

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents: (1) research findings, and (2) discussions.

4.1 Findings

There are two findings that are presented in this chapter. First, teachers' perceptions towards the use of Apple iPad as an instructional media in English language teaching at SMP Islam Al-Azhar Cairo Palembang. Second, teachers' experiences towards the use of Apple iPad as an instructional media in English language teaching at SMP Islam Al-Azhar Cairo Palembang that were utilized.

4.1.1 Result Analysis of Teachers' Perceptions Towards the Use of Apple iPad as an Instructional Media

After analyzing the data from interview, I found that there were some teachers' perceptions towards the use of Apple iPad as an instructional media. The themes and codes gained from the analysis of qualitative data obtained from interview were described in table 4.1.

Table 4.1 Themes and Codes for Teachers' Perceptions Towards the use of Apple iPad an an Instructional Media

| Themes | Codes |
|------------------------|--|
| 1. Teacher's Confusion | A. Most of the teachers felt that they have to adjust themselves to use Apple iPad |
| 2. Teacher's Pride | A. The teachers felt that not all schools apply Apple iPad as a |

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| | learning medium |
| | B. The teachers knew that the Apple iPad is an expensive item |
| | C. The teachers felt that they have to follow technological developments |

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|----------------------|---|
| 3. Teacher's Concern | A. Teachers was afraid of being mis-click and felt shy in front of students |
| | B. The teachers did not really understand how to explore the material by using Apple iPad |

The themes and codes described in table 4.1 were explained as follows:

4.1.1.1 Teacher's Confusion

Based on the data collection from the interview, I found that most of the teachers felt confused in using Apple iPad as an instrustional medium. It was because the teachers felt that they have to adjust themselves to use Apple iPad.

The interview result in terms of teachers' perceptions could be seen below:

"Mmm ... the first time the school offered to use the iPad, my feelings were happy and confused, because I had to adjust myself to be able to use an iPad, but eventually it was good, I could use it smoothly." ." (ELT 1, personal communication, February 04, 2019)

It can be seen that the teachers did not understand how to use the Apple iPad can make the teachers felt confused.

4.1.1.2 Teacher's Pride

Based on the data collection from the interview, I found that most of the teachers felt pride in using the Apple iPad. Because the teachers felt that not all schools apply the Apple iPad as a learning medium, and then the teachers knew that the Apple iPad is an expensive item and not everyone could use it. Additionally, the school implement Apple iPad as a learning medium, and the teachers felt they have to follow the development of technology. The interview result in terms of teachers' perceptions could be seen below:

"I like to use iPad, first we know that iPad is an expensive item and not everyone can use it, and thank God we apply it in school, and I'm proud to be able to use it." (ELT 1, personal communication, February 04, 2019)

It can be concluded that the application of Apple iPad at school is good. Because, it can bring the teachers and students up to date on technology.

4.1.1.3 Teacher's Concern

Based on the data collection from the interview, the first year the teachers used Apple iPad as an instructional medium, the teachers felt awkward, shy and nervous. Because, they taught students who have learned to use iPad, and the teachers was afraid of being mis- click and felt shy in front of students who were more proficient in using the iPad. Further, the teachers did not really understand how to explore the material by using Apple iPad. In addition, the teachers tried to educate themselves on how to use iPad.

The interview result in terms of teachers' perceptions could be seen below:

"Mmm ... the first time the school offered to use the iPad, my feelings were happy and confused, because I had to adjust myself to be able to use an iPad, but eventually it was good, I could use it smoothly." (ELT 1, personal communication, February 04, 2019)

“My first experience in using an iPad, honestly I am nervous. Because, I did not really understand the use of the iPad, I did not understand how to explore the material by using the application on the iPad, and then, the school invited Apple iPad inc to give the teachers guidance, so that we understood the system of using the iPad, that’s where we started to understand how to use the iPad properly.” (ELT 2, personal communication, February 04, 2019)

It can be seen that the teacher’s inability to use the iPad can affect the teacher’s feelings. Such as the teachers felt awkwardness, nervousness and shy towards schools that have implemented Apple iPad technology as an instructional medium.

4.1.2 Result Analysis of Teachers’ Experiences Towards the Use of Apple iPad as an Instructional Media

After analyzing the data from interview, I found that there were some teachers’ experiences towards the use of Apple iPad as an instructional media. The themes and codes gained from the analysis of qualitative data obtained from interview were described in table 4.2.

Table 4.2 Themes and Codes for Teachers’ Experiences Towards the use of Apple iPad an an Instructional

| Themes | Codes |
|---|--|
| 1. iPad Eased the Teaching and Learning Process | A. Apple iPad helped the teachers to be easier and faster in preparing the material B. Teachers and students were easier to search the material |
| 2. Being Motivated to Keep | A. The teachers did not let |

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|--|--|
| Updating About Technology | <p>students be more proficient in using iPad and the teachers miss</p> <p>B. The teachers saw the world out there that people have to advance in using iPad</p> |
| 3. Employing a Better Teaching Strategy and Material | <p>A. iPad had various applications such as Kindle app, Puppet Palms, and Comic Life</p> <p>B. The students made conversation video, and the result of the video could be material for listening</p> |

The themes and codes described in table 4.2 were explained as follows:

4.1.2.1 iPad Eased the Teaching and Learning Process

After collecting the data in order to explore the teachers' experiences towards the use of Apple iPad as an instructional medium, I found that there were many experiences that were faced by teachers. iPad helped the teachers to be easier and faster in preparing the material and teachers and students easier to search the material. iPad also made the materials more interesting. And then, iPad helped the teachers in teaching and learning activities. Such as, the teachers were not complicated anymore in preparing learning material, because everything was already in the iPad. And then, the teachers also could saves more time.

