

CHAPTER II

LITERATURE REVIEW

This chapter describes an overview of the theories and concepts and previous relevant studies. It will explore English language teaching and learning, Vocational High School, the role of the teacher, teachers' knowledge and beliefs, decision-making, methodologies in ELT, and media in ELT.

A. Theories and Concepts

1. English Language Teaching and Learning

Language is a systemic means of communicating thoughts or feelings by using signs, sounds, gestures, or marks, having understood meanings (Brown, 2000: 5). Language is used for interaction; Language applies in a speech community or culture. All people acquire Language in the same way. Language and Language learning both have universal characteristics (Brown, 2000). It means that Language is a communication tool used by people worldwide. Crystal (2003: 5) asserts that English is the most broadly taught foreign Language in almost 100 countries. *English* is an official language used in government offices, law courts, media, and the education systems of many nations.

Brown (2000: 6) adds that learning is the process of acquiring or receiving the knowledge of a subject or a skill by studying, experience, or instruction. Learning has been classified into several components:

1. Learning is an acquisition or "getting" of information or skill; retention implies storage systems, memory, and cognitive organization.
2. Learning involves an active, conscious focus on and acting upon events outside the organism,
3. Learning consists of some forms of practice, and learning is a behavior change. (Brown, 2000)

Language learning is the step where the learners explore all their capabilities to think, feel, and act. Teachers' comprehension of how students learn will influence the teacher's philosophy of education, teaching style, approaches, methods, and classroom techniques. Thus, teachers are expected to be able to afford a good classroom atmosphere for the learning process.

2. Vocational High School

As previously mentioned in the background of the research, Education in Vocational High Schools should equip students with specific skills or encourage them to have professional skills in particular fields to be ready to compete in today's world of work. According to Mahbub (2018), many students need to get appropriate English learning experiences related to teacher teaching because teachers only emphasize teaching English grammar and reading exercises that do not contain material related to the vocational field of students.

Setiawan (2014) believes that the curriculum is a set of plans and arrangements regarding the objectives, content, learning materials, and methods used as guidelines for learning activities to achieve a specific education. The curriculum aims to prepare the Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and practical and able to contribute to the life of society, nation, state, and world civilization. Mustafa (2016) supports that as a curriculum target; teachers must act as models that provide examples of how to communicate in English, deliver and carry out polite communication activities in English, and then provide consistent support continuously so that polite communication habits form students' character. Thus, the role of the English teacher becomes clearer. In this way, English teachers are positioned as role models for "obeying" and "imitating."

3. The Role of Teacher

Teachers serve as the primary architects of the learning experience, wielding their expertise to design and implement effective instructional strategies. Recent findings reveal that many teachers in vocational high schools favor discussion-based methodologies and utilize video media as primary instructional tools. This deliberate selection reflects a commitment to engaging and interactive learning environments and a nuanced understanding of pedagogical best practices tailored to the needs of their students. Harmer (2007) explains that teachers have the role as:

1. Controller (take the register, tell students things, organize drills, arrange exercises, read aloud, and in various other ways model the qualities of a teacher-fronted classroom),
2. Prompter (encourage the students to think creatively rather than have them rely on our every word), as a participant (let the students continue and only intervene later to offer feedback and correct mistakes),
3. Resource (encourage students to use resource material for themselves and be more independent in their studies in general),
4. Tutor (combine the roles of prompter and resource).

Good teachers introduce modern techniques or methods of teaching. They also explain concepts well and illustrate them with real-time examples. Teachers must also guide, monitor progress, motivate, and make the students confident. In addition, teachers have to encourage and fascinate with their attitudes.

Making preparations and plans well for each class is also essential to building a good relationship with the students, building up students' confidence, being a role model for students, encouraging the students to interact with each other, applying interpersonal skills, paying attention towards passive students, runs the class with fun teaching, and corrects the mistakes of the students by providing the feedback. In short, teachers have many obligations in the successful teaching and learning process.

