

# Teaching Media Used by EFL Pre-service Teachers in Pre-service Teaching Program

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## ABSTRACT

*This study aimed to investigate the kinds of teaching media that were mostly used by EFL pre-service teachers (EFL PSTs), the reason underlying the use of certain kinds of teaching media, and the challenges encountered during the implementation of those particular kinds of teaching media in PLP Adaptif 2021 (PLP-A 21) teaching practicum. The subject of this research was 10 EFL PSTs from Ganesha University of Education majoring in English Language Education (ELE) who have executed in PLP-A 21. Furthermore, the researcher used a purposive sampling technique. The method used in data collection were observation, interviews, and document analysis. In this research, the data were collected using observation sheets, video recordings of teaching obtained from ELE PSTs, interview guidelines, and WhatsApp application, with a qualitative approach. The results showed that the kinds of teaching media mostly used by ELE PSTs in PLP-A 21 were multimedia, especially PowerPoint. The reason underlying the use of PowerPoint was because; it was easy to use, PowerPoint was a popular media for online education, it helped pre-service teachers easier convey the learning material, PowerPoint's features helped them to design appealing media, and its use gave positive impacts on students' learning performance. Meanwhile, the challenges encountered by EFL PSTs during their implementation came from external factors, such as students do not have handphones, students' full handphone memory, and students' error handphones. Besides, there were also external factors, like EFL PSTs' problem devices, e.g. PC got errors while implementing the media and EFL PSTs' unstable internet connection.*

**Keywords:** PLP-Adaptif 2021, Pre-service Teachers, Teaching Media

## Introduction

All schools have been required to be switched to online learning since the covid-19 outbreak at the end of last 2019. It is supported by the statement from Subekti (2020), who says that governments started to shut down offices, schools, and universities to stop the virus from spreading further. As a result, more than a billion students are expected to be unable to receive lessons from their schools or universities due to the pandemic; therefore, they should complete their education online (Mondol & Mohiuddin, 2020). In line with it, online learning

produced positive and negative impacts during its implementation in the teaching-learning process. Based on the study by Sharma (2020), it was found that one of the positive impacts of its implementation was that it helped students to explore more flexible modes of learning. On the other hand, online learning implementation gave some challenges for students; firstly, students suffer boredom from having poor interaction during the learning process; thus, it makes them feel less motivated in online classes (Zboun & Farrah, 2021). Secondly, students' participation or engagement in the learning process decreases. In addition, students also find it challenging to understand the learning material well (Zboun & Farrah, 2021).

Based on the negative effect of online learning implementation as found by Zboun and Farrah (2021), as mentioned previously, it was supposedly concerned with finding the best way to cope with that problem. In this matter, it was known that the appropriate course design implementation by the teacher has a positive impact on the quality of teaching, which will positively impact student performance in the classroom (Gopal et al., 2021). In this case, the course design included teaching media. Media refers to graphic, photographic, or electronic tools for acquiring, processing, and rebuilding visual or verbal information (Hikmah, 2019). In this matter, the role of teaching media is considered to be crucial in the teaching-learning process since the use of media has become a means of connecting teachers' ideas to students' comprehension (Wirawan, 2020). Related to the gap, it is found that the negative side of online learning impacts students' participation, motivation, and material comprehension become decreasing. Hence, the teacher should be able to implement appropriate teaching media in the online classroom. In line with it, Hikmah (2019) states that the learning process requires the use of appropriate media to boost the learner's desire to study by creating an enjoyable learning environment. Therefore, it can be seen that teachers should utilize teaching aids to increase classroom instruction, engage students' attention, and motivate them to learn (Ordu, 2021). In addition, integrating media into the teaching process can help students easily enhance their attention and interest in the subject and support the teaching and learning process, hence, improving the teaching-learning quality (Hikmah, 2019).

Since the utilization of teaching media to be implemented in the teaching-learning activity able to create enjoyable learning, gain learners' attention, stimulate their motivation and participation, and also helps in the acquisition of knowledge for students' comprehension (Kapur, 2018), especially in online learning, teachers were forced to implement suitable teaching techniques in which supported by the use of various media (Tamrin et al., 2017). It has aimed to avoid the monotonous use of teaching aid and decrease students' boredom with online learning. In line with it, teachers can use various teaching media to present content to students so that they are not bored while engaging in teaching-learning activities (Purbaningsih, 2017; Haddar & Azmi, 2020), especially in online learning circumstances. In this case, teaching media has three types with various kinds, namely, on the basis of time period, on the basis of the sense organs involved, as well as projected and non-projected aids (Ordu, 2021). In this case, on the basis of timeperiods will be explained deeper. In the type of on the basis of time period, teaching aid is classified into two kinds, namely conventional teaching aids and non-conventional or modern teaching aid. Furthermore, there are several examples of conventional teaching media, such as chalk, blackboards, etc. (Ordu, 2021); while the example of non-conventional teaching media, such as computers, television, multimedia, e.g., PowerPoint, etc. (Ordu, 2021). In line with it, the non-conventional teaching media seemed to be more relevant to be utilized in online learning because there were several