The interview result in terms of teachers' experiences could be seen below:

“Here, iPad is a learning medium, and there are books and applications that can support the learning process in it, and it helps us teachers to be easier and faster in preparing the material to be delivered to students.”
(ELT 1, personal communication, February 04, 2019)

It can be concluded that iPad helped the teachers to be easier and faster in preparing the material to deliver for students.

4.1.2.2 Being Motivated to Keep Updating About Technology

Based on the data collection from the interview, I found that most of the teachers have motivation to continue to study. In order they kept on updating with existing applications, and then, the students did not be more proficient in using iPad and the teachers miss. So, the teachers did not felt shy. The interview result in terms of teachers' experiences could be seen below:

“I will continue to study, keep on updating with existing applications, don't let students be more proficient and we miss.” (ELT 1, personal communication, February 04, 2019)

It can be concluded that the teachers must kept updating technology. Because, we knew that the students have to use technology and they were more interested in finding out about technology.

4.1.2.3 Employing a Better Teaching Strategy and Material

Based on the data collection from the interview, iPad had many various applications such as Kindle app, Puppet Palms, and Comic Life. For example in writting class, the teachers gave a topic about flowers, so the students used comic life to creatively created their writting. And then, the students also could made

conversation video for listening material by using Apple iPad. The interview result in terms of teachers' experiences could be seen below:

"I have explained that iPad here is as a learning media, and a substitute for books. iPad makes everything easier for teachers and students to explore the material to make it more interesting, for example our students to make conversation videos, then they we asked our students edited them by using applications that are on the iPad, then displayed them could in class, the results of the video also be material for listening."
(ELT 2, personal communication, February 04, 2019)

"As I said, iPad has various applications such as Kindle app, Puppet Pals, and Comic Life. For example during a writing class, I gave a topic about flowers, so the students used comic life to creatively created their writing." (ELT 2, personal communication, February 04, 2019)

It can be concluded that the students and teachers could creatively created by using applications that were on iPad. And then, the iPad could made the classroom more interested.

4.2 Discussion

Some discussion are drawn on the basis of what I described previously. The finding of interview showed that English teachers had some perceptions and encountered experiences in utilizing instructional media in English language teaching. The teachers' perceptions are divided into two terms, the teachers' confusion about how to use the Apple iPad and the teachers' pride towards schools that have implemented iPad technology as an instructional media. And then, The teachers' experiences into two terms, in terms of the teachers' awkwardness and nervousness in first year in using the Apple iPad and the teacher's feelings about the iPad has enhanced instruction in classes.

This finding was supported by some studies. For example, a study conducted by Perez. Jr (2017) showed that the teacher's perceptions and

experiences in using the Apple iPad as an instructional media including the teacher's interested in using iPad in class and the teachers' experiences about how to use Apple iPad. Besides, (Forys, 2017) also revealed that the teachers in a middle school in University of New York at Fredonia faced the teacher's perceptions in using the Apple iPad as an instructional media. The perceptions are similar with this study which are the teacher's interested in using iPad in class and how to use Apple iPad.

Furthermore, from the results of data analysis by using thematic analysis, I also found that, the first time the school offered to use the iPad, the teachers' feelings were happy and confused. This result was in line with Henderson and Yeow, (2012); Northrop and Killeen, (2013); Killeen, (2013) who found that teachers felt happy and confused. Because the teachers had to adjust herself to be able to use iPad. This study also supported by Manuguerra and Retocz, (2011); Raine, (2013); Anderson, (2011) explained that they were felt confused about how to use iPad. And then, the teachers looked for how to use iPad, moreover the school bringing direct trainers from the Apple iPad so that the teachers understood how to use iPad.

Further, I also found that the first year the teachers used an iPad, the teachers felt awkwardness and nervousness. This result was in line with Wolff, (2011); Pappas, (2013); Hill, (2012) they were felt awkwardness and nervousness because, they taught students who have learned to use iPad, and the teachers was afraid of being mis- clicked and felt ashamed in front of students who were more proficient in using the iPad.

From the discussion above, it could also be found that the utilization of instructional media was useful in teaching and learning process. In teaching and learning process, instructional media are utilized to help teachers and students easier in communication is educative instructional media (Rohani, 1997, p.23). Aloba (2010) argues that instructional media have important contribution in foreign language teaching, it does not only make EFL students enjoy and interest in learning, but also can help the students easier in understanding the material. Additionally, Onasanya (2004) states that instructional medium can be utilized by EFL teacher and students in order to make teaching and learning process more effective and efficient. Effective means how well education goals are achieved and efficient defined how instructional media are utilized, so the goals and objective of teaching can be achieved.

In short, Instructional media helps English teacher to make teaching and learning activity more be life, so the students will find the teaching and learning process enjoyable, especially in English language teaching. There were instructional media can be utilized in teaching and learning English such as iPad and Apple TV. Moreover, this research also found the perceptions and experiences encountered by English teachers in utilizing the Apple iPad as an instructional media. The teacher's perceptions is the teacher's feelings when the first time the schools offered to use the iPad and the teacher's experiences is the advantages of using an iPad.