

Using Teaching Media to improve English language Teaching A Qualitative Study on Classroom Practices and Student Engagement

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Abstract

This study explores how teaching media increase English Language Teaching, with a particular focus on classroom practices and student engagement. The objective of the study is to investigate how different types of teaching media contribute to more effective language instruction and support active participation among learners. The study reviewed the use of media, including visual materials, audio resources, and digital tools, as part of English teaching practices. A qualitative research design is employed to gain an in depth understanding of how teaching media are used in real classroom settings. Data are collected through classroom observations, semi structured interviews with teachers, and student feedback. The participants include English teachers and Junior High school students, allowing the study to catch more perspectives on the use of teaching media. Relevant literature is also reviewed to support the analysis and provide a theoretical foundation.

Keyword: Teaching Media, Classroom Practice, A qualitative research

Introduction

Teaching English as a foreign or second language presents various challenges, particularly in maintaining student interest and facilitating meaningful communication. Traditional teaching methods that are just used in textbooks and lectures often fail to engage learners fully. In response, educators have increasingly turned to teaching media such as videos, audio recordings, digital tools, and visual aids to enrich the learning experience.

Teaching media plays an important role in helping students understand language concepts more clearly and interact more actively during lessons. Through visual and audio support, students can experience more meaningful learning situations that connect classroom materials with real-life contexts. In English language teaching, media can assist students in developing listening, speaking, reading, and

writing skills while making the learning process more interesting and less monotonous. The use of media may also increase students' confidence and willingness to participate in classroom activities.

Despite its advantages, the use of teaching media in English classrooms is not always implemented effectively. Some schools face limitations in technology facilities, while some teachers may lack sufficient training or experience in using media as part of their teaching strategies. Technical problems and limited classroom resources can also affect the learning process. Therefore, it is important to examine how teaching media is actually used in classroom practices and how students respond to it during English lessons.

Teaching media refers to any resource or tool used to support instruction and enhance understanding. In English language teaching, these tools can provide authentic language input, stimulate interaction, and cater to diverse

learning styles. As noted by Mayer (2009), multimedia learning can significantly improve learners' understanding when properly designed. This study aims to examine how teaching media is used in classroom practices and how it affects student engagement.

Methodology

This study adopts a qualitative approach to get in-depth insights into classroom practices. Data were collected from three English language classrooms at the Junior High School Level.

A qualitative approach was chosen because it allows the researcher to gain detailed understanding of classroom interactions, teaching practices, and students' responses in natural learning situations.

This research applied a qualitative methodology to investigate the use of teaching media in English language classrooms and to understand how such media affect students' engagement during learning activities. The qualitative approach was considered the most appropriate because the study focused on describing experiences, classroom behavior, interaction patterns, and perceptions that cannot be fully measured through numerical data alone. By using qualitative research, the researcher was able to explore the teaching and learning process in depth and obtain rich information directly from the classroom environment.

Qualitative research emphasizes understanding social phenomena from the perspectives of the participants involved. In the context of this study, the researcher sought to examine how teachers integrate different forms of teaching media into English instruction and how students respond to these instructional tools during classroom activities. The study aimed not only to identify the types of media used, but also to understand their role in creating meaningful learning

experiences, increasing participation, and encouraging communication between teachers and students.

The research was conducted in a natural classroom setting so that the researcher could observe authentic teaching and learning interactions. Conducting the study in the real educational environment helped provide a clearer picture of how teaching media function in everyday classroom practice. Rather than manipulating variables or creating experimental conditions, the researcher observed the learning process as it normally occurred. This naturalistic approach is one of the main characteristics of qualitative research because it allows findings to reflect actual classroom realities.

The participants of the study consisted of English teachers and students from the selected school or educational institution. The teachers were chosen because they were directly involved in planning and implementing teaching media during English lessons, while the students were selected because they experienced the instructional process and could provide responses regarding their engagement and participation in class activities. The participants were selected purposively, meaning that the researcher intentionally chose individuals who were considered capable of providing relevant and meaningful information related to the research topic. This sampling technique is commonly used in qualitative studies because it focuses on obtaining deep and detailed data from participants who have direct experience with the phenomenon being studied.

Several techniques were used to collect data in this study, including classroom observation, interviews, and documentation. These methods were selected to ensure that the researcher obtained comprehensive information from different perspectives. By combining multiple data collection techniques, the researcher could

also strengthen the credibility and reliability of the findings through data triangulation.

Classroom observation was one of the primary methods used in this research. Through direct observation, the researcher was able to examine how teaching media were applied during English lessons and how students reacted to them in real time. The researcher observed classroom activities such as teacher explanations, student participation, group discussions, question-and-answer sessions, and the use of media such as videos, slides, pictures, audio recordings, flashcards, digital applications, or interactive learning platforms. Observation enabled the researcher to identify students' behavioral responses, including their attention, enthusiasm, interaction, and willingness to participate in learning activities. During the observation process, field notes were taken to record important events, classroom situations, teacher strategies, and student reactions related to the use of teaching media.

In addition to observation, interviews were conducted to gather deeper insights from both teachers and students. Semi-structured interviews were used because they provided flexibility for the researcher to explore participants' experiences and opinions while still focusing on the objectives of the study. The teachers were asked about their reasons for selecting certain teaching media, the challenges they faced when using media in the classroom, and their perceptions regarding the effectiveness of media in improving student engagement. Meanwhile, students were asked about their experiences during English lessons, their feelings toward the teaching media used by the teacher, and how the media influenced their motivation, interest, and participation in classroom learning.