researches revealed that teachers have mostly implemented non-conventional teaching media during online learning, especially in the form of multimedia. In this matter, Pertiwi (2013) said that multimedia refers to the use of many media, thus it combines the benefits of each type of media, such as visual, audio, and audio-visual, to create a presentation that is much more engaging (Pertiwi, 2013). It refers to the process and presentation of information in two or more media using high technology and the internet's aid (Pertiwi, 2013). Furthermore, there are some research has revealed that multimedia can enhance students' English skills in online learning, as found by Suryani et al. (2021) by implementing Cake Application as well as Rufaidah et al. (2021) and Yuliantini (2021) by implementing Powtoon. Moreover, there was also research about the use of interactive PowerPoint as multimedia that can enhance students' active participation and keep them engaged with online learning activities that have been done by Fitriah & Ardila (2022).

In this case, learning satisfaction with remote learning was significantly impacted by the quality of teaching (Kim et al., 2011; Koşar, 2021). In this matter, the quality of teaching is related to the teacher quality. Thus, teachers' presence is one of the influential aspects in building optimal communication patterns and increasing student learning motivation (Baker, 2010; Zboun & Farrah, 2021). In line with it, teachers must be willing to improve their abilities to use teaching media properly (Yulia, 2020; Jacobs, 2013; Bhuana & Apriliyanti, 2021) since the utilization of various media may be fascinating to be implemented, especially in the online teaching-learning process as long as the teachers capably use them. For that reason, teachers should master the following abilities and skills, namely the ability to execute the modern teaching media, the ability to pick and decide on learning media that is appropriate for the subject matter, and the ability to modify the media to the continuous learning environment (Tamrin et al., 2017). Unfortunately, various issues might occur due to teachers' lack of proper preparation and the poorly prepared implementation of online learning (Arora, 2019; Zboun & Farrah, 2021). For instance, the teacher still lacks the ability to utilize and master teaching media (Tamrin et al., 2017). In this matter, teachers cannot identify which media is appropriate to be employed in assisting material distribution; they are also unable to properly utilize technology-based media, including in developing and even operating the media itself. This problem happens because teachers are not used to employing media in their teaching activities (Tamrin et al., 2017). As a result, it was frequently observed that the teachers were not accompanied by appropriate media usage in their teaching activity (Tamrin et al., 2017). Moreover, the teacher cannot fully facilitate their students to help coping problems that the student faces during online learning.

It can be seen that there were two gaps in this matter; the first was about students' online learning problems and the second was about teachers' lack of ability in utilizing appropriate media during online learning e.g., utilized multimedia. According to those two gaps during online learning, in this case, the presence of pre-service teachers during their teaching practicum program supposedly contributed to coping both students' and teachers' problems in online learning. In this matter, the teaching practicum program in Indonesia, also known as *Praktik Pengalaman Lapangan*, is part of the teacher education curriculum (PPL): It is a required course for pre-service teachers in their last year of university (Shalawati & Hadijah, 2018). In other words, the teaching practicum program is a means for pre-service teachers to apply their theory to practice in an educational setting, where they need to teach and deal with real students to get real-world teaching experience. Unfortunately, since Covid-

19 Pandemic has caused all schools to learn online, teaching practicum must also be adjusted with online teaching practicum. In this case, as a new dimension to teaching practicum, online teaching practicum serves as a means for pre-service teachers to develop both their skill in handling online and offline teaching activity as well as their technical skills and teaching design (Osman, 2020). Therefore, pre-service teachers should be allowed to teach online and evaluate their skills for their teaching improvement (Kim, 2020).

