questionnaire by

identifing five different media that teachers use. They also asked to give reasons why they like or dislike the mentioned media. The students' responded to the questionnaire about kinds of the media that they preferred. The result showed that the five traditional media that the students like were: first were notebooks, package book, newspapers, board, and traditional media made by the teacher. The traditional media identified were magazine, radio, television.

For the students' preferred in the traditional media, the questionnaire about the media notebooks, package book, newspaper, magazine, radio, television, board, traditionally made by the teacher, and others explained using table 4.1. Rank I mean like the most, rank II is really like, rank III has meant quite like, rank IV means a little like, Rank V stands for very few like. Here were the details in the table:

Table 4.1
The students' preference in the Traditional Media

Name of Traditional Media	Percentage of the answers				
	I	II	III	IV	V
Notebooks	50%	27%	10%	6%	6%
Package Book	12%	47%	27%	11%	2%
Newspapers	1%	2%	31%	6%	17%
Magazine	2%	2%	9%	15%	7%
Radio	0%	0%	0%	2%	6%
Television	0%	0%	5%	3%	2%
Board	19%	15%	15%	37%	9%
Traditional-made by the teacher	11%	6%	2%	18%	39%
Others	4%	1%	1%	1%	7%

A total of 124 answered (Table 4.1) of the questionnaire about traditional media where the students preferred English learning media. It

has a higher percentage in the table named rank I is the notebooks with 50% responses. This means that half of the students in grade eight like using notebooks media as a traditional media in learning English. Moreover, in the rank I, half of another students choose package books, newspapers, magazine, board, traditional media made by the teacher, and others. Here are the other choices by the student's type by themselves, got 4% in the result. There were paper-based tests and playing guest using trace paper. Unfortunately, there was some confusion about the students who take the LCD and projector in the traditional media. Thus, the students most preferred in the traditional media in the first rank are the notebooks.

Then, the second rank of the students' preferred in the traditional media was the package book. 47% showed that the students preferred were really like in that media. Moreover, the third rank of the media was the newspaper. The students preferred in the newspaper with 31% means that the students quite like in that media. Then, the fourth rank was board gets 37% responses, which means that the students little like on that media. The fifth rank was the traditional media made by the teacher. 39% of the students preferred in that media, which means that the students very few like media.

The tables above showed that the students preferred in the traditional media were the notebooks as the most preferred. Then, followed by a package book as the really like. Newspaper as quite like of the media.

Board as little like of the traditional media and the last but not least was the traditional made by the teacher.

There were some reasons why students in the majority the most like on the traditional media that they choose and some reason why they little like in some of the traditional media. Students' goals, most like in the traditional media, were can provide a new experience and can increase understanding of the material. One hundred twenty-four answered from the questionnaire, both reason of can give a unique experience and can improve understanding of the material get a higher percent in 52.4% and 55.6% (table 4.2). The detailed explanation was explained below by using words and tables.

As an English teacher, we know that the students can provide a new experience when using the media in learning English. Let's take an example when the teacher uses the traditional media that the teacher made, such as the traditional media made from the Styrofoam, and the students can touch it and use it. Thus, students can provide a new experience. Moreover, with traditional media, the students can easily increase understanding of the material by variation of how the teacher delivers the material to them with the help of traditional media.

Table 4.2
The reason for the students' preference in the traditional media

Statement	Percentage of the answers
Can provide a new experience	52.4%
Can pay more attention	30.6%

Can be uplifting	20.2%
Can increase understanding of the material	55.6%
Can increase learning motivation	21.0%
Can improve the learning atmosphere	24.2%
Easy to use	20.2%

On the other hand, another reason came from the students little like prefer on the traditional media which they did not choose. A total of 124 respondents, 67.7%, have the idea of less attractive. As students in the millennial era, we know that technology was developing very rapidly. Students were so unfamiliar with media such as the radio that they rarely use or even never. Interestingly, there were another reason that so unique. One of the participants has their ideas when s/he little like in the traditional media that did not choose that never brought. Let's take the example of the package book. The students can forget in this media because of the package book, not every meeting to bring. If there is a task, the students delivered the package book to going home. But it doesn't task. The students can let the package book in the school locker.

Table 4.3
The reason for the students' did not preference on the traditional media.

Statement	Percentage of the answers
Not easy to carry	30.6%
Less attractive	67.7%
Old media	14.5%
The media is limited	21.0%
Not easy to understand	46.0%
Never brought	0.8%

After explaining the traditional media, the students' responses to the questionnaire about online media, the result shows that the five online media that chose by the students and they like the most were: the first rank was the video, then, the second rank was an audio recording, the third rank was online reading, followed by the fourth rank was an online quiz, and the last was PowerPoint. The detailed information explains using the table below.