The interview process allowed participants to express their thoughts freely and provide detailed explanations about their experiences. This

method helped the researcher understand not only observable classroom behavior but also the meanings and perceptions behind those behaviors. Interviews also provided opportunities for clarification whenever the researcher needed additional explanation regarding certain responses or classroom situations.

Documentation was also used as a supporting data collection technique. The researcher collected various documents related to the teaching and learning process, such as lesson plans, teaching materials, classroom photographs, worksheets, presentation slides, and other instructional resources used by the teacher. These documents helped provide additional evidence regarding how teaching media were prepared and implemented in English instruction. Documentation also supported the observational data by showing the types of media used and the objectives of their application in classroom activities.

After the data had been collected, the researcher analyzed the information using qualitative data analysis techniques. The analysis process involved several stages, including data reduction, data organization, data interpretation, and conclusion drawing. First, the researcher reviewed all observation notes, interview transcripts, and documents to identify important information related to the research questions. Irrelevant or repetitive data were reduced in order to focus on the most meaningful findings.

Next, the data were organized into categories and themes based on recurring patterns and ideas. For example, the researcher grouped data related to types of teaching media, student participation, motivation, classroom interaction, and challenges in media implementation. By categorizing the data, the researcher was able to identify connections between teaching media and student engagement more clearly.

The researcher then interpreted the findings by examining how the collected data reflected the role of teaching media in English language learning. Interpretation involved understanding participants' perspectives, classroom dynamics, and the educational significance of the observed phenomena. Finally, conclusions were drawn based on the overall findings of the study. These conclusions were intended to answer the research questions and provide insights into how teaching media contribute to student engagement in English classrooms.

To ensure the trustworthiness of the research findings, the researcher applied several strategies commonly used in qualitative studies. One important strategy was triangulation, which involved comparing information obtained from different data sources and methods, such as observation, interviews, and documentation. If similar findings appeared across different sources, the credibility of the data became stronger. In addition, the researcher carefully recorded and documented all research activities to maintain transparency throughout the study.

Ethical considerations were also taken into account during the research process. Before conducting observations and interviews, the researcher obtained permission from the school and informed the participants about the purpose of the study. Participants were assured that their identities and personal information would remain confidential. Their participation was voluntary, and they had the right to withdraw from the study at any time if they felt uncomfortable.

Overall, the qualitative methodology used in this study provided a detailed understanding of how teaching media are utilized in English language classrooms and how they influence students' engagement in the learning process. Through observation, interviews, and documentation, the researcher was able to explore classroom experiences deeply and capture the perspectives

of both teachers and students. The use of a qualitative approach allowed the study to present meaningful insights into the practical role of teaching media in supporting effective English language learning.

Research Design

The study used a descriptive qualitative method. This design focused on describing and interpreting classroom experiences related to the use of teaching media in English teaching. The researcher aimed to understand the behaviors, opinions, and experiences of both teachers and students without manipulating the classroom environment.

Research Setting and Participants

The research was conducted in several English language classrooms at the secondary school level. The participants consisted of English teachers and students who were actively involved in classroom learning activities. Teachers were selected because they regularly used teaching media during lessons, while students were chosen to provide information about their learning experiences and engagement in the classroom.

The participants were selected using purposive sampling, meaning that individuals were chosen based on their relevance to the objectives of the study. This sampling method helped the researcher obtain meaningful and detailed information related to the research topic.

Data collection

To obtain comprehensive and meaningful information regarding the use of teaching media in English language classrooms, this study employed several data collection techniques, namely classroom observations, teacher

interviews, and student reflections. These techniques were selected because they allowed the researcher to gather information from different perspectives and understand the teaching and learning process in greater depth. By combining these methods, the researcher was able to examine not only how teaching media were implemented in the classroom, but also how teachers and students perceived their effectiveness in supporting learning engagement and motivation.

Classroom Observations

Classroom observation was one of the primary methods used in this study. Observation enabled the researcher to directly examine the real teaching and learning process as it occurred naturally in the classroom environment. Through this technique, the researcher was able to gain firsthand information about how teachers integrated teaching media into English lessons and how students reacted during classroom activities. Observation was considered important because it allowed the researcher to capture authentic classroom interactions without relying solely on participants' verbal explanations.

During the observation sessions, the researcher focused on several important aspects related to the implementation of teaching media. These aspects included the types of media used by the teacher, the way the teacher delivered learning materials through media, students' participation during activities, and classroom interaction patterns between teachers and students. The researcher also observed students' behavioral responses, such as attentiveness, enthusiasm, participation in discussions, willingness to answer questions, and collaboration with classmates during learning activities involving teaching media.

The teaching media observed in this study included visual media, audio media, audiovisual

materials, digital presentations, online learning platforms, educational videos, pictures, flashcards, and interactive applications. The researcher paid close attention to how these media were used to explain learning materials, stimulate discussion, and encourage student participation in English learning activities.

To ensure accurate data collection, the researcher used observation notes to record important classroom events and interactions. These field notes included descriptions of classroom situations, teacher instructions, student responses, and other relevant details related to the use of teaching media. The researcher also noted any challenges or limitations experienced during the learning process, such as technical difficulties, lack of student participation, or time management issues.

Observation as a data collection technique provided rich contextual information that could not always be obtained through interviews alone. It helped the researcher understand the classroom atmosphere and identify the actual influence of teaching media on students' engagement in learning activities. Furthermore, classroom observation allowed the researcher to compare teachers' statements from interviews with actual classroom practices, which contributed to the credibility of the research findings.