In this case, a pre-service teacher is a student preparing to be a professional teacher by joining teacher professional learning at the university. In this case, professional teacher learning may be described as learning practices that pre-service teachers undertake to improve the quality of their instruction (Koşar, 2021). Thus, teaching practicum is pivotal when a pre-service teacher takes professional learning as it is one of the essential preparation programs to be practiced (Nurjannah & Lestari, 2021). In line with it, the reason why it was supposed to rely on pre-service teachers was that they already perceived preparation in teaching practice programs in an online environment; moreover, pre-service teachers are provided with teaching online experiences, allowing them to emulate their lecturers' teaching tactics and methodologies (Ardiyansah, 2021). Additionally, pre-service teachers are already well-prepared to master technical equipment and skills and can prepare proper media to teach online (Ardiyansah, 2021). Thus, their presence was expected to contribute to solving teachers' and students' problems in online learning.

However, even though the pre-service teacher is already well-prepared to face any situation in teaching-learning circumstances, they still have another challenge that needs to be overcome. In line with it, Nababan and Amalia (2021) said that pre-service teachers have difficulties discovering the appropriate teaching media to implement in the teaching-learning process. It is supported by Nababan and Amalia (2021). They said that language teachers confront a challenging decision in selecting teaching media for their pupils to use in the classroom since these materials serve as the foundation for students' English language training. The reason underlying the confusion was found because there was a misalignment between the theory they got from what they had learned in the university and the actual teaching situation in their teaching practicum activity (Nababan & Amalia, 2021). Therefore, there was found that some pre-service teachers unconsciously implemented inappropriate kinds of media in the teaching-learning activity during the teaching practicum program (Nababan & Amalia, 2021).

This matter arose the third gap, which was about the challenges faced by pre-service teachers in choosing the kinds of teaching media and implementing them during their teaching practicum program. In line with it, two previous gaps arose regarding online learning. Furthermore, the term teaching practicum was replaced with an online teaching practicum; it is known that each institution assigns a distinct call to a practicum working unit throughout Indonesia (Shalawati & Hadijah, 2018); thus, that is a term called *PLP Adatif* (*PLP-A*) appeared. The term *PLP-A* refers to the online teaching-learning situation where the pre-service teacher requires to execute an online teaching practicum and be able to determine which school they are wanted to do their practice at. It was initiated by Ganesha University of Education. According to it, this recent research wanted to dig more into the kinds of teaching media mostly used by English pre-service teachers (English PSTs), as well as the reasons underlying their preference for certain teaching media used in the *PLP-A* teaching practicum

program in 2021. Besides, in terms of implementing teaching media, it is also needed to dig more into the challenges that English PSTs face in implementing certain kinds of teaching media during the *PLP-A* teaching practicum 2021 program. Thus, it is expected that the result of this recent research would find that English PSTs can utilize various appropriate teaching media to be implemented in their *PLP-A* teaching practicum. In this case, they are expected to utilize multimedia since it is known that multimedia is the kind of teaching media mostly used in online learning circumstances (Fitriah & Ardila, 2022). Additionally, the implementation of multimedia as the teaching media has also proven to positively impact students' online learning performances. Thus, the aim of this research can be formulated in the two research questions below:

1. What kind of teaching media were mostly used by EFL pre-service teachers during the period of the teaching practice in *PLP Adaptif 2021*?
2. What reasons were underlying the use of certain teaching media by EFL pre-service teachers and what challenges were faced by them while using certain teaching media during the period of teaching practice in *PLP Adaptif 2021*?

## Method

In this study, the researcher used qualitative research methods with descriptive qualitative analysis. Qualitative research is a type of observational study that looks at human behavior such as body language, viewpoints, attitudes, and feelings. In line with it, the approach used in this study was qualitative descriptive (Patel & Patel, 2019). In line with it, the approach used in this study was qualitative descriptive. In this study, qualitative data were gathered to discover the kinds of teaching media that were mostly used during the *PLP-A 21* by the EFL PSTs. In addition, qualitative data were also garnered to dig into the reasons underlying the use of particular teaching media and the challenges they faced in implementing that particular teaching media. Subsequently, the information of each data would be examined separately. Afterward, the findings then were integrated and elucidated.

In this study, the subject determination in this study was using the Purposive Sampling technique. Purposive sampling is a qualitative research technique that discovers key informants or people who have specific knowledge about the topic under investigation. The sort of purposive sampling that a researcher uses is determined by the study's purpose (Etikan et al., 2016). In line with it, the subject's need was determined by the qualification related to problem identification regarding online learning. In this matter, the subject needed was EFL PSTs that had conducted online teaching practicum. Therefore, the EFL PSTs who has done their teaching practicum in *PLP-A 21* would be the subject of this study, especially the PSTs who taught online in the teaching practicum. The sample was then specified to the PSTs that majored in English Language Education (ELE). The amount of sample would be about 10 ELE PSTs from Ganesha University of Education. In this case, the pre-service teacher was coded as PSET which means Pre-service English Teacher; PSET1, PSET2, until PSET10. In line with it, those ten PSETs had done their teaching practicum in different schools and grades. Meanwhile, the object of this research was the teaching media used by each of the 10 PSET in the teaching program of *PLP-A 21*.