Table 4.4
The students' preference in the Online Media

Name of Online Media	Percentage of the Answers				
	I	II	III	IV	V
Video	48%	30%	15%	2%	4%
Audio Recording	4%	36%	33%	10%	6%
Online Reading	3%	7%	27%	26%	11%
PowerPoint	4%	6%	9%	19%	31%
Online Quiz	29%	10%	9%	36%	17%
Application	6%	9%	6%	11%	26%
Others	2%	0%	1%	0%	1%

The online media that students preferred and they like the most was the video. From 124 participants, 48% of the students preferred to the video. It means that students the most like in the video as online media in learning. Students like watch and listen when they learn, especially in English lessons. Then, followed with audio recording as a second rank of the online media that 36% which means students really like on that media. Interestingly, the third rank also has the audio recording on the students' preference, but it cannot be a third rank again because between a second

and third rank still higher percent in the second rank. Thus, the third rank it can replace with the second more top percent in the third rank was online reading. One hundred twenty-four participants, 27% in the third rank, prefer in the online reading.

Furthermore, the fourth rank was an online quiz as online media preferred the d by the students. This got 36% answered from 124 participants, which means that the students little like in this online media in learning English. As the students, this online quiz has a little bit confused about whether it is fun or this online quiz hard to follow and sometimes makes the students' fun with the fear. But the hard one was the time to run when teacher already clicks start the quiz immediately. Then, the last preferred by the students was PowerPoint media. It got 31% of the participants' answers, which means that the students preferred that media was very few like the media.

From the above explanation of the online media that the students preferred, some reasons that the students like and dislike in the online media. The students like the online media they choose because they can provide broader material knowledge without space and time limitations. As we know, using the internet can find any information around the world, especially English. This reason got a higher percentage with a 54.8% response. Moreover, the other purpose was the students engaging with online media. This interesting reason has the second place of the students' reasons like online media. The percentages of the students' choice have

54.0% of the respondents' answers. The last reason for the students like

online media was the students can use it easily.

Table 4.5
The reason for the students' preference for the online media

Statement	Percentage of the answers
Can be used easily	53.2%
Interesting	54.0%
can provide new information	31.5%
can provide direct knowledge	21.0%
Can provide broader material expertise without the limitations of space and time	54.8%
Can develop ideas	18.5%
Can access any form of material both video, audio, documents, and PowerPoint sheets	34.7%
Can learn the material in a unique way	28.2%
Can easily share ideas through the application	10.5%
Low cost	2.4%
Other	0.0%

On the other hand, online media also have the reason why the

students did not prefer online media. The students have the highest reason

when they dislike online media because sometimes the material they

search does not match their wants. This got a higher percentage of the

students with a 74.2% response. Then, the other reason was the students'

challenging to find information that is appropriate and specific. This

reason got a percentage of the answers 39.5% response. Furthermore, the

students have their reason why they did not prefer online media because

they think that complicated using the chat application, too many messages

are linked, and a lot of costs they have to pay.

Table 4.6.

The reason for the students' did not preference on the traditional media

Statement	Percentage of the answers
Sometimes the material does not match	74.2%
Copyrighted	6.5%
Difficult to find information that is appropriate and specific	39.5%
Requires internet	20.2%
Need excellent and fast internet access	21.0%
Lack of quality control so that you can access anything without limitations	22.6%
Complicated when using the Chat application, too many messages linked	2.4%
A lot of costs	1.6%

The result from traditional and online media that the students'

preference in the media for learning English, can be summed up that every

student has their own decision when preferring the media. The result

showed the students prefer traditional media as a media in teaching

English. This highlights the traditional media chosen by 124 students'

responses in the first questionnaire. The result from traditional and online

media has only a 0.8% point difference in selection.

B. Research Discussion

This section presents the result from data analysis and discusses the

theory's findings to confirm the findings. One of the main goals of this

survey research was to describe to identify the teacher's consideration of choosing traditional and online media to predict the students' preference in one of the media. Then, the discussion is classified based on two research questions of the study.