Teacher Interviews

In addition to classroom observation, interviews with teachers were conducted to obtain deeper insights into their experiences and perceptions regarding the use of teaching media in English language instruction. Interviews are commonly used in qualitative research because they provide opportunities for participants to explain their thoughts, feelings, and experiences in detail. In this study, semi-structured interviews were chosen because they offered flexibility while still maintaining focus on the research objectives.

The interviews involved English teachers who regularly used teaching media during classroom instruction. The researcher prepared a list of guiding questions related to the teachers' experiences, strategies, challenges, and opinions about the effectiveness of teaching media in improving student engagement and learning outcomes. However, additional questions were also asked during the interviews whenever clarification or deeper explanation was needed.

During the interviews, teachers were encouraged to describe the kinds of teaching media they frequently used and the reasons for selecting those media in their lessons. They were also asked to explain how teaching media supported their teaching objectives, helped students understand learning materials, and created a more interactive classroom environment. In addition, teachers discussed the advantages and disadvantages of using media in English language teaching.

Another important aspect explored during the interviews was the challenges teachers faced while implementing teaching media. Some challenges included limited classroom facilities, unstable internet connections, insufficient technological resources, time constraints, and varying levels of student participation. Teachers also shared their strategies for overcoming these obstacles and adapting media use to different classroom situations.

The interviews further explored teachers' perceptions regarding students' responses to teaching media. Teachers explained whether students became more motivated, active, and confident during lessons involving media compared to traditional teaching methods. These perspectives helped the researcher understand the practical role of teaching media from the teachers' point of view and provided valuable information about the effectiveness of media-based instruction in English language classrooms.

To maintain data accuracy, all interviews were recorded with participants' permission and later transcribed into written form for analysis. The transcription process enabled the researcher to review the interview data carefully and identify key themes related to the research questions. Teacher interviews therefore played an essential role in providing detailed and reflective information about classroom teaching practices and instructional experiences.

Student Reflections

Student reflections were also used as an important data collection method in this study. Reflection activities allowed students to express their personal opinions, feelings, and experiences regarding the use of teaching media during English lessons. This method was valuable because students are the direct recipients of instructional practices, and their perspectives can provide meaningful insights into the effectiveness of teaching media in supporting learning engagement and motivation.

Students were asked to share their reflections either in written form or through guided discussions, depending on the classroom situation and research conditions. The reflection process focused on students' experiences while participating in English learning activities involving different types of media. Students were encouraged to explain how teaching media influenced their understanding of lesson materials, interest in classroom activities, confidence in participating, and motivation to learn English.

Many students described that teaching media made lessons more interesting, enjoyable, and easier to understand. Visual and audiovisual materials, such as videos, pictures, and digital presentations, helped students better comprehend vocabulary, pronunciation, and contextual language use. Interactive media and group

activities also encouraged students to participate more actively in discussions and collaborative learning tasks.

In addition to positive experiences, students were also given opportunities to discuss difficulties or challenges they encountered during media-based learning activities. Some students mentioned distractions caused by technology, limited access to devices, or difficulties in following digital instructions. These reflections helped the researcher obtain a balanced understanding of both the strengths and limitations of teaching media in English language classrooms.

Student reflections provided important information about students' emotional and motivational responses during the learning process. Through reflection, the researcher could better understand how students perceived classroom learning experiences and whether teaching media contributed to increased engagement, participation, and learning motivation. This method also complemented observation findings by revealing students' internal thoughts and feelings that could not always be observed directly in classroom interactions.

Data Analysis

The data collected in this study were analyzed using thematic analysis, a qualitative data analysis technique that focuses on identifying, organizing, and interpreting patterns or themes within a set of data. Thematic analysis was considered suitable for this research because it allowed the researcher to examine participants' experiences, classroom interactions, and responses related to the use of teaching media in English language learning. Through this method, the researcher was able to explore meaningful patterns from classroom observations, teacher interviews, and student reflections in order to

understand how teaching media influenced student engagement during the learning process.

The process of data analysis was conducted systematically and continuously throughout the research. Rather than waiting until all data had been collected, the researcher began analyzing information gradually while conducting observations and interviews. This ongoing analysis helped the researcher become more familiar with the data and allowed important issues or recurring patterns to be identified early in the study. The analysis process involved several stages, including data organization, data reduction, coding, theme development, interpretation, and conclusion drawing.

Organizing and Preparing the Data

The first stage of analysis involved organizing and preparing all collected data. The researcher gathered observation notes, interview recordings, interview transcripts, and student reflections into a structured format to make the analysis process more manageable. Observation notes were carefully reviewed to identify important classroom events, teacher activities, and student responses during lessons involving teaching media. Interview recordings from teachers were transcribed into written text so that the researcher could examine participants' statements in detail. Similarly, students' written reflections and responses were compiled and arranged according to the research objectives.

At this stage, the researcher repeatedly read all the collected data to gain a comprehensive understanding of the information. Reading the data several times helped the researcher become familiar with participants' experiences and allowed important details to emerge naturally from the dataset. The researcher also checked the accuracy of the transcripts and field notes to ensure that the information reflected the actual classroom situations and participants' responses.

Organizing the data was an essential step because qualitative research often produces a large amount of information from multiple sources. By arranging the data systematically, the researcher could easily identify connections between classroom observations, teacher perspectives, and students' learning experiences. This preparation stage also helped the researcher maintain consistency throughout the analysis process.

Data Reduction and Initial Coding

After organizing the data, the researcher conducted data reduction by selecting information that was most relevant to the research questions. Not all collected data were directly related to the focus of the study; therefore, unnecessary or repetitive information was minimized to make the analysis more focused and meaningful. Data reduction did not mean removing important information but rather simplifying and concentrating on significant details that contributed to understanding the role of teaching media in English classrooms.