For gaining the data, this study used three methods. To begin, this research aimed to discover the teaching media mostly used by EFL PSTs in the *PLP-A 21* teaching program through observation methods that were assisted with the observation sheet consisting of some aspects as the observational guideline. Second, the study was using document analysis method; the researcher used this method in assisting the observation method by observing and analyzing the process of online teaching-learning through video recording of teaching obtained from ELE PSTs as its instrument aiming to discover the kinds of teaching media mostly used by them. Third, this research also aimed to dig into the reasons underlying the use of particular kinds of teaching media as well as the challenges encountered by the EFL PSTs while implementing certain kinds of teaching media during their teaching program in *PLP-A 21* through using interview methods that were assisted with the interview guideline consisting of 5 open-ended questions, and WhatsApp application for a means in conducting online interview, as its instruments. The observation and document analysis methods were done around a week by observing and analyzing the 10 video recordings of teaching from each ELE PSTs, whereas the interview method was done flexibly adjusted to the PSTs' leisure time. The collected data was then analyzed descriptively.

## Findings and Discussions

The research questions were addressed in this session, then presented findings and discussions for connecting them and the underlying theories around the problem.

### **The Kind of Teaching Media that were Mostly Used by ELE Pre-service Teachers during Teaching Practice in *PLP Adaptif 2021***

After observing the video of teaching recording from each 10 PSET, the result of the observation method can be deeply explained below:

*Table 1. The Percentage by the Kind of Teaching Media Used from the Observation Result*

No.	Kinds of Teaching Media	Frequent Used	Percentage
1.	PowerPoint	19	70.37%
2.	Powtoon	1	3.70%
3.	Canva	3	11.11%
4.	YouTube video	1	3.70%
5.	Microsoft Word	2	7.41%
6.	PlotagonStory	1	3.70%
		<b>Total: 27</b>	

Based on the result of the observation method, it can be seen from Table 2 above, that the kind of teaching media that were mostly used by PSETs during the teaching program in *PLP-A 21* was PowerPoint; It indicates over 70.37% time used by them. In line with it, according to Astuti (2013), PowerPoint is most likely the most widely utilized media in today's classrooms, high schools, and colleges. Furthermore, it is the most commonly utilized media in online teaching and learning (Fitriah & Ardila, 2022), since it produces a breakthrough in facilitating the enhancement of the teachings' instructional methods and the learners' comprehension (Astuti, 2013).

In addition, the finding of the observation method was also supported by the finding of the interview method. From the result of the first questions in the online interview, which was asked about what kinds of teaching media were mostly used by ELE PSTs in *PLP-A 21* teaching program; it was found that some of the PSTs used varieties kinds of teaching media, such as PowerPoint, Powtoon, Quizzes, PDF, Microsoft Word, Canva, teaching videos from pre-service teacher's original made, YouTube video, PlotagonStory, and Wordwall. In this case, from those all kinds of teaching media used, the PSTs confirmed that only PowerPoint, Powtoon, Canva, and YouTube videos, that usually utilized during the teaching-learning process in *PLP-A 21*. The result can be seen in the table below:

*Table 2. The Percentage by the Kind of Teaching Media Used from the Interview Result*

<b>Kinds of Teaching Media</b>	<b>Frequent Used</b>	<b>Percentage</b>
PowerPoint	8	72.73%
PowToon	1	9.1 %
Canva	1	9.1 %
YouTube video	1	9.1 %
<b>Total</b>	<b>11</b>	<b>100%</b>

According to Table 3 above, it can be seen based on the result of the interview that the kind of teaching media that were mostly used was PowerPoint; It was reached over 72.73% time used by ELE PSTs during the teaching practicum program in *PLP-A 21*. PowerPoint reached the most preferred teaching media used because, in this matter, teachers realize that PowerPoint is not a difficult application to implement since it provides numerous facilities that might make it easier for teachers to structure the content of teaching material (Pertiwi, 2013). As a result, PowerPoint is increasingly being used in the teaching-learning process, thus, the teacher usually chooses it as a teaching media (Wirawan, 2020). In addition, in terms of language instruction, PowerPoint is also a multimedia tool that teachers may simply use (Pertiwi, 2013).

