

**AN ANALYSIS OF METHODS AND MEDIA USED BY
ENGLISH TEACHERS AND THEIR IMPACTS ON
STUDENTS' ACHIEVEMENT AT VOCATIONAL HIGH
SCHOOL IN PURWOKERTO**

A THESIS



**Submitted to the Department of English Education, Postgraduate Program of
University of Muhammadiyah Purwokerto in partial fulfillment of the
requirements for the degree of Master of English Education**

by:

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**MASTER OF ENGLISH EDUCATION
POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH PURWOKERTO
2021**

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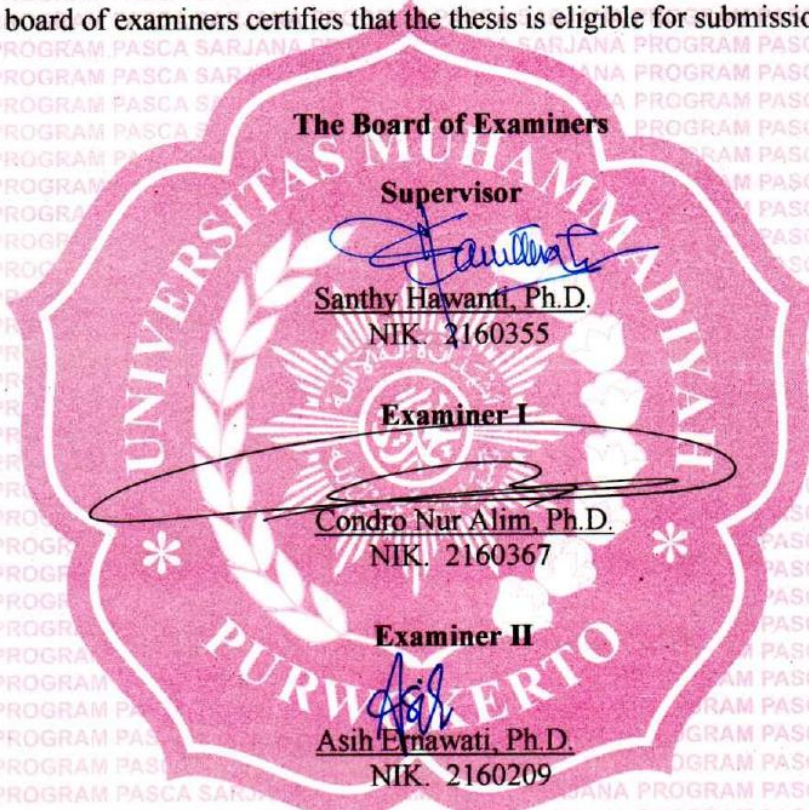
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An Analysis of Methods and Media Used by English Teachers and Their Impacts on Students' Achievement at Vocational High School in Purwokerto