The next step involved coding the data. Coding is the process of labeling or categorizing sections of data according to specific ideas, concepts, or issues. During this stage, the researcher carefully examined observation notes, interview transcripts, and student reflections line by line to identify meaningful statements or recurring patterns. Words, phrases, and sentences related to classroom interaction, student participation, motivation, teacher strategies, and media use were highlighted and assigned specific codes.

For example, statements describing increased student enthusiasm during video-based activities were grouped under codes such as "active participation" or "student motivation." Similarly, comments related to technological difficulties or limited classroom resources were categorized under codes such as "technical challenges" or "learning barriers." Through coding, the

researcher was able to break down large amounts of data into smaller and more manageable units.

The coding process was conducted carefully to ensure that the meaning of participants' responses was preserved. The researcher continuously compared codes across different data sources to identify similarities and differences in participants' experiences. This stage also allowed the researcher to recognize patterns that frequently appeared throughout the data.

Developing Themes

Once the coding process was completed, the researcher began grouping similar codes into broader categories or themes. Themes represent important patterns that capture significant aspects of the research topic. In this study, themes were developed based on repeated ideas and experiences related to the use of teaching media and its influence on student engagement in English language learning.

Several themes emerged during the analysis process. These included themes related to increased student motivation, active classroom participation, improved understanding of learning materials, teacher creativity in media use, collaborative learning experiences, and challenges in implementing teaching media. Each theme represented a meaningful aspect of how teaching media influenced the teaching and learning process.

For instance, codes such as "students enjoyed learning activities," "students paid more attention," and "students actively answered questions" were grouped into the broader theme of "enhanced student engagement." Likewise, codes related to the use of videos, pictures, and interactive digital applications were categorized under the theme of "variety of teaching media." Themes concerning internet problems, lack of technological facilities, or limited time were

grouped into the theme of “implementation challenges.”

The process of developing themes required careful interpretation and comparison of the data. The researcher examined whether the identified themes accurately represented participants’ experiences and whether they were supported by sufficient evidence from observations, interviews, and reflections. Themes were revised and refined whenever necessary to ensure clarity and consistency.

Interpreting the Findings

After identifying and organizing the themes, the researcher interpreted the findings to explain the relationship between teaching media and student engagement in English language classrooms. Interpretation involved analyzing the meaning of the collected data and understanding how the themes answered the research questions. At this stage, the researcher connected classroom observations with teachers’ explanations and students’ reflections to develop a deeper understanding of the educational phenomena being studied.

The interpretation process showed that teaching media played an important role in creating interactive and engaging learning environments. Classroom observations demonstrated that students tended to participate more actively when teachers used visual, audiovisual, or digital media during lessons. Students appeared more interested in learning activities and showed greater enthusiasm during discussions, group work, and interactive exercises involving teaching media.

Teacher interviews further supported these findings by explaining that media helped simplify complex learning materials, attract students’ attention, and encourage classroom interaction. Teachers also believed that teaching media made

English lessons more enjoyable and supported students with different learning styles. In addition, student reflections revealed that media-based instruction improved their understanding of lesson content and increased their confidence in participating during classroom activities.

However, the interpretation also highlighted several challenges related to the implementation of teaching media. Limited technological facilities, unstable internet access, classroom management difficulties, and time limitations were identified as factors that sometimes reduced the effectiveness of media-based instruction. Despite these obstacles, both teachers and students generally viewed teaching media positively and considered it beneficial for English language learning.

Drawing Conclusions

The final stage of thematic analysis involved drawing conclusions based on the identified themes and interpretations. The researcher summarized the main findings of the study and explained how teaching media influenced student engagement in English classrooms. Conclusions were developed carefully to ensure that they were supported by evidence from multiple data sources.

The analysis concluded that teaching media contributed positively to students’ motivation, participation, and understanding during English learning activities. Media use created more interactive classroom environments and encouraged active involvement in the learning process. At the same time, the study also revealed the importance of teacher preparedness, classroom resources, and effective classroom management in supporting successful media integration.

Overall, thematic analysis enabled the researcher to explore the experiences of teachers and students in depth and to identify meaningful patterns within the data. Through systematic organization, coding, theme development, and interpretation, the researcher gained a comprehensive understanding of how teaching media affected English language learning and student engagement in classroom settings.

Trustworthiness of the Study

In qualitative research, trustworthiness is an essential aspect that determines the quality, reliability, and value of the study findings. Unlike quantitative research, which often focuses on numerical validity and statistical reliability, qualitative research emphasizes the depth, authenticity, and credibility of the information collected from participants and real-life situations. Therefore, researchers must apply appropriate strategies to ensure that the findings accurately represent the experiences and perspectives of the participants involved in the study. In this research, several efforts were made to establish the trustworthiness of the findings, particularly through the use of data triangulation and careful research procedures.

One of the main strategies used in this study to strengthen trustworthiness was data triangulation. Triangulation refers to the process of collecting information from different sources or using multiple methods to examine the same phenomenon. The purpose of triangulation is to reduce the possibility of bias and to increase the accuracy and consistency of the research findings. By comparing information gathered from different sources, the researcher can determine whether similar patterns or conclusions appear repeatedly throughout the data.

In this study, the researcher used three main data collection techniques: classroom observations,

teacher interviews, and student reflections. Each method provided a different perspective on the use of teaching media in English language classrooms. Classroom observations allowed the researcher to directly examine how teaching media were implemented during lessons and how students responded to instructional activities. Teacher interviews provided insights into teachers' experiences, opinions, and challenges related to the use of teaching media. Meanwhile, student reflections revealed students' personal thoughts, feelings, and learning experiences during media-based instruction.