Based on Ordu (2021), there are 3 types of teaching media, such as on the basis of time period, on the basis of the sense organs involved, and projected and non-projected aids. In this case, each type of teaching media consists of several kinds of it. In the relation to the result of this study which was conducted through observation and interview methods, the ELE PSTs tend to use 2 types of teaching media, namely on the basis of time period and on the basis of the sense organs involved. Furthermore, the PSTs frequently used multimedia kinds as a part of on the basis of time period's type; On the other hand, there were also visual and audio-visual's types as part of on the basis of the sense organs involved. The deeper explanation can be seen through the two tables below:

*Table 3. The Kind's Classification of Teaching Media Used from the Observation Result*

<b>Teaching Media Used</b>	<b>Kinds of Teaching Media (Ordu, 2021)</b>	<b>Types of Teaching Media (Ordu, 2021)</b>	<b>Percentage of Used</b>
PowerPoint	Multimedia	On the basis of time period	70.37%
Powtoon	Multimedia	On the basis of time period	3.70%
Canva	Multimedia	On the basis of time period	11.11%

YouTube video	Audio-visual	On the basis of the sense organs involved	3.70%
Microsoft Word	Visual	On the basis of the sense organs involved	7.41%
PlotagonStory	Multimedia	On the basis of time period	3.70%

Based on the result of the observation method, the kinds of teaching media that were mostly used by ELE PSTs in teaching practicum of *PLP-A 21* were multimedia; where the most frequently used multimedia was PowerPoint which reach over 70.37% of use.

*Table 4. The Kind's Classification of Teaching Media Used from the Interview Result*

Teaching Media Used	Kinds of Teaching Media (Ordu, 2021)	Types of Teaching Media (Ordu, 2021)	Percentage of Used
PowerPoint	Multimedia	On the basis of time period	72.73%
Powtoon	Multimedia	On the basis of time period	9.1 %
Canva	Multimedia	On the basis of time period	9.1 %
YouTube video	Audio-visual	On the basis of the sense organs involved	9.1 %

According to the result of the interview method, the kinds of teaching media that were mostly used by ELE PSTs in teaching practicum of *PLP-A 21* were multimedia; where the most frequently used multimedia was PowerPoint which reach over 72.73% of use. In this case, PowerPoint was classified into multimedia technologies as it is a component of Microsoft's Information and Communications Technology or it called ICT (Kheira & Zamzam, 2013; Wahyudi, 2021), where it offered a full-featured presentation graphics tool capable of producing dynamic slide shows with audio, video, and even graphics, as well as being completely interactive (Pertiwi, 2013)

Thus, as can be seen, the result of the study indicates that the kinds of teaching media that mainly were used by the ELE PSTs during the teaching practicum in *PLP-A 21* were multimedia, especially in this case, PowerPoint. The result proved that PowerPoint was the teaching media they mostly used, evidenced by the high percentage of PowerPoint usage from observation and interview methods. Furthermore, due to the gap in this research, there was expected that PSTs be able to utilize the non-conventional teaching media in online learning to contribute to coping with students' and teachers' problems in online learning circumstances. Fortunately, this research has found that ELE PSTs have executed the non-conventional teaching media in online learning, especially in the form of multimedia, in this case, PowerPoint. It was in line with the theory that teachers tend to utilize non-conventional teaching media in online learning, for instance, multimedia. It was proven by the empirical research mentioned in the research background. There were found that the utilization of multimedia as the teaching media positively impacts students' learning performance, namely can enhance students' English skills, as found by Suryani et al. (2021), Rufaidah et al. (2021), Yuliantini (2021), and Aldiansyah et al. (2021); as well as increasing students' active participation, and increase students' engagement in online learning activities, as found by Fitriah and Ardila (2022). Therefore, it was also expected that the ELE PSTs' students were



positively impacted through the implementation of multimedia as the teaching media utilized by ELE PSTs in the *PLP-A 21* teaching program.

**The Reasons Underlying the Used of Certain Teaching Media and the Challenges Faced During the Implementation of Certain Teaching Media by EFL Pre-service Teacher in *PLP Adaptif 2021***

In this case, the interview was assisted with 5 open-ended questions consisting of:

1. What kind of teaching media did the ELE PST use in *PLP-A 21*?
2. What were the reasons underlying the use of certain kinds of teaching media did the ELE PST used in *PLP-A 21*?
3. What preeminence of certain kinds of teaching media did the ELE PST use in *PLP-A 21*?
4. What challenges did the ELE PST encounter during the implementation of a certain kind of teaching media in *PLP-A 21*?
5. How did the ELE PST overcome while facing or dealing with challenges encountered during the implementation of a certain kind of teaching media in *PLP-A 21*?