4. Teachers' Knowledge and Beliefs

As quoted in Hawanti (2015), many studies have confirmed that teachers' knowledge and beliefs are influential factors in teachers' decision-making in the classroom. Her study revealed that teachers' knowledge and beliefs in Indonesia must be better developed. Besides, teachers' knowledge and beliefs can be essential in defining English language teaching policies.

Saleh and Yusof (2015) also state that teachers' knowledge is among the most influential in teaching English. Knowledge of English language teaching plays a vital role in the effectiveness of teachers and their choices in learning practice. Johnson, as quoted in Fata and Ningsih (2015), teachers' beliefs are defined as being formed early in life due to one's education and experiences. Strong beliefs about learning and teaching are best formed when a student finishes school. The results of their study indicate that teachers' beliefs are related to the teaching methodology they use. Based on teacher beliefs, the teaching methodology should vary from time to time according to the situation and the curriculum. Pajares in Ningsih and Fata (2015) suggests that belief is more influential than knowledge in determining how individuals organize and define problems and is a strong predictor of behavior. It means that belief is a significant factor influencing how teachers choose strategies that can be applied in their classes. Teachers' beliefs depend on what they believe to be authentic and valuable. Their beliefs guide their decision-making, behavior, and interactions with students.

5. Decision Making

Participation in decision-making is of primary significance for effective school management. Ngussa and Gabriel (2017) assume that teachers' involvement in decision-making enriches job satisfaction and commitment, which are positive indicators of effective management. However, there are many areas where teachers can be involved in decision-making. Schools can encourage and give some opportunities for teachers to participate in other activities such as textbook selection, curriculum development, learning assessment, student placement, and professional development. It is because teachers who contribute to decision-making are supposed to make more genuine efforts to realize those decisions. Teachers can benefit from each other's experiences and improve their teaching effectiveness through a cooperative decision-making approach by offering suggestions and proper feedback. Teachers' decision-making is supposed to bring positive changes to schools.

Bishop and Whitfield in Borko, Roberts, and Shavelson (2008) believe teacher decision-making is everywhere and often. They differentiated pre- and within-lesson decisions as well as short and long-term decisions. Pre-lesson plans included objectives, content, methods, and materials. Shavelson & Stern in Borko, Roberts, and Shavelson (2008: 44) realize that teachers' decision-making has their thoughts, judgments, and decisions; teachers seem to integrate information about students, subject matter, the school, and the classroom environment. The teacher makes sufficient decisions regularly

in the class. Decision-making in the classroom is related to the class and outside of it. Teachers make decisions in the classrooms regarding methodology, material, instructional techniques, and assessment procedures:

1. Teachers' concentration is always focused on goals and outcomes.
2. Students can implement an action plan designed by the teachers in every activity.
3. The teacher's attention in managing activities is on the lesson plan, implementation, and classroom management.

Dynamic decision-making is an indispensable skill for a teacher, along with thinking.

According to Tayaru and Lakshmi (2013), teachers usually face three types of decision-making during class, namely:

- a) The teacher makes Reflective decisions, especially outside the classroom. Before the teacher handles the class, they can review the given syllabus and decide and plan for action in the class or prepare a lesson plan for that individual class or semester action plan. Teachers must submit their action and lesson plans in all technical colleges before starting the classwork. The university will determine the syllabus, but all the teachers in the department gather to discuss syllabus content, activity-based teaching, and assessment parameters. The teacher must implement the plan they prepare in the classroom, and reflections are required.
- b) Immediate decisions are on-the-spot decisions made by the teacher in the classroom. These decisions are made in the dynamics of the classroom

situation, whereas reflective decisions are made outside the classroom. To create a good atmosphere for students in the classroom, the teacher takes immediate decisions, for example, controlling the classroom, resolving disputes, changing the topic based on student needs, and introducing articles in class from a newspaper based on clarifying student doubts.

- c) Routine decisions are automated decisions made by the teacher in the classroom. These decisions are standard in the classroom, and the teacher adapts a part of their teaching style. For example, students come to the language labs to participate in various activities for one semester. The teacher handles the class smoothly, dividing them into different groups for discussions, managing the noise, and providing feedback based on the parameters set by the school. All the activities and decisions are divided into two distinct phases: the pre-active and interactive phases. Planning activity and reflective decision-making are in the pre-active phase, whereas implementing activity and managing activity, as well as immediate decisions and routine decisions, are in the interactive stages.