The combination of these three data sources enabled the researcher to obtain a more comprehensive understanding of the research topic. For example, when classroom observations showed that students appeared more active during lessons involving videos or interactive presentations, the researcher compared these findings with teachers' interview responses and students' reflections. If teachers explained that students became more motivated during media-based activities and students themselves reported greater interest and participation, then the consistency among the data sources strengthened the credibility of the findings.

Triangulation also helped the researcher identify differences or contradictions within the data. In some situations, what was observed in the classroom may not have fully matched participants' verbal explanations. For instance, a teacher may have believed that certain teaching media were effective, while some students may have expressed difficulties or distractions related to the same media. By recognizing these differences, the researcher was able to analyze the findings more critically and present a balanced interpretation of the classroom situation. Rather than relying on a single viewpoint, triangulation encouraged the researcher to consider multiple perspectives before drawing conclusions.

Another important aspect of trustworthiness in this study was prolonged engagement with the research setting. The researcher spent sufficient time observing classroom activities and interacting with participants in order to gain a deeper understanding of the learning environment. Spending more time in the classroom helped the researcher become familiar with classroom routines, teaching practices, and student behavior. It also allowed participants to feel more comfortable during the research process, which increased the likelihood of obtaining honest and natural responses.

Prolonged engagement reduced the risk of misunderstanding or misinterpreting classroom situations because the researcher was able to observe repeated patterns over time. Instead of making conclusions based on isolated events, the researcher examined how teaching media were used across different learning sessions and how students consistently responded to them. This process contributed to the dependability of the research findings by ensuring that observations reflected authentic classroom experiences rather than temporary or unusual situations.

The researcher also maintained detailed records throughout the research process to support the consistency and transparency of the study. Observation notes, interview transcripts, student reflections, and documentation were carefully organized and stored systematically. Keeping accurate records helped the researcher review the collected information repeatedly during the analysis stage. It also allowed the researcher to trace how interpretations and conclusions were developed from the original data.

Careful documentation is important in qualitative research because it demonstrates that the findings are grounded in actual evidence rather than personal assumptions. By preserving detailed records of classroom interactions and participant responses, the researcher ensured that the

analysis process remained clear and organized. This approach also made it easier to compare data from different sources and identify recurring themes related to the use of teaching media and student engagement.

In addition to triangulation and documentation, the researcher applied reflective practices throughout the study. Reflection is an important strategy in qualitative research because researchers must remain aware of their own perspectives, assumptions, and potential biases during the research process. Since qualitative researchers are directly involved in collecting and interpreting data, personal opinions or expectations may unintentionally influence the findings if not carefully managed.

To minimize this possibility, the researcher continuously reflected on personal interpretations and attempted to remain objective while analyzing the data. The researcher focused on presenting participants' experiences and classroom realities as accurately as possible. By carefully reviewing observation notes, interview responses, and student reflections, the researcher ensured that conclusions were based on evidence rather than subjective judgments.

Furthermore, the researcher used clear and systematic procedures during data analysis to improve the dependability of the study. Thematic analysis was conducted through several organized stages, including data organization, coding, categorization, theme development, and interpretation. Each step was carried out carefully to ensure that important information was not overlooked. By following a structured analysis process, the researcher was able to identify meaningful patterns and relationships within the data consistently.

The use of direct quotations and detailed descriptions also contributed to the trustworthiness of the study. Participants'

statements from interviews and reflections were used to support interpretations and findings. Including participants' voices in the analysis helped demonstrate that the conclusions were connected to real experiences and perspectives. Detailed descriptions of classroom situations, teacher practices, and student behavior further strengthened the authenticity of the findings by providing readers with a clear understanding of the research context.

Ethical considerations also played an important role in establishing trustworthiness. Before collecting data, the researcher informed participants about the purpose of the study and obtained their consent to participate. Participants were assured that their identities and personal information would remain confidential. Creating an ethical and respectful research environment encouraged participants to share their experiences openly and honestly, which improved the quality and reliability of the collected data.

The researcher also ensured that participants' responses were represented fairly and respectfully throughout the study. No information was manipulated or altered to fit personal expectations or research assumptions. Instead, the researcher aimed to present findings that accurately reflected the participants' experiences with teaching media in English language classrooms.

Overall, the trustworthiness of this study was strengthened through multiple strategies, particularly data triangulation, prolonged classroom engagement, systematic documentation, reflective practices, structured analysis procedures, and ethical research conduct. By comparing information obtained from observations, interviews, and student reflections, the researcher was able to verify the consistency and accuracy of the findings. These efforts helped ensure that the study provided a

reliable and meaningful understanding of how teaching media influence English language teaching and student engagement in classroom learning activities.

The application of these trustworthiness strategies increased confidence in the research findings and supported the overall quality of the study. As a result, the conclusions presented in this research are based on carefully examined evidence gathered from multiple perspectives and authentic classroom experiences.

Ethical considerations are an important part of every research study, especially in qualitative research involving human participants. Ethical principles help ensure that the rights, dignity, safety, and well-being of participants are protected throughout the research process. In this study, the researcher paid careful attention to ethical responsibilities while conducting classroom observations, interviews, and collecting student reflections related to the use of teaching media in English language classrooms. Several ethical measures were applied to ensure that the research was conducted respectfully, responsibly, and professionally.

One of the primary ethical principles implemented in this study was voluntary participation. All participants were given the freedom to decide whether they wanted to participate in the research without any pressure or coercion. Before the research activities began, the researcher explained the purpose and objectives of the study clearly to both teachers and students. Participants were informed that the study aimed to explore the use of teaching media in English language teaching and to understand its influence on student engagement during classroom learning activities.