In this case, the third and the fifth interview questions would be used for collecting additional information for enriching the result of this research, especially in gaining data for the second research question. Furthermore, there were the results collected from the 5 open-ended questions as follows:

- 1) Regarding the first interview question; According to the result of the interview method in online interview session, there were 4 kinds of teaching media used by the 10 ELE pre-service teachers, namely PowerPoint, Powtoon, Canva, and YouTube. Yet, the most kind of teaching media used by ELE PSET was PowerPoint.
- 2) Related to the second research question; Firstly, it was found that there were 8 out of the 10's ELE pre-service teachers used PowerPoint as the teaching media in the *PLP-A 2021*. There were some reasons revealed underlying their preference of using PowerPoint as the teaching media in the *PLP-A 21*, such as:

PowerPoint allowed the user, in this case, the pre-service teachers, to design the material by themselves as it offers some simple features to be utilized. For its features were simple to be used, it can be easily understood how to well-operated. It is because PowerPoint's development begins with a very rudimentary version with easy use and capabilities (Astuti, 2013). PowerPoint is a popular medium for online teaching and learning since it is small in size and can be accessed by all students even if their internet connection is poor (Fitriah & Ardila, 2022). It helps them in explaining the material effectively by pointing out some important scopes of material on its slides. In this case, PowerPoint aided in conveying the essential ideas of the material to pupils (Fitriah & Ardila, 2022) because its software creates basic slides that allow PSTs to combine just clear and succinct words and advanced visual as well as aural media. It is intended to help teachers give precise information (Pertiwi, 2013).

The feature in it was able to help PSTs in designing interactive media and also designing the media creatively where its features allow them to embed any visual, audio, or even audio-visual's elements as well as using any interesting templates that can be

downloaded from other sources to design their material. In line with it, it is also supported by Dewi and Kareviati (2021), that there is a menu in Microsoft PowerPoint that allows users to build and generate teaching material that is more fascinating, interactive, and engaging. Simply, PowerPoint is a full-featured presentation graphics tool capable of producing dynamic slide shows with audio, video, and even graphics, as well as being completely interactive. It was in line with Astuti (2013), who said that it helps students to increase their language learning motivation and comprehension. Delivering information by visual and audio systems allows students with diverse characteristics, either visual or auditory, and a mix of those student learning modalities to learn in such a way (Pertiwi, 2013). As a consequence, the usage of PowerPoint is predicted to benefit both learners and teachers by facilitating positive teaching and learning environments (Astuti, 2013).

Secondly, it was found that there were 1 out of the 10's ELE PSTs used Powtoon as the teaching media in the *PLP-A 21*. Furthermore, the reasons revealed as mentioned below: Adnyani et al. (2019) say that Powtoon contains all of the tools and items required for the projected video material, including a large collection of animated characters, cartoons, objects, backdrops, photos, music, and audio. Besides, it also includes text customization and clip art. Therefore, anyone may use this program to make an animation video (Sutisna et al., 2019). Furthermore, by using this media, the instructors no longer teach from a textbook since they can deliver the lesson in an animated film using PowToon (Semaan & Ismail, 2018). Additionally, the animation is more entertaining, provides more animation, and is more visually appealing than a straightforward presentation (Afkar, 2019). In this case, the influence of digital learning material, such as animated films from PowToon software, can have an impact on students' comprehension (Sutisna et al., 2019). As a consequence, the instructor was assisted, and the pupil enjoyed the learning process (Adnyani et al., 2019). As it was available in web version, the PST was able to utilize it without downloading the application version due to the insufficiency of the device storage. It is supported by Afkar (2019), who said that Powtoon is a web-based animation software that enables users, in this case, teachers, to make animated presentations instantly and efficiently by manipulating pre-created objects, imported photographs, offered music, and user-created voice-overs.

Thirdly, it was found that there were 1 out of the 10's ELE pre-service teachers used Canva as the teaching media in the *PLP-A 21*. It is supported by Neltner (2015), who said that Canva is both free and user-friendly because it is a drag-and-drop image editor, and users can easily share their works through PDF or JPEG versions. Therefore, whoever, including non-designers, may use Canva to generate designs, in this example, to design the teaching material and apply it as the teaching media (Nurhidayat, 2021). It is supported by the statement of Nurhidayat (2021), who said that in Canva, there are varieties of features consisting of dozens of adjustable layouts, over a million photos to select from, as well as basic visual editing effects. Canva also has excellent audio and video recording features built in. This function has a variety of uses, including homework, tests, and course materials (Fitria, 2022). In line with it, Nurhidayat (2021), said that Canva can be used to make engaging presentations, pitch ideas, and eye-catching visuals for educational materials, among other things (Nurhidayat, 2021).

