Portraying the Use of English Instructional Media Used By English Teachers in EFL Classroomat SMKN in Gorontalo Regency

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Abstract

Instructional media are important to assist the instruction and facilitate the students' achievement in learning English. The aims of this research are firstly to investigate the use of English instructional media delivered by English teacher in EFL classroom at SMKN in Gorontalo Regency. Secondly, to explore the problems that the teacher encounter in implementing instructional media in EFL classroom at SMKN in Gorontalo Regency. Thirdly, to find out the strategies to solve the teacher problems in using the instructional media in EFL classroom at SMKN in Gorontalo Regency. The participants are three English teachers from each school and some students from three classes. By using qualitative method, the researcher did observation, interview and document analysis in the technique of collecting the data. Moreover, the finding shows that the types of instructional media used by the teachers were audio visual media and non-print media. Audio visual media like picture from LCD, whereas print media like whiteboard, books and photocopy. In conclusion, the teaching and learning process at SMK Batudaa and SMK 1 and 2 of Limboto still need improvement because teachers had less ability in applying the media, the availability the media in every school were not conducive and the government did not make some workshop to develop teacher competency in using instructional media. Thus, this study recommended that for the parties to improve this condition in order to improve the educational process in every school in Gorontalo Regency.

Key words : Instructional Media, English for Foreigner Learner, Vocational High School.

Introduction

Media are considered important to assist the instruction and facilitate the