The researcher ensured that participation in the study was entirely based on participants' willingness. Teachers and students were

informed that they had the right to refuse participation if they did not feel comfortable taking part in the study. In addition, participants were told that they could withdraw from the research at any stage without facing any negative consequences. This approach helped create a research environment where participants felt respected and comfortable sharing their experiences and opinions honestly.

Another important ethical aspect considered in this study was informed consent. Before collecting data, the researcher provided participants with sufficient information regarding the procedures, methods, and purposes of the research. Participants were informed about the types of activities involved in the study, such as classroom observations, interviews, and reflective responses. They were also informed about how the collected data would be recorded, analyzed, and reported.

Providing clear information allowed participants to make informed decisions about their involvement in the research. Informed consent is essential because it ensures that participants understand the nature of the study and agree voluntarily to participate. In the case of student participants, permission from the school or educational institution was also obtained before conducting research activities. This process helped maintain ethical responsibility and institutional transparency throughout the study.

Confidentiality was another major ethical principle applied in this research. The researcher recognized the importance of protecting participants' personal identities and ensuring that the information they shared remained private. To maintain confidentiality, the researcher did not use participants' real names in observation notes, interview transcripts, or research reports. Instead, pseudonyms or general descriptions were used to protect participants' identities.

The researcher also ensured that personal information obtained during the study was stored securely and accessed only for research purposes. Interview recordings, observation notes, and student reflections were kept confidential to prevent unauthorized access. Maintaining confidentiality encouraged participants to express their thoughts and experiences openly without fear of judgment or exposure. It also strengthened trust between the researcher and participants, which contributed to the quality and authenticity of the collected data.

Respect for participants' privacy was also carefully maintained throughout the research process. During classroom observations and interviews, the researcher avoided collecting unnecessary personal information unrelated to the study objectives. The focus remained on participants' experiences with teaching media and classroom learning activities rather than on private matters outside the educational context.

The researcher also respected participants' emotional comfort during interviews and reflection activities. Participants were not forced to answer questions that made them uncomfortable, and they were free to skip questions if they preferred not to respond. This respectful approach helped ensure that participants felt safe and valued during the research process.

In addition, the researcher ensured that all collected data were used solely for academic purposes. The information gathered from participants was analyzed only to support the objectives of the study and was not shared for personal, commercial, or non-academic purposes. The researcher understood the responsibility of handling research data ethically and professionally. Therefore, all findings were presented honestly and accurately without altering participants' responses or manipulating the data to support specific conclusions.

Another ethical responsibility addressed in this study involved minimizing harm to participants. The researcher ensured that the research activities did not interfere significantly with classroom learning processes or create discomfort for participants. Classroom observations were conducted in a non-disruptive manner so that teaching and learning activities could continue naturally. Interviews and reflection sessions were scheduled at appropriate times to avoid interrupting participants' academic responsibilities.

The researcher also remained neutral and respectful throughout the study. In qualitative research, researchers interact directly with participants and become involved in the research environment. Therefore, maintaining professionalism and avoiding personal bias are important ethical responsibilities. The researcher avoided making judgments about participants' teaching practices, learning abilities, or classroom behavior. Instead, the researcher focused on understanding participants' experiences objectively and presenting the findings fairly.

The process of data analysis in this study also followed ethical and systematic procedures. The researcher analyzed the data using thematic analysis, a widely recognized qualitative analysis method developed by Braun and Clarke (2006). Thematic analysis is used to identify, organize, and interpret patterns or themes within qualitative data. This method was selected because it allowed the researcher to explore meaningful patterns related to the use of teaching media and student engagement in English language learning.

The thematic analysis process involved several stages. First, the researcher became familiar with the data by reading observation notes, interview transcripts, and student reflections repeatedly. This stage helped the researcher understand

participants' experiences and identify significant information related to the research objectives.

Next, the researcher generated initial codes by labeling important statements and ideas found in the data. These codes represented recurring concepts related to classroom interaction, student participation, motivation, teaching strategies, and challenges in using teaching media. After coding the data, the researcher grouped similar codes into broader themes that reflected meaningful patterns across the dataset.

Themes such as student engagement, interactive learning, teacher creativity, classroom challenges, and motivational impact emerged during the analysis process. The researcher then reviewed and refined these themes to ensure that they accurately represented participants' experiences and were supported by sufficient evidence from the collected data.

Finally, the researcher interpreted the themes and connected them to the research questions and objectives. Thematic analysis allowed the researcher to present a detailed understanding of how teaching media influenced English language learning and classroom engagement. Throughout the analysis process, the researcher remained committed to representing participants' experiences honestly and accurately.

Overall, ethical considerations played a significant role in ensuring the quality and integrity of this study. By applying principles such as voluntary participation, informed consent, confidentiality, privacy protection, respectful treatment of participants, and responsible data use, the researcher maintained ethical standards throughout the research process. In addition, the use of thematic analysis following Braun and Clarke's (2006) framework provided a systematic and credible approach to analyzing qualitative data.

These ethical practices not only protected participants' rights and well-being but also contributed to the trustworthiness and reliability of the research findings. As a result, the study was able to provide meaningful insights into the role of teaching media in English language classrooms while maintaining respect for all individuals involved in the research process.

Findings and Discussion

The findings of this study show that teaching media has an important contribution to English language teaching and learning. Based on classroom observations, teacher interviews, and student reflections, several themes emerged regarding the use of teaching media, its influence on student engagement, and the challenges faced during classroom implementation.