1. The Teachers' Consideration of Media In Learning English

Based on the research findings, this statement become both teacher in choosing either traditional or online media discusses in some part. The media that teachers' applied in the classroom were the traditional and online media. These kinds of media used in the school to fulfill different learning styles and increase learning outcomes. This highighted that when teaching the teacher used various media to support the teaching. The other to made the new learning side. Eady and Lockyer argued that the use of different teaching media can achieve different learning styles and enhance learning outcomes.[62] Also, Marpaung supported that there are a lot of things and creativity to use media in teaching to achieve the students' knowledge. Started from unpretentious thing until employ technology.[63] So that, this confirmed by the previous study that learning English using media can achieve the objective of the study with various learning styles.

The elaborated responses from both teachers showed that several media they used in the classroom, such as a book, print out paper filled the story material, traditional media modified into new media that the

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[62]Eady and Lockyer, "Tools for Learning: Technology and Teaching Strategies."

[63]Marpaung,. *Penggunaan Media dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas*.

teacher made the television, newspaper, and radio. These kinds of media were appropriate with the students in the junior high school students. The students were not strange with that media. Besides that, the students can use the media in learning, particularly in English lesson. Slaviloka[64] and Bajracharya[65] encouraged the kinds of traditional media are printed media (books, newspapers, or magazines) and electronic media (radio, tapes, and records, television, and film).

Moreover, the teacher also has the online media that they used in teaching English. There were audio and video application and can find any related material in a web application. Smaldino, Lowther, and Russell argued that Teachers and students can access electronic documents to add insight, such as prints, videos, audio recordings of sound and music. The use of the internet became an unlimited library.[66]

The teacher used both media to support learning English. The media used for a variation of the teaching strategy. The different media were not making the student bored. The teacher also designed different learning styles in every meeting. The teacher can used traditional media in the whole classroom with consideration to gain the students' attention. Then, it depends on online media used by the teachers to require some review.

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[64]Slavíková and Vít. *The Use of Media in the EFL Classrooms at Secondary Schools in the 21st Century.* p.11.
[65]Jiwak Raj Bajracharya, "Strength of Traditional and Social Media in Education: A Review of the Literature," *IOSR Journal of Research & Method in Education* (2016): p.13.
[66]Smaldino, Lowther, and Russell, *Instructional Technology & Media For Learning.*, p.237.

Based on the findings, the teachers used the media as tools for learning when teaching English. The data suggested that media selection is chosen based on what material will convey. The teacher analyzes the material before the class begins and prepared the appropriate media based on the material. From this media selection, media that the teacher used for support the teachers' teaching. Besides that the media applied in the classrooms need the preparation to find the better ones. Sukmahidayanti[67] and Rahmi[68] defined the media that applied in the classroom need preparation based on the topic or material. In sum, the media that applied in the English classroom based on the material, particularly in the English classroom.

This research highlighted that the teacher has the consideration in choosing either traditional or online media when applied in the classroom. When using traditional media, consideration can save time when preparing, uncomplicated, and flexible to use. Cartelli defined that text media is inexpensive, simple to make, flexible, and easy to bring.[69] Then, the other consideration when using traditional media is that the students can better understand the material. Eady and Lockyer argued that to support teaching, the teacher has the media was not a new thing for them to be the best resource for the teaching and learning

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[67]Sukmahidayanti. *The Utilization of Instructional Media in Teaching English to Young Learners (A Case Study of an Elementary School Teacher in Bandung)*.

[68]Rahmi, "*The Implementation of Media In English Language Teaching*."

[69]Antonio Cartelli, ed. *Teaching in the Knowledge Society: New Skills and Instruments for Teachers* (IGI Global: 2006), accessed March 12, 2020, http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-59140-953-3.

process.[70] Those were both the first English teacher's consideration in the traditional media.

Besides that, there was another consideration in the media, which is online media. Both English teachers had different considerations. The first English teacher used online media to make learning excited, and the students can be interactive. It can then make variations of the material, be convenient communication, and gain the learning outcomes. Eady and Lockyer argued that using technology in teaching can raise the students' involvement in the learning process, fulfilled the different learning styles, and increase learning outcomes.[71]

Furthermore, the second English teacher also has consideration in using online media. Online media appropriated to use, quickly find the material in the network, and simply share everything with the students. Smaldino, Lowther, and Russell defined that teachers and students can access the internet, such as documents to add insight, such as prints, videos, audio recordings of sound and music.[72] The use of the internet shared something between teachers to the student, the students connect between students and connect in the classroom, the school, and people and resource around the world.[73]

2. The Students' Preference on the Traditional Media or Online Media.

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[70]Eady and Lockyer. *Tools for Learning: Technology and Teaching Strategies*.
[71]Eady and Lockyer, "Tools for Learning: Technology and Teaching Strategies."
[72]Smaldino, Lowther, and Russell, *Instructional Technology & Media For Learning.*, p.237.
[73]Michelle J Eady and Lori Lockyer. *Tools for Learning: Technology and Teaching Strategies*. University of Wollongong Research Online. 2013. p.71.