In short, decision-making for the successful teaching and learning process is needed. Teachers are decision-makers, especially in selecting methods and media to deliver the material to students.

6. Methodologies in ELT

Some teachers use several methods in the teaching and learning process. According to Benhima (2013), there are several teaching methods as follows:

a) Grammar-Translation Method

The Grammar-Translation Method, the Classical Method, is the oldest foreign language teaching method mainly based on teaching grammar and vocabulary. Prator and Celce-Murcia (1979: 3) say that there are several significant characteristics of the Grammar Translation Method, such as (1) Classes are taught in the mother tongue, with little active use of the target language, (2) Much vocabulary is taught in the form of lists and isolated words, (3) Long and complex explanations of the intricacies of grammar are given, (4) Grammar provides the rules for arranging words, and instruction often focuses on tenses and inflections, (5) Reading classical texts which is challenging to start, (6) Little attention is paid to the content of texts, which are treated as exercises in grammar exercises, (7) Often the only drills are practices in translating disconnected sentences from the target language into the mother tongue, (8) Little or no attention is given to pronunciation.

The Grammar Translation Method emphasized reading and writing skills in foreign languages rather than listening and speaking skills. Therefore, the Grammar-Translation Method is sometimes called the Reading Approach. Also, this method aims to familiarize students with

the target language grammar through extensive grammar exercises derived from literary texts.

b) The Direct Method

In this method, it is assumed that foreign language learning should be similar to first language acquisition. There should be exclusive and spontaneous use of the target language, intensive oral practice, and little or no grammar teaching. Richards and Rodgers summarized the basic principles and procedures of the Direct Method (1986, pp. 9-10) as follows: (1) Classroom teaching was conducted exclusively in the target language, (2) Only everyday vocabulary and sentences were taught, (3) Oral communication skills were built into carefully organized development around the exchange of question and answer between teachers and students in small intensive classes, (4) Grammar was taught inductively, (5) New teaching points were taught through modeling and practice, (6) Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught through the association of ideas, (7) Both speech and listening comprehension were taught, (8) Correct pronunciation and grammar were emphasized.

c) The Audio-Lingual Method

Prator and Celce-Murcia (1979) list some of the features of this method as follows:

1. New material is presented in the form of dialogue.
2. There is dependence on mimicry, memorization of defined phrases,

and over-learning.

3. Structures are sorted using contrastive analysis and taught one by one.
4. Structural patterns are taught using repetitive exercises.
5. There needs to be a more grammatical explanation.
6. Vocabulary is strictly limited and learned in context.
7. There are many uses for tapes, language labs, and visual aids.
8. Pronunciation is essential.
9. The teachers allow Very little use of the mother tongue.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free speech.
12. There is a tendency to manipulate Language and ignore context.

d) The Silent Way

One of the Silent Way principles is that teaching should be put under learning to make students independent and actively involved in learning the target language. Based on a review of Larsen Freeman (1986: 51-72), some of the characteristics of the silent way can be represented as follows: (1) The teacher must be silent as much as possible, (2) Different charts are used as teaching materials to teach sounds, sentences, and spelling, (3) Vocabulary is limited initially, (4) Errors are tolerated, and the teacher uses student errors as a basis for deciding where further work is required, (5) The four skills are worked on from the beginning, (6) Pronunciation is done from scratch, (7) There is no fixed linear structural syllabus. Instead, the teacher starts with what

the students know and builds from one structure to another; previously introduced structures are continually recycled (8). The teacher does not use formal testing. (9) The native Language is used to provide instruction, (10) There is no fixed linear and structural syllabus that teachers can follow in the teaching process, (11) Language structures can be emphasized; however, explicit grammar rules may never be given.