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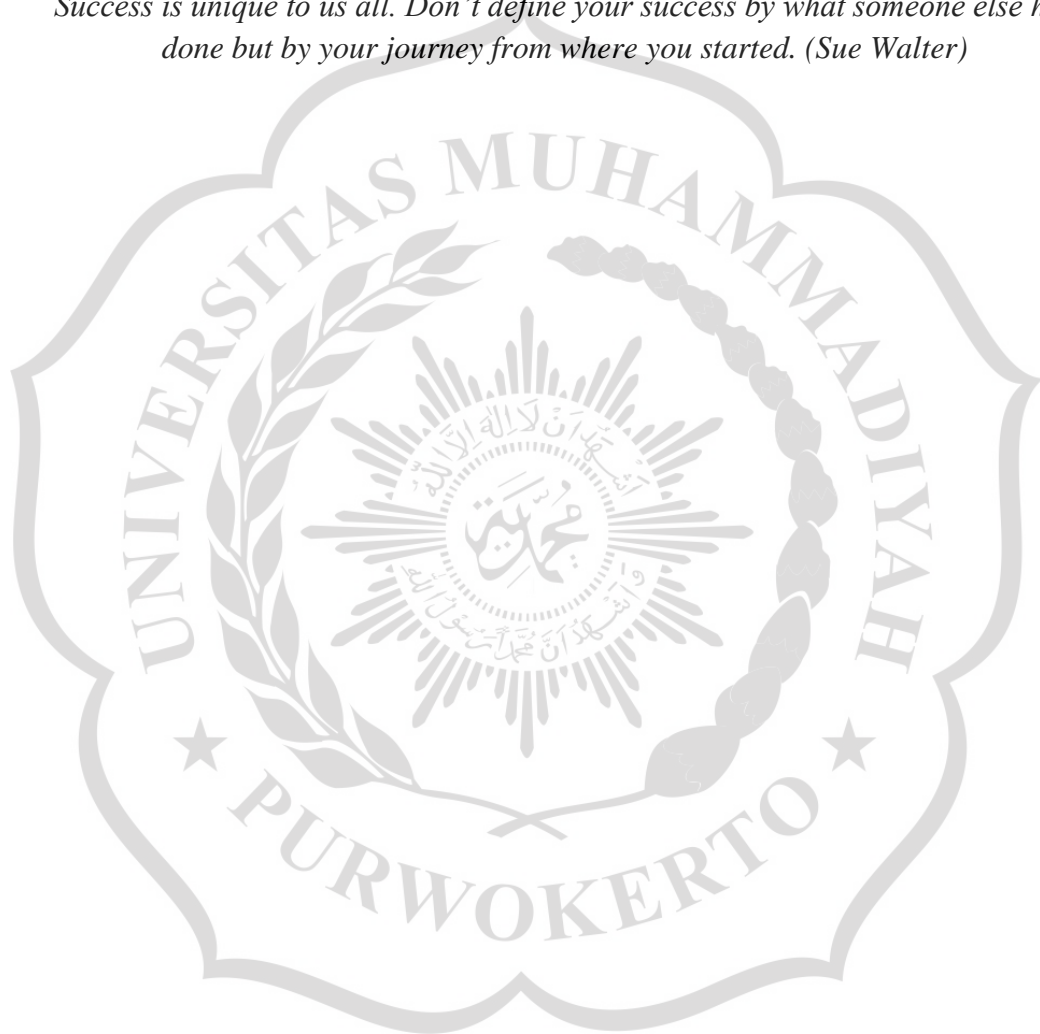


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MOTTO

*Verily, with every difficulty, there is relief.
(Q.S. Al Insiroh: 6)*

Success is unique to us all. Don't define your success by what someone else has done but by your journey from where you started. (Sue Walter)