Based on the result of the students' preferred in the media traditional or online media in learning English, the students preferred traditional media. One of the traditional media got the highest response. The students like this media because they can have new experiences and helped them build up understanding. Mutohhar stated that when the teacher uses media appropriate with the topic and the students themselves, they can create an effective classroom. Thus, a working-class increased understanding.[74]

The result has shown that there is students' preferred in online media. The reason for students likes online media because they can provide broader material knowledge without the limitations of space and time. This result confirmed by Smaldino, Lowther, and Russell about the new information and navigation stated that someone and the school have unlimited access to the use of the internet and can simply move from one resource in another resource.[75]

On the other hand, the result showed that the students more preferred the traditional media because online media have some reason from the result that the students sometimes met the material that search do not match with their need. This highlighted that the students found a lot of material on the internet that they can learn, but sometimes they do not

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[74]Mutohhar, "Teaching English for Young Learners (TEYL) Misunderstanding about TEYL in Elementary School" (2012), https://id.scribd.com/doc/97613317/Teaching-English-for-Young-Learners-Teyl.

[75]Smaldino, Lowther, and Russell. *Instructional Technology & Media For Learning.* p.238.

match what they want tolearn.[76] Thus, the students more preferred in the traditional media.

Based on the result, the teacher and students have their preferred in the media. In this result, the both English teacher have different preference in media. One of English teacher has the same preferred with the students preference. The students like using traditional media because they can have new experiences and help them build up understanding. This supported with the first English teacher that using traditional media can make creation using the environment material. So, the teacher can gain the students' experience. Then, using traditional media can simple to help the students understand the material.

On the other hand, the second English teacher has preferred in the online media. The reason that the teacher easy to find the information and easy shared to the students. But, the students did not prefer in the online media because sometimes the information that their search did not match with the material that they want to search. Then, the students did not prefer using online media because little bit hard. The reason if the students using WhatsApp the information that ever the teacher shared close with others students' response. Thus, the students preferred more in the online media.

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[76]Ibid .

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will explain the whole part of this research that found in the research findings and discussion. There were two part of the section that was research conclusion and suggestion. It can conclude as the following representation.

A. **Research Conclusion**

1. **The Teachers' Consideration in Selecting either The Traditional and Online Media In Learning English**

   There were two types of media that the teachers used in their practices: traditional media and online media. The examples of traditional media applied were book, package book, television, board and the traditional made by the teacher. The online media idential were PowerPoint, video from YouTube and network, quizzes, and picture. There were several steps that teachers should do as their consideration before applying media in the classroom. First is analyzing the material of the lessons. Second is making the suitable media that appropriate with the material. Thus, the teacher can provide the media that match with the students' lessons.

   The teachers have their own consideration in choosing both traditional and online media. The consideration used traditional media can save the time, obtainable, and simple. Moreover, the students know better the material when using media. Then, the teachers' consideration used online

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media can extend the information, can give more explanation, fulfill different learning style, and increase learning outcomes.

2. **The Students' Preference on the Traditional Media or Online Media**

The result of data analysis from questionnares indicated that the students preferred using traditional media than online media in learning English. The examples of traditional media the students mentioned were notebooks, package books, newspaper, and board. They said that traditional media could provide new experience and understanding of the material. The students provided new experience when the media that the teacher used newest and they never used before, so that they excited. Then for the understanding material, the students can easy to understand the material when they used real object in learning such as package book traditional media

The result of online media indicated that the students like the most on the video, audio recording, online reading, and power point. Students' responded in the online media is less preference. The strong reasoned the students sometimes meet the material that they search do not match with their need. Then other reason used the online media the students lack of quality control. For example, the teacher gave the students material shared into WhatsApp and the students should open the file but the teacher can not control whole the cellular phone of the students one by one in the same time.

B. **Suggestions**

1. **For the teacher**

   This research suggests that teacher can use the traditional media when teaching English. This is because the traditional media is simple to use and can provide real object. The findings showed that the students' prefered using traditional media such as notebooks, package book, newspaper, board. Therefore, teachers should make or create traditional media as interesting as possible.

2. **For further research**

   For future researchers, they could investigate the same topic as in this study but identify different grade, level or classes. Then, they can use unique way such as not just asking using traditional and online media that they teacher used and what they prefer the further research can use the practice first with them used both media when doing the research so that the result got the better than before.

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