Besides, students can activate their minds to practice and use the Language effectively to learn using this method. The silent method learning activities are minimal and cannot target all four skills, especially listening and speaking, because of the complete focus on visual teaching materials without speaking from the teacher.

e) Desuggestopedia

Lozanov improved a new teaching method called Desuggestopedia, which strongly supports the idea that students can learn effectively if they show limitations in learning. Effective learning can only occur in a comfortable, safe, and motivating environment. Lozanov concluded that people's feelings have a direct effect on brain conditions. For example, when we are angry, nervous, or stressed, we lose concentration because our brains cannot process it regularly. On the other hand, if we are relaxed, we tend to concentrate more, and our brain works regularly and effectively. Students carry out various activities at the activation stage, including dramatizations, games, songs, and question-and-answer exercises.

According to Sarosdy et al. (2006, p. 17), the dark sides of this method can be summarized as (1) Environmental limitations (the absence of music and comfortable chairs, no advanced understanding technique), (2) Ignoring mechanical activities in internalizing the grammar rules or the vocabulary, (3) The techniques may not work well in all the learners and cultures (cognitive differences of the people), (4) No homework.

f) Community Language Learning

In CLL classrooms, students sit in a circle while the teacher is outside the circle. Students start a conversation that is sometimes recorded and then transcribed. Then, the teacher helps students translate words, phrases, expressions, and sentences they do not comprehend. In this case, the teacher is like a Translation Machine that students use to make conversations. This method makes students feel safer and less hindered in using the target language. Interaction among students is highly encouraged in the classroom community. The types of CLL learning and teaching activities combine innovative learning tasks and activities with conventional ones. As summarized by Richards and Rodgers (1986, p.120), there are several types of CLL, such as (1) Translation, (2) Group Work, (3) Recording, (4) Transcription, (5) Analysis, (6) Reflection and observation, (7) Listening, and (8) Free conversation.

CLL requires the teachers to be proficient in the target language and have "emotional and intellectual sensitivity" for this method to be applied effectively.

g) Total Physical Response

Richards and Rodgers summarized the TPR method as follows: (1) Review, this was a quick warm-up in which commands moved students; (2) Role reversal, students voluntarily utter commands that manipulate the behavior of the instructor and other students; (3) Reading and writing, the instructor wrote on the board each new vocabulary and a sentence to illustrate the item. Then, they recited each item and acted out the sentence. The students listen while reading the material. Some copied the information in their notebooks.

Implementing TPR in classroom instructions has beneficial results for both teachers and students. On the other hand, since TPR can introduce some humorous scenes, students find it very enjoyable because it can break the monotony of traditional teaching. Also, kinesthetic learners can find various physical activities in a physical response that aligns with their educational needs for effective learning. Due to the simplicity of its activities, TPR only requires a little preparation on the part of the teacher. This method can only cover some of the areas of Language. It only focuses on vocabulary, which needs to be improved for students to speak. Worst of all, not every word in the Language can be

explained by action; it is impossible to make associations between abstract words and actions.

h) Communicative Language Teaching

Language is not only a set of rules but also communication. When we know a language, we not only know how to make grammatical sentences, but we also know how to communicate appropriately in certain situations. Traditional methods only focus on grammatical competence. It means that teaching methods discussed so far only focus on lexical items and the rules of morphology, syntax, the semantics of sentence grammar, and phonology.

The communicative approach aims exclusively at increasing the communicative competence of students and its different components through the application of the following major principles:

1. The Language introduced to students should be authentic (the language used in a context).
2. Opportunities in which students express their ideas and opinions should be given frequently.
3. Linguistic input should be contextualized.

For instance, the grammar and vocabulary students learn should be derived from the functional, situational context and the role of the interlocutor. Finally, the communicative approach enjoys excellent popularity, considering the language learning theory and language learning on which it is based are still up to date. Other teaching methods

came from different theories depending on specific needs, situations, places, and times. According to Tabrani in Febianti (2014), several methods encourage the teachers' success in the teaching and learning process, as follows:

a) Lecture Method

The lecture method is the oldest teaching method based on the philosophy of idealism. This method explains the topic to the students by presenting the content. Marmah (2014) adds that Lecture is a teaching method where an instructor is the central focus of information transfer. The lecture method is the most convenient and inexpensive method of teaching any subject. The lecture method is teacher-controlled, in which only the teacher does the talking, and the student passively listens. Teachers will stand before a class and present information for the students to learn. Sometimes, they will write on a board or use an overhead projector to provide visuals for students. Students are expected to take notes while listening to the Lecture. The lecture method is used frequently in education, even in this modern era. This method is used in order to acquire knowledge and concepts.