Lastly, it was found that there were 1 out of the 10's ELE PST used YouTube as the teaching media in the *PLP-A 21*. The PST, in this case, utilized two kinds of media;

PowerPoint and YouTube as the additional media. In line with it, the reason underlying the PST's preference for using YouTube was:

### **YouTube Capable to Used for Stimulating Students before Conducting Discussion**

The PST used videos from YouTube to assist students in brainstorming before conducting a discussion. The stimulus given in the form of the video was aimed to build students' learning motivation to actively participate during the teaching-learning process, in this case, in a discussion session. It is in line with Kamelia (2019), who said that students found the experience of using video content in the classroom to be engaging, relevant, informative, and somewhat motivating.

- 3) Regarding the third interview's question, the preeminence of PowerPoint, Powtoon, Canva, and YouTube as the teaching media used by ELE PSTs in *PLP-A 21* was quite similar to the answer gathered from the second interview's question. Simply, it revealed the features of each kind of that teaching media. In other words, the features offered in PowerPoint, Powtoon, Canva, and YouTube, became an advantage to them. In this case, those media's implementation can benefits both ELE PSTs and students in *PLP-A 21* during the online learning circumstances.
- 4) In the relation to the fourth and fifth's interview questions; it was found that two factors appeared consisting of internal and external factors. In this case, the external factor that mostly appeared during the implementation of PowerPoint, Powtoon, Canva, and YouTube, came from the students' side. On the other hand, there also appeared problems that came from internal factors, especially the problem experienced by the PSTs personally while implementing those kinds of media during the teaching-learning process in *PLP-A 21*.

Generally, there were 4 external problems as can be seen through the result below:

### **Unstable Internet Connection**

As it is known that a stable internet connection is required for supporting online learning (Efriana, 2021). In this case, when the students join the synchronous learning on a certain platform, either in WhatsApp Group, GoogleMeet, etc., they usually suffered a bad or poor internet signal. For instance, when the preservice teacher taught in GoogleMeet synchronously either using PowerPoint, Powtoon, Canva, or teaching video on YouTube as the teaching media, if there were students who have a poor signal connection unexpectedly, they might not see the presentation screen on the GoogleMeet clearly or they might not clearly hear the sound of the Powtoon or teaching video that was played by the pre-service teacher on the GoogleMeet. This problem commonly appeared in online learning circumstances, as stated by Prabawati (2021) that the teacher still had difficulty with the pupils' internet connectivity. Thus, to cop with this problem, the PSTs tend to deal with it by:

- (a) If there were a synchronous class, PSTs instructed students to leave the GoogleMeet for a while, then re-join if those students already had a stable internet connection;
- (b) If the students cannot attend the synchronous class e.g. in GoogleMeet due to an unstable internet connection, the pre-service already provided the teaching media e.g.

PowerPoint to the WhatsApp Group or Google Classroom so that the students could learn asynchronously.

### **Students' Unwell-facilitated Supporting Device**

Some students who suffered from this sort of problem sometimes cannot join in the learning process. Meanwhile, it is known that an essential device, like a PC or an Android device that is linked to the internet network, is required to enable online learning itself (Efriana, 2021). Indeed, this problem is also common to be found in the online learning situation, where students experience a shortage of learning equipment or support technological devices (Efriana, 2021). Therefore, to cop with this problem, the PSTs had conducted by doing:

- (a) PSTs revealed that there would be a time allocation for those students to come to school and attend the lesson, and they were aided by the same teaching media as their other fellows;
- (b) The PSTs instructed the students to come to the school to be given printed material from the teaching media used.

### **Students' Insufficiency of Device Storage**

In this matter, when the pre-service teacher conducted synchronous learning through WhatsApp Group and assisting the students with PowerPoint as the teaching media, sometimes certain students cannot open the PowerPoint file due to the not enough memory in their device storage, thus, they cannot download and learn the material provided by the pre-service teacher in the PowerPoint. In this matter, to cop with this problem, the PSTs did some ways as follows:

- (a) The PSTs tend to provide the students with the Google Drive's link, thus, students were able to directly open the Google Drive's link as the PowerPoint has already been uploaded there by the PSTs;
- (b) Took screenshots of the PowerPoint, then convert it into JPEG or PNG version with the reduced file size so that the student's device storage was not completely depleted.