DEDICATION

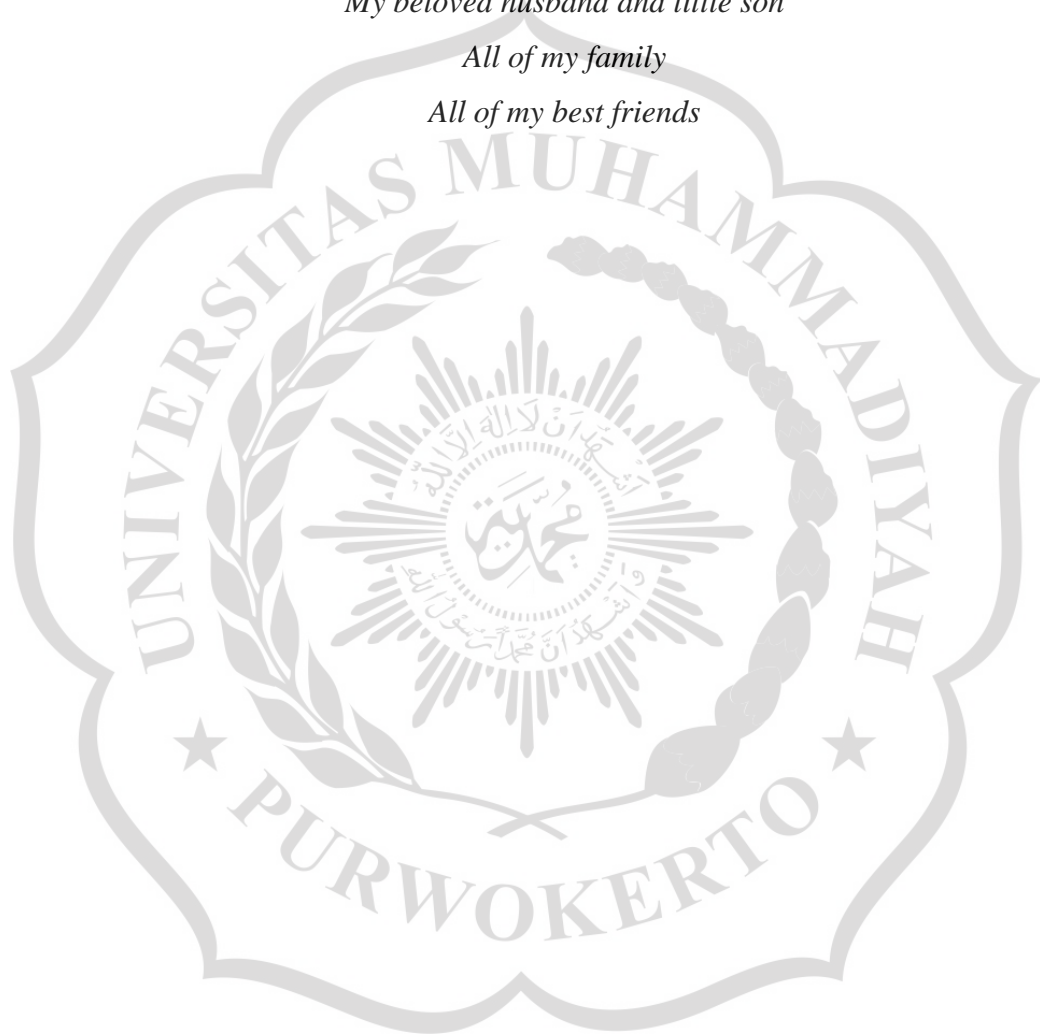
This thesis is dedicated to:

My beloved mother and father

My beloved husband and little son

All of my family

All of my best friends



ACKNOWLEDGEMENT

Bismillahirrahmaanirrahiim.

Alhamdulillah robbil ‘alamin, first and foremost, I am deeply grateful to ALLAH SWT for uncountable blessing, love, and everything so that I could finally finish this research as one of the requirements for achieving the degree of Master of Education at Universitas Muhammadiyah Purwokerto.

I appreciate the incredible support of many people when doing this thesis. Thus, I would like to express my sincere gratitude to:

1. Dr. Furqanul Aziez, M. Pd., the Director of Postgraduate Program of University of Muhammadiyah Purwokerto,
2. Santhy Hawanti, Ph. D., the head of the English Education Department and my best advisor. Her guidance, advice, correction, and motivation helped me all the time with the research and writing of the thesis,
3. The examiners, Condro Nur Alim, Ph. D. and Asih Ernawati, Ph. D., have given me support, suggestions, and corrections for my thesis, which will help me to make my thesis better,
4. All the lecturers in English Education have transferred and shared their knowledge during my study at this university. All the staff for the kindness and friendly support,
5. All my friends at the Postgraduate Program who always support each other,
6. The principals of vocational high schools in Purwokerto who have permitted me to research their schools and English teachers in Purwokerto who became my friendly respondents,
7. My beloved mother, father, husband, little son, sister, brother, nieces, nephew, and all of my family, thank you for the unconditional love, support, care, patience, affection, and prayer they provided throughout my life.

Last but not least, those who cannot be mentioned one by one have supported and helped me. Hopefully, this thesis will be useful for those interested in it.