b) Answer and Question's Method

The Question and answer method delivers lessons by asking questions and students. It is a way of presenting the material in the form of questions that must be answered, especially from the teacher

to the student, or it can also be from student to teacher. Mandaniyati and Sophia (2017) state that the question-and-answer method is appropriate for particular learning in English subjects, requiring students to ask about the material they have not mastered. There are some steps in the Question and Answer method, such as preparing questions, asking questions, providing guidance, and allowing students to ask questions.

c) Discussion Method

Discussion methods are a variety of forums for the collaborative exchange of ideas among a teacher and students or among students to further students' thinking, learning, problem-solving, understanding, or literary appreciation. Discussions may occur among members of small groups or whole classes and be teacher-led or student-led. According to Mulyana (2016), Discussion Methods are teaching methods closely related to problem-solving, commonly called group discussion. Nana Sudjana, as cited in Mulyana (2016), adds that the discussion is an exchange of information, opinions, and experience elements with a more precise and more accurate understanding of something or to finalize the decision.

The discussion is not a debate; everyone is expected to contribute their thoughts. The purpose of using this method is to motivate, encourage, or stimulate students to think critically. There were four kinds of discussion Mulyana (2016) such as informal discussion

(usually a small group with a leader), formal discussion (used discipline in proper variant discussion in which appears leader, moderator, and secretary), discussion panel (followed by all class students means a group of speakers selected to speak), and symposium discussion (the audience give their view of the same topic). Muhibbin Shah in Mulyana (2016) states that discussion can encourage students to think critically, express their opinions freely, and contribute their ideas to solve the problem.

d) Demonstration Method

A demonstration teaches someone how to make or do something step-by-step using visual aids like flip charts, posters, power points, etc. The demonstration method is a teaching method that demonstrates goods, events, rules, and sequences to carry out an activity relevant to the subject matter or the material being presented (Shah in Fitriyani, 2019). This method can make the students more concentrated and actively listen, speak, read, and write. The demonstration method can be helpful for teachers in teaching how to write a procedure text. The demonstration method is likely to be successful in teaching operative skills, developing understandings, showing how to carry out new practices, and securing the acceptance of new and improved ways of doing things (Fitriyanti, 2019).

e) Discovery Learning Method

The discovery learning model is one of the methods in teaching and learning a language to solve problems or difficulties in learning a language. Discovery learning is when a teacher sets up an experiment, acts as a coach, and provides clues to help students come to solutions (Hanafi, 2016). Discovery learning needs the student to decide what, how, and when something will be learned. Bruner in Hanafi (2016) states four components to the Discovery Learning Theory: curiosity and uncertainty, knowledge structure, sequencing, and motivation. It is also determined that there are three principles associated with Discovery Learning Theory, namely

1. Instruction must be concerned with the experiences and contexts that make the student willing and able to learn,
2. Instruction must be structured so that it can be easily grasped by the student (spiral organization),
3. Instruction should facilitate extrapolation and fill in the gaps (beyond the information given).

From another point of view, Mehta (2021) also adds that the new teaching method, called the modern teaching method, is more activity-based and centers the students' minds. In modern teaching, curriculum teaching and planning keep the learner as the primary target. There were modern teaching methods, such as:

a) Flipped Classroom

The popularly accepted method has also proven to be productive and efficient for the development of students. In the flipped classroom technique, the students are asked to study from their homes with the necessary instructions given, and the classroom is converted into a center of practical education.

b) Project-Based Learning

Project-based learning exists in the 21st-century education system. The projects refer to the tasks given to the students entirely associated with the field they are pursuing. They are provided with practical case studies that need the application of their skill set and knowledge to provide a solution to the problem. These are challenged through the types of projects included in the project-based learning system.