### **Students' Devices Problems**

In this case, sometimes students' phones cannot be supported in opening the media, like opening a PowerPoint document, for instance, when students open the PowerPoint file, there was an error, like forced closed when opening the PowerPoint file. Following that, the PSTs had conducted quite similar ways to previous problems, it was by doing:

- (a) Took some screenshots of all of the PowerPoint slides, then sent them to the students, so that the students could comprehend the material without opening the PowerPoint file.

On the other hand, there were few internal problems experienced by the PSTs, either while preparing or implementing a certain kind of teaching media during their teaching practicum in *PLP-A 21*. Generally found as follows:

### **PSTs' Problem Appeared in Preparing the Teaching Media**

In this case, specifically in using Canva. As said by Fajri (2017) that the preparation of media might be challenging for certain teachers. In this matter, even though creating a free Canva account offers access to hundreds of images and icons that can be combined into existing templates or used to build a design from etching (Fitria, 2022). In fact, there was a pre-service teacher who faced limited access while designing the teaching media in Canva due to the premium access to utilizing some extended features in it. As a result, to get rid of this problem, the PSTs ended up using only several free features in it as that premium stuff was not affordable for her.

### **PSTs' Problem with Their Own Devices**

In this case, sometimes when PSTs conducted teaching-learning activities in GoogleMeet synchronously implementing PowerPoint, their laptop or PC got an error or bug unexpectedly due to the device overheating or any certain factor. Therefore, this problem was solved by restarting their laptop or PC; the PSTs revealed that this way helped them a lot to get rid of the problem. In another case, when PSTs conducted teaching-learning activities through the GoogleMeet synchronously, then unexpectedly the device was error or bug in the meantime while presenting the teaching media during the teaching-learning process e.g. Powtoon in the GoogleMeet, the PSTs would re-share screen then representing the Powtoon. In addition, the PSTs also attached the Powtoon to the Google Classroom to ensure that students would fully get to comprehend the material through the Powtoon.

### **PSTs' Unstable Internet Signal**

When the PSTs conducted synchronous learning through GoogleMeet and implemented either Powtoon or a video on YouTube as the teaching media in the teaching-learning activity, then while presenting the media, unexpectedly the signals were poor, it might cause a loading either in the video or the audio. As the result, the students might not see or hear the video clearly if the loading still reloads in a meantime. In this case, the signal problem might be suffered by both teachers and the students during the online learning circumstances. Both teachers and students continue to have trouble connecting to the internet network due to where they live (Efriana, 2021). Thus, to get rid of this problem, the PSTs done by a re-share screen on the GoogleMeet, then re-playing the video. In addition, the PSTs frequently asked the students to ensure that both the audio and the video can be played and heard clearly.

## **Conclusion and Suggestions**

- 1) It was found that the kinds of teaching media that were mostly used by EFL pre-service teachers during the teaching practice in *PLP Adaptif 2021* was multimedia, in form of PowerPoint.
- 2) Following that, due to PowerPoint was the kind of teaching media that was mostly used by EFL PSTs, thus, there were some reasons underlying its use of it during the *PLP-A 21* program. In this case, the PSTs generally revealed: a) PowerPoint was a teaching media that is easy to use; b) PowerPoint was a common media for online learning; c) PowerPoint helps pre-service teachers easier to convey and explain the learning material; d) The features of PowerPoint became its preeminence since it was beneficial and helped pre-



service teachers to design appealing media, and e) It used gave a positive impact on students' learning performance.

- 3) Furthermore, there were some challenges encountered by EFL PSTs while implementing PowerPoint as the kind of teaching media that was mostly used by them in *PLP-A 21*. In this case, the problem came from the external and internal problems; Regarding the external problem, generally, students' unwell-facilitated supporting devices, students' insufficiency of device storage, and students' problem device e.g. the phone was an error or bug. Meanwhile, internal problems encountered by the PSTs were regarding their devices' problem e.g. laptops or PC sometimes got bugs and errors while implementing the media and the last was about PSTs' unstable internet connection.

This research may not be ideal, thus the researcher proposes that future researchers who are interested in investigating deeper data and information regarding reasons and factors underlying the high preference used of PowerPoint as the online teaching media; even though, there were Powtoon, Canva, YouTube video, etc. that can be used as the teaching media for facilitating students in online learning circumstances; or conducted further in-depth research that focuses on various situations or specific teaching media issues. As a result, research on teaching media may be investigated from many perspectives and give additional information.

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