Teachers used a variety of media, including videos, slides, audio recordings, and online platforms. Videos were commonly used to introduce topics and provide real-life context, while slides helped organize lesson content. Audio materials were used to improve listening skills.

The Use of Teaching Media in English Classrooms

The study found that teachers used different kinds of teaching media to support classroom instruction. The most commonly used media included videos, PowerPoint presentations, pictures, audio recordings, online platforms, and interactive activities. Teachers used these media to explain lesson materials more clearly and to make classroom activities more interesting for students.

In several observed classes, videos were used to introduce topics and provide examples of authentic English conversations. Teachers believed that visual and audio materials helped

students understand pronunciation, vocabulary, and context more effectively than explanations alone. Pictures and slides were also frequently used to support reading and speaking activities because they attracted students' attention and encouraged discussion.

In addition, some teachers integrated digital platforms and online quizzes into classroom activities. These tools allowed students to participate actively and created a more interactive learning environment. Students appeared more enthusiastic when lessons included multimedia elements compared to lessons that relied only on textbooks.

These findings indicate that teaching media can function as a supportive tool that helps teachers deliver lessons in a clearer and more engaging way. The use of media also created more variation in classroom instruction, reducing boredom and increasing students' interest in learning English.

The Influence of Teaching Media on Student Engagement

Another important finding of this study is the positive impact of teaching media on student engagement. Students showed greater participation and attention during lessons that involved media-based activities. The findings revealed three major forms of engagement: behavioral engagement, emotional engagement, and cognitive engagement.

Behavioral Engagement

Students became more active during classroom activities when teaching media was used. They participated more frequently in discussions, answered questions confidently, and showed willingness to complete tasks. Interactive media, such as videos and online quizzes, encouraged

students to become directly involved in the lesson rather than remaining passive listeners.

Emotional Engagement

The use of teaching media also influenced students' feelings toward learning English. Many students stated that media-based lessons were more enjoyable and motivating. Lessons became less monotonous because students were exposed to different forms of learning materials. As a result, students appeared more enthusiastic and comfortable during classroom activities.

Challenges in Using Teaching Media

Although teaching media provided many benefits, the study also identified several challenges faced by teachers during implementation.

One major challenge was limited access to technology. Some classrooms did not have sufficient facilities such as projectors, speakers, stable internet connections, or multimedia devices. This situation limited teachers' ability to use teaching media consistently.

Technical problems also became obstacles during lessons. Internet disruptions, malfunctioning equipment, and software issues sometimes interrupted classroom activities and reduced instructional time. These technical difficulties occasionally caused frustration for both teachers and students.

Another challenge was the limited training and experience of teachers in using teaching media effectively. Some teachers felt uncertain about selecting appropriate media or integrating technology into lesson plans. As a result, media was sometimes used only as a supplementary tool rather than as an integrated part of the teaching process.

These findings demonstrate that the success of teaching media depends not only on the availability of technology but also on teachers' readiness and institutional support. Without proper facilities and training, the potential benefits of teaching media may not be fully achieved.

Discussion

The findings of this study highlight the important role of teaching media in improving English language teaching and student engagement. Media-supported instruction created more interactive and student-centered learning experiences. Students became more active, motivated, and responsive during classroom activities when media was integrated into lessons.

The study also shows that teaching media can support different learning styles by combining visual, audio, and interactive elements. This variety helped students understand lesson materials more effectively and reduced difficulties in language learning. The findings support the idea that meaningful learning occurs when students are actively involved in the learning process.

However, the study also emphasizes that teaching media alone cannot guarantee successful learning outcomes. Teachers play a crucial role in selecting and managing media appropriately according to classroom needs and learning objectives. Effective use of media requires creativity, preparation, and technical competence.

However, the level of integration varied. Some teachers used media as a central part of their teaching strategy, while others used it only sometimes as an additional tool.

Impact on Student Engagement
The use of teaching media had a noticeable effect on student engagement:

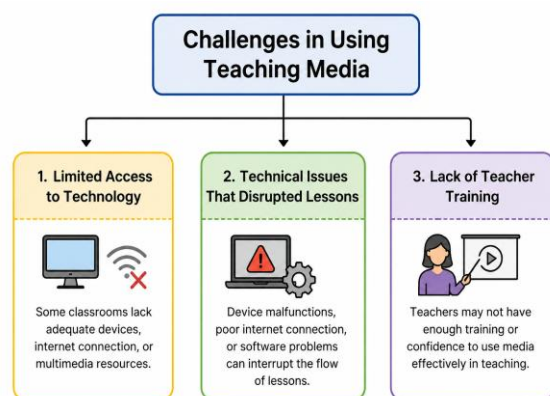
Behavioral Engagement: Students were more attentive and participated more actively during media-based lessons.

Emotional Engagement: Many students reported that lessons became more enjoyable and less monotonous.

Cognitive Engagement: Media helped students understand complex topics more easily and encouraged critical thinking.

For example, students showed greater interest when watching short videos followed by discussions compared to traditional lecture-based instruction.

There is the Challenges in using Teaching Media



Conclusion

This study highlights the important role of teaching media in supporting the teaching and learning process in English language classrooms. The findings demonstrate that teaching media can contribute positively to classroom interaction, student participation, and the overall learning experience. Through the use of visual, audio, audiovisual, and digital resources, teachers are able to create learning environments that are more engaging, interactive, and student-centered.

The integration of teaching media helps transform traditional classroom instruction into a more dynamic process where students become active participants rather than passive recipients of information.