c) Cooperative Learning

Cooperative or collaborative learning is based on teamwork and collective efforts. It brings in the importance of being a part of the team and how the individual actions are guided towards achieving the organizational goals. The students understand the role played by each of their team members in completing the task. Each team member is assigned a particular set of activities they need to accomplish before the deadline.

d) Gamification

Teachers can use interactive educational games to develop students' interest in studies. Video games have always been an element of attraction among students, and the past has proven that the education sector can make efficient use of these video games to ensure an excellent educational platform for students

e) Problem-Based Learning

Problem-based learning comprises a whole set of activities under the tag of problems and provides solutions that will enhance the skills and knowledge of the students to a greater extent. It will also influence their enthusiasm level and initiate the problem-solving aspect of the thinking in their minds. The teachers allow the students to have a particular set of problems that will challenge their learnings and the acquired skills. The students must solve the problem using their intelligence, which is also an efficient technique.

f) Design Thinking

Design thinking and its purpose is promoting innovative ideas and creative activities in the students' minds. It will give them a newfound enthusiasm to enter into the curriculum and bring up their best. The teachers who apply modern teaching methods can use the design thinking approach to promote innovative ideas among the students. They can be offered questions or problems that trigger their creative mindset, forcing them to find successful, innovative solutions.

g) Thinking-Based Learning

Thinking-based learning has proven far more efficient and flexible than the former and thriving in various aspects. Under the thinking-based learning approach, the students are offered a set of questions that will challenge their memory level or similar to the design thinking method, making them focus more on the analytical and logical approach to face the problem. The solutions will be practical, unique, customized to the conditions, and unrelated to textbook solutions.

h) Competency-Based Learning

The competencies refer to the tactical skills of the students they want to learn and acquire, are learning and developing, or are the ones they have already accomplished. This type of learning focuses on the benefits of acquiring core competencies or the skills they prefer to learn and how it is delivered to the students.

★ Based on the explanation above, many methods teachers use in teaching and learning. Different teachers can apply methods at different times. Every teacher has a reason for choosing a specific method in their teaching process. Teachers could use the traditional way, modern way, or mix both of them depending on their situation. Benhima's study (2013) describes the traditional or conventional methods that some teachers might still use in this era, such as the Grammar Translation Method, Direct Method, Audio-Lingual Method, etc.

Meanwhile, Tabrani in Febianti (2014) classifies the modern teaching method based on developing and improving many aspects like knowledge, technology, and thinking for example, discussion method, discovery learning method, answer and question method, etc. In Mehta's findings (2021), teachers have introduced and adopted several new modern teaching methods in the 21st century, such as problem-based learning, project-based Learning, Gamification, etc.

7. Media in ELT

Media are the means for conveying or delivering messages or content to the students. Learning media or technology for the teaching and learning process provides a means to engage students strongly in the learning process.

Media can be used effectively in a formal situation where students work independently, or the teachers work with other students. The most common use of media in the learning situation is for additional support from the instructor to enhance learning (Heinich et al., 1996). The media program of the use of learning is deliberately designed to make the teaching-learning environment more attractive and practical (Locatis & Atkinson, 1990).

Naz and Akbar (2008) give media classifications in various ways, such as:

1. Print Media

It means mass communication through printed publications, such as newspapers, magazines, journals, bulletins, handouts, posters, etc.

2. Graphic Media

It needs to be skilled in using traditional and digital media to develop drawings, paintings, or mixed media work for illustrations, advertisements, and posters. Examples of graphic media are charts, graphs, models, dioramas, maps, and globes.

3. Photographic Media

It is widely used in motion picture cameras and print media, such as photographic papers and print films. Photographic media include pictures, slides, filmstrips, motion pictures, and multi-images.

4. Audio-Visual Media

It is the integration of motion pictures and sound at the time. They are available in the form of videos (documentaries, tutorials, and lectures), films (drama, fairy tale, biography), and TV programs (news, series, talk show).

5. Computers

In this media, hardware and software are vital components. The hardware needed for this instructional media is a computer and LCD projector.

6. Simulations and Games

It can be categorized as boards, written, human, interaction, machine, application, etc.

The impact of using media can be increased by applying the following principles, namely selecting material with appropriate attributes, introducing material to the students by relating it to previous learning and showing its

relationship to current goals, presenting material in the best possible environmental conditions, getting feedback from the students, and evaluating internal impact (Heinich et al., 1996). Teachers can use the media effectively if they understand the concepts underlying the teaching-learning process.

According to Naz and Akbar (2008), there are several advantages of using media in the teaching and learning process as follows:

1. Media helps students acquire more excellent knowledge and ensures longer retention of the knowledge gained because it provides an interactive learning environment. Learning experiences become more meaningful and satisfying.
2. Media easily motivates students by increasing multisensory interest to make learning more direct and productive.
3. Media makes classroom learning more scientific and enables teachers to deliver knowledge organized and systematically.
4. Media is an appropriate teaching tool that helps teachers to attract and direct students' attention.
5. Media improve comprehension skills, and the clarity of communication can be significantly enhanced by using it.
6. Media helps arouse students' imagination, thinking process, and reasoning power.
7. Media helps the teachers to save their time and energy.

8. Media also serves as an ideal tool for reviewing the learning outcome and evaluating the completeness of specific learning.

9. Media opens out the greater scope for interactive learning and offers opportunities for individual learning.

In conclusion, media is a helpful tool for teachers to convey the material quickly and meaningfully so that students can understand it clearly.

8. Students' Achievement

According to Mandaniyati and Sophya (2017), achievement in learning is the result of measurements of students, which includes cognitive (knowledge, understanding, application, analysis, synthesis, and assessment), affective (receiving, responding or reacting, assessing, organizing and characterizing a value or value complex) and psychomotor (manipulation of objects, relating, observing) factors after following the learning process that is measured using the relevant test or instrument. The measurement results are realized in numbers, letters, symbols, and sentences that state students' success during the learning process.

B. Relevant Studies

Some previous scholars have conducted some studies on the area of teachers' decision-making in the classroom. The results of their studies have shaped the framework of this study.

1. Abderrazak Dammak, (2017) entitled *Exploring English Language Teachers' Perceptions of Their Participation in Decision Making on Assessment, Curriculum Development, and Professional Development Activities*. The main objective of this study is to explore the nature of teachers' participation in assessment, curriculum development, and professional development activities at one of the educational institutions in the UAE. An exploratory methodology was used. Interviews and questionnaires were used sequentially to collect data from English language teachers. Research findings indicate that teachers' participation in assessment, curriculum, and professional development activities needs to be improved and unsystematic. The study shows that most teachers have lost a decision and that their desire to participate in decision-making exceeds their actual participation. The findings also reveal the need for a professional environment and the dominance of a top-down approach to decision-making.
2. Mohamed Benhima, (2013) entitled *The Applicability of Teaching Methods in English Language Teaching*. The research mainly assesses how some teaching methods can be applied in learning contexts. In this sense, the teaching methods are theoretically approached from multiple perspectives. First, a conceptual approach was adopted to introduce the technical terms commonly used in the ELT field: Antony's framework (approach, method, and technique) and Richards and Rodgers' (approach, design, and procedure). Second, a historical review of several teaching methods is taken

to understand the language and language learning theories that underlie the theoretical backgrounds of their emergence. Finally, the salient features of each teaching method are revealed from a comparative perspective. In the second part, practice, the teaching methods' application is assessed empirically by applying three research instruments: questionnaires, observational instruments, and semi-structured interviews.

In summary, the findings of each research tool are presented and analyzed from both descriptive and analytic perspectives. After the survey, researchers found that the intended teaching methods were mainly 20% to 40% applicable at the secondary school level. With other teaching methods and approaches that are applied, the researcher explores the following teaching methods and approaches in line with the curriculum: Competency-Based Approaches, Communicative Language Teaching, Eclecticism, and Project-Based Approach.

