

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Teaching media play a very important role in promoting the effectiveness of the teaching and learning process in the classroom, as well as in English language learning. Appropriately teaching media can help students understand the material, increase learning engagement, and connect abstract language concepts with more concrete learning experiences. This is in line with research by Wirawan (2020), which also shows that teaching media can improve the effectiveness of the teaching and learning process in the classroom. Therefore, the ability to design teaching media is one of the pedagogical competencies that students must have as one of the things that must be achieved before becoming teachers in the future.

In the context of teacher education, particularly in the English Language Education Department, students are not only required to understand learning theories, but also to be able to implement this knowledge through the design of teaching media. The process of designing teaching media requires the integration of pedagogical knowledge, mastery of subject matter, technical skills, and creativity. The students need to gain hands-on experience in designing teaching media that suit the needs of students and are relevant to learning objectives. In an academic context, this experience is usually integrated into various courses that focus on practice (Akbar & Biyanto, 2022).

One course that specifically provides students with these skills is English Language Teaching Media (ELTM). In this course, students not only learn the theory about teaching media concepts, but are also required to design innovative and practical media products. The ELTM course requires students to evaluate needs, select the appropriate type of teaching media, and develop products that are ready for use in learning activities. This makes the ELTM course an important academic forum for students of the English Language Education Department to practice their teaching media design skills (Ghiffari, 2023).

However, in practice, the process of designing teaching media does not always run smoothly. As individuals still developing their professional competencies, students often face various challenges during this process, including challenges in designing the content, the visual and audio, and designing practical media. Previous studies conducted by Alfin et al. (2020) and Alhamami & Costello (2019) indicate that both students and teachers commonly face challenges in designing teaching media, such as challenges in integrating learning objectives, challenges in aligning media design with learning materials used, and challenges in designing media that encourage active engagement of students. This challenge hinders the effective integration of media into the classroom. This shows that the process of designing teaching media still has issues that need to be explored further.

These findings suggest that the quality of teaching media cannot be separated from the challenges experienced during the design stage. Previous studies indicate that challenges in designing teaching media play a significant role in shaping the quality of the final products. When students faced challenges in aligning

media with learning objectives, instructional methods, and students' engagement, the resulting media may demonstrate limitations in terms of relevance, practicality, clarity of message, and interactivity. Consequently, teaching media that are developed under such conditions may not fully support the intended learning outcomes (Prabawati et al., 2021). Therefore, there is a need for further investigation that simultaneously examines the quality of teaching media and the design challenges faced by students, particularly to gain a more comprehensive understanding of how these challenges are reflected in the quality of the media produced.

Based on preliminary research conducted at the English Language Education Department, Universitas Maritim Raja Ali Haji, students are required to design teaching media as part of their coursework. Although these teaching media have been assessed as academic products, there has been no systematic research analyzing the quality of teaching media and the challenges faced by students in the design process. Consequently, there is insufficient empirical evidence that provides a comprehensive understanding of both the strengths and limitations of the teaching media produced. This condition indicates that empirical studies are still needed as a basis for improving the quality of learning and strengthening students' pedagogical competencies, particularly in relation to teaching media design.

Therefore, this qualitative descriptive study aims to analyze teaching media products and identify the challenges faced by students during the design process. The results of this study are expected to provide theoretical and practical contributions to the development of learning and the improvement of the quality of

teacher education. Based on these objectives, this research is entitled “Teaching Media Designs and Challenges Faced by the English Language Education Department Students at Universitas Maritim Raja Ali Haji.”

1.2 Identification of the Problems

Based on the background of this research, teaching media design is an important pedagogical competency that must be possessed by students of the English Language Education Department. However, previous research shows that the process of designing teaching media is still complex and challenging for both teachers and students. Various challenges, including challenges in integrating learning objectives, challenges in aligning media design with materials used, and challenges in designing media that are practical to use. In addition, preliminary findings in the English Language Education Department at Universitas Maritim Raja Ali Haji show that although teaching media have been assessed as an academic product, there has been no systematic research analyzing the teaching media designs and the challenges faced by students in the design process, so that a comprehensive understanding of students' teaching media design practices is not yet fully available.

1.3 Limitations of the Problems

This research is limited to students of the English Language Education Department at Universitas Maritim Raja Ali Haji (UMRAH) who have completed the English Language Teaching Media (ELTM) course. The focus of the study is only on the teaching media designs and the challenges faced during the design process, without discussing the effectiveness of the media produced when implemented in the classroom.

1.4 Research Questions

Based on the identification and the limitation of the problems, the research questions in this research are:

1. How is the quality of teaching media designed by students of the English Language Education Department at Universitas Maritim Raja Ali Haji?
2. What challenges are faced by the students during the teaching media design process?

1.5 The Objectives of the Research

Based on the research questions, the objectives of this research are:

1. To analyze the quality of teaching media designed by students of the English Language Education Department at Universitas Maritim Raja Ali Haji.
2. To identify the challenges faced by the students during the teaching media design process.

1.6 The Significances of the Research

This research is expected to provide both theoretical and practical contributions to the field of English language education, particularly in relation to teaching media design in teacher education programs.

1.6.1 Theoretically

Theoretically, this research is expected to contribute to the existing literature on teaching media and instructional design by providing empirical evidence regarding the quality of teaching media designed by students of the English Language Education Department and the challenges they face during the design process. The findings are expected to enrich theoretical discussions on the development of pedagogical competence, particularly in the context of teaching media design within the English Language Education Department.

1.6.2 Practically

1. Students of the English Language Education Department

This research is expected to help them understand the quality of the teaching media they design and identify the challenges they face, thereby supporting the improvement of their pedagogical and technical competencies.

2. Lectures of the English Language Education Department

This research is expected to provide insights for evaluating and improving instructional practices, course materials, and guidance related to teaching media design.

3. The English Language Education Department

This research is expected to serve as a reference for strengthening academic programs and enhancing students' competencies in designing effective teaching media.

4. Other Researchers

This research is expected to provide empirical data and insights that can be used as a reference for further studies related to teaching media design and teacher education in the English language education contexts.

1.7 Definition of Key Terms

1. Teaching Media

Teaching media refer to tools, materials, or resources used by teachers to facilitate the teaching and learning process. In the context of this research, teaching media are divided into two types based on the use of technology, namely conventional and technology-based or e-teaching media.

2. Quality of Teaching Media

In the context of this research, the quality of teaching media can be considered good if it meets several criteria. There are 7 criteria for conventional media and 8 for technology-based media.

3. Teaching Media Design

The design process in this research refers to the stage of designing teaching media, which includes the preparation of concepts, structures, content, and media displays, without involving the stages of technical development or learning implementation.

4. Design Challenges

Design challenges refer to various conditions, demands, and considerations faced by students during the process of designing teaching media, which require decision-making, adjustments, and design strategies so that the resulting media meets the expected quality criteria.

5. English Language Education Department Students

The students of the English Language Education Department in this research are students of the English Education Department at Universitas Maritim Raja Ali Haji who are involved in the design of teaching media as part of the learning process or course assignment.