One of the major findings of this study is that teaching media can increase students' motivation to learn English. Many students showed greater enthusiasm and interest when teachers used videos, pictures, slides, interactive applications, or other instructional materials during lessons. The use of media made classroom activities more enjoyable and reduced students' feelings of boredom during learning sessions. English is often considered a difficult subject by some students because it involves learning new vocabulary, grammar, pronunciation, and communication skills. However, teaching media can make these learning materials easier to understand and more appealing to students. Visual and interactive content allows students to connect learning materials with real-life situations, which can improve comprehension and encourage active engagement in classroom activities.

The study also reveals that teaching media support better classroom interaction. When media are integrated effectively, students tend to participate more actively in discussions, question-and-answer sessions, group work, and collaborative activities. Teachers are able to attract students' attention more easily and maintain classroom focus throughout the lesson. Interactive media encourage communication between students and teachers as well as among students themselves. This active interaction creates a learning atmosphere that is more supportive, communicative, and conducive to language development. As a result, students become more confident in expressing ideas, asking questions, and participating in English learning activities.

Another important contribution of teaching media identified in this study is its ability to improve students' understanding of lesson content. Different types of media can help explain abstract or difficult concepts in ways that are clearer and more meaningful. For example, videos and audio recordings can improve students' listening and pronunciation skills, while pictures and visual presentations can support vocabulary learning and reading comprehension. Interactive digital tools can also provide immediate feedback and allow students to practice language skills in a more engaging manner. By presenting information in multiple forms, teaching media accommodate different learning styles and help students process information more effectively.

Although teaching media provide many advantages, this study also found that their effectiveness depends on several important factors. One of these factors is student behavior and readiness to participate in classroom activities. Not all students respond to teaching media in the same way. Some students become highly motivated and actively involved, while others may still show limited participation due to lack of confidence, low interest in learning English, or distractions caused by technology. Therefore, teachers need to understand students' characteristics and learning needs in order to select appropriate media and teaching strategies.

The classroom environment also influences the successful use of teaching media. A supportive learning environment can encourage students to engage more actively with media-based instruction. However, crowded classrooms, limited facilities, noise, or lack of technological resources may reduce the effectiveness of teaching media during lessons. In some cases, technical problems such as unstable internet connections, malfunctioning equipment, or insufficient classroom devices interrupted learning activities and affected the flow of

instruction. These challenges demonstrate that the successful implementation of teaching media requires adequate infrastructure and proper classroom management.

Teacher competence is another significant factor that determines the effectiveness of teaching media in English language teaching. Teachers play a central role in selecting, preparing, and implementing instructional media that match learning objectives and students' needs. The findings indicate that teachers who are creative, confident, and skilled in using technology are more capable of creating engaging classroom activities. On the other hand, limited technological knowledge or insufficient training may prevent teachers from using media effectively. Some teachers may face difficulties operating digital tools, managing technology-based activities, or adapting media to different classroom situations. Consequently, professional development and training programs are essential to help teachers improve their technological and pedagogical skills.

The study further emphasizes that teaching media should not be viewed as a replacement for effective teaching. Media alone cannot guarantee successful learning outcomes if they are not supported by good instructional practices. Teachers remain the key facilitators in the learning process because they guide classroom interaction, explain lesson content, motivate students, and create meaningful learning experiences. Teaching media function as supportive tools that enrich instruction and enhance communication between teachers and students. Effective teaching still depends on the teacher's ability to manage the classroom, select appropriate teaching strategies, and respond to students' learning needs.

In addition, this study suggests that institutional support is necessary for the successful integration of teaching media in English classrooms. Schools

and educational institutions should provide adequate technological facilities, stable internet access, and sufficient learning resources to support teachers in implementing media-based instruction. Institutions should also organize training programs and workshops that help teachers develop skills in using educational technology effectively. Without institutional support, teachers may struggle to maximize the benefits of teaching media in classroom practice.

The findings of this study contribute to a broader understanding of the role of teaching media in language education. They demonstrate that media can support more interactive, motivating, and student-centered learning environments when implemented appropriately. At the same time, the study highlights the importance of balancing technology use with effective teaching methods, classroom management, and student involvement. The integration of teaching media should therefore be carefully planned and adapted to the educational context in order to achieve meaningful learning outcomes.

This study also opens opportunities for further research in the field of English language teaching and educational technology. Future studies could investigate the long-term impact of teaching media on students' language competence, academic achievement, and communication skills. Researchers may also explore how different types of media affect specific language skills such as speaking, listening, reading, or writing. In addition, future research could examine students' attitudes toward digital learning environments or compare the effectiveness of traditional and technology-based teaching methods in different educational contexts.

Overall, this study concludes that teaching media have significant potential to enhance English language learning by improving student motivation, participation, and understanding.

However, the successful use of teaching media requires more than technological tools alone. It depends on teacher competence, student readiness, classroom conditions, and institutional support. When these factors work together effectively, teaching media can become valuable resources that enrich instruction and create more meaningful learning experiences for students in English language classrooms.

This study shows that teaching media have a role in enhancing English language teaching. It supports more engaging and interactive classroom practices while improving student motivation and understanding. However, its effectiveness depends on students, behaviour, environment and teacher competence.

However, the study found that the implementation of teaching media still faces several challenges. Limited technological facilities, technical problems during lessons, and insufficient teacher training affected the effectiveness of media use in some classrooms. These challenges indicate that successful integration of teaching media requires not only appropriate technology but also teacher readiness, creativity, and institutional support.

Educators should not believe in the media as a substitute for good teaching but rather as a tool to complement and enrich instruction. Future research could explore the long-term impact of teaching media on language competence and learning outcomes.

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