3. Chutima Intarapanich (2013) entitled *Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR*. This qualitative research aims to investigate the EFL teaching methods, approaches, and strategies that would be found in English is a foreign language class in Lao PDR. To obtain the data, qualitative research methods, namely, observations and interviews, were administered to 5 English teachers from schools in Vientiane Municipality who agreed to participate in the research. The results of the study revealed that Communicative Language Teaching (CLT), Grammar Translation Method

(GTM), and Total Physical Response (TPR) were the three primary methods/approaches found in the foreign language classrooms studied. Regarding language teaching, the activities implemented at the primary grade level were limited and short, while more activities were found at the secondary level. Many activities in secondary schools provide the students with more opportunities to communicate and use the Language. In addition, the activities in the secondary level appeared to be longer and more complicated than those found in the primary level.

4. Nasution, Abdul K, 2019 entitled YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text. Media is one of the tools that can help the teacher in the teaching and learning process in a class, especially in EFL classrooms. There are two kinds of media: visual and audio. In this article, the writer wants to use video as media in teaching, especially videos on YouTube. YouTube does not only have fun videos; YouTube can also be used as learning media. We can find many educational videos at every level, from beginner to intermediate and even advanced. In line with that, the writer wants to give a video about how to make or do something, or in other words, we can say "procedure." The learning outcome is to teach the students about procedure text, especially how to make and identify. Then this article also wants to know whether YouTube is valid or not as learning media if we make it support us in the teaching and learning process

5. Pratama, Wedhanti, et al. (2017) entitled *The Use of Media in Teaching the English Language at SMA (SLUA) SARASWATI 1 DENPASAR*. This study intends to investigate the kinds of media used by the English teachers in teaching English at SMA (SLUA) Saraswati 1 Denpasar, the way how those media are used, the benefits and the weaknesses of using media in teaching English, and the teachers' reason of using media in teaching English. A descriptive qualitative method was utilized in collecting the data. The data were collected from an observation sheet and interview guide. It also used a smartphone to take a picture when the researcher observed the teaching-learning process in the classroom. It also records the interview section's conversation between the researcher and the English teacher. The data obtained were mainly analyzed based on Heinich et al.'s (2002) theory about instructional media and technologies for learning. It showed twelve media used by the English teachers in teaching English at SMA (SLUA) Saraswati 1 Denpasar. There were some benefits and weaknesses of using media in teaching English, which appear based on how those media are used and the conditions in the classroom. The data were collected by using an observation sheet. The data about the English teachers' reasons for using media will be shown using an interview guide. The English teachers stated that media have a significant impact on increasing the student's motivation to learn.
6. Haerazi, Vikasari, and Prayati (2019) entitled *The Use of Scientific-Based Approach in ELT Class to Improve Students' Achievement and Classroom*

Interaction. This study investigated using the scientific-based approach in the ELT class to solve students' learning problems. Those problems are students' difficulties in completing their learning tasks, lack of vocabulary to complete reading tasks, lack of grammatical competence, fear of proposing questions, fear of speaking, and difficulty completing listening tasks. These caused students to have low achievement and inactive classroom interaction. The study aimed to improve students' achievement and classroom interaction with 8th-grade students of SMPN 4 Praya, Central Lombok, West Nusa Tenggara. This study was classroom action research. The procedure of actions included two steps, namely, the reconnaissance and the action. The reconnaissance presented the students' learning problems, and the action consisted of four stages: planning, implementing, evaluating, and reflecting. The research instruments of this study used observation sheets, a questionnaire, and a test. The collected data were analyzed quantitatively and qualitatively. The result of this study showed that the use of the scientific-based approach could improve students' achievement and classroom interaction. The students' average score was 82.76. Each student scored above the minimum passing grade (70).

Meanwhile, the interaction classroom was active. Significant changes supported it. Those changes were that students became more cooperative, active, and optimistic about completing reading tasks, listening tasks, speaking activities, and writing assignments in group discussions.

By drawing upon the findings and insights from the study on the applicability of teaching methods in English language teaching, the analysis of methods and media used by English teachers in vocational high schools can be enriched, providing a broader understanding of effective instructional practices and their implications for student achievement in this specific context. The study on teaching methods in English language teaching likely provides insights into various pedagogical approaches, such as discussion-based methods, multimedia integration, or other innovative techniques. Understanding the applicability of these methods can inform the analysis of which methods vocational high school teachers prefer and why.