Purwokerto, August 2021

Praptika Dwi Febrianti



ABSTRACT

This research aimed to analyze the methods and media that are used mainly by English teachers in their teaching, the English teachers' consideration when deciding methods and media in their education, the factors that influenced the English teachers' consideration in selecting methods and media, and the impact of teachers' decision making in determining method and media on the student's learning achievement. This research employed a mixed technique, combining qualitative and quantitative elements. The researcher took 53 English teachers from 23 Vocational High Schools in Purwokerto as the research respondents. A considerable proportion of teachers (34%) primarily employed discussion-based methods with video content (53%) to impart English language training. When choosing instructional strategies and media, teachers prioritized which would best improve students' comprehension. Alignment with curriculum targets was the main factor influencing teachers' selections of instructional strategies and media. The knowledge and experience that teachers possessed and their involvement in workshops or training programs served as additional support for their decisions. Interestingly, their decision-making process was largely unaffected by their employment status (civil or non-civil servants) and qualifications (certified or not). The study showed improvements in the affective and cognitive domains of student achievement. Improved knowledge and comprehension demonstrated cognitive gains, while increased student engagement and responsiveness during the teaching and learning process demonstrated affective gains. These results highlight the intricate interactions between various elements affecting the choices made about instruction in English language education at career-oriented high schools, as well as the significance of customized methods to satisfy different student requirements and learning goals.

Keywords: ELT, decision-making, method, media, survey, vocational high school

TABLE OF CONTENT

TITLE.....	i
SUPERVISOR’S APPROVAL FORM.....	ii
APPROVAL OF THESIS FOR SUBMISSION.....	iii
STATEMENT OF AUTHORSHIP.....	iv
PUBLICATION APPROVAL STATEMENT.....	v
MOTTO.....	vi
DEDICATION.....	vii
ACKNOWLEDGEMENT.....	viii
ABSTRACT.....	x
TABLE OF CONTENT.....	xi
LIST OF TABLES.....	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of The Research.....	1
B. Research Questions.....	7
C. Research Objectives.....	7
D. Research Significance.....	8
E. Outline of The Thesis.....	9
CHAPTER II LITERATURE REVIEW.....	11
A. Theories and Concepts.....	11
1. English Language Teaching and Learning.....	11
2. Vocational High School.....	12
3. The Role of Teacher.....	13
4. Teachers' Knowledge and Beliefs.....	15
5. Decision Making.....	16
6. Methodologies in ELT.....	19
7. Media in ELT.....	33
8. Students' Achievement.....	36
B. Relevant Studies.....	36

CHAPTER III RESEARCH METHODOLOGY	43
A. Research Method	43
B. Research Design	43
C. Respondents of Research	44
D. Data Collection Technique	47
E. Data Validation	52
F. Data Analysis	53
CHAPTER IV RESULT AND DISCUSSION.....	55
A. The teaching methods and media were used mainly by the English teachers in their teaching process	55
B. The English teacher's reasons when selecting and using the methods and media in their teaching	75
C. Factors influencing teachers' consideration in selecting the teaching methods and media.....	82
D. The impact of the teachers' methods and media on the students' learning achievement	92
CHAPTER V CONCLUSION AND SUGGESTION	102
A. Conclusion.....	102
B. Suggestion.....	103
REFERENCES.....	105
APPENDIXES	111
A. LIST OF QUESTIONNAIRE	111
B. RESULT OF QUESTIONNAIRE	126
C. LIST OF INTERVIEW	179
D. RESULT OF INTERVIEW	183

LIST OF TABLES

Table 1. The list of English teachers as respondents.....	43
Table 2. The list of the range of age and length of time teaching experience.....	43
Table 3. Instrument of Questionnaire.....	45
Table 4. Instrument of Interview.....	49
Table 5. Methods used by English teachers.....	53
Table 6. Media used by English teachers.....	60
Table 7. Methods and media that the teachers mostly used.....	66
Table 8. Teachers' considerations when selecting the method.....	73
Table 9. Teachers' consideration in selecting media.....	78
Table 10. Factors that influenced teachers in choosing the method.....	80
Table 11. Factors that influenced teachers in selecting the media.....	86
Table 12. The impact of choosing the teaching method.....	90
Table 13. The effect of selecting media.....	91
Table 14. The level of achievement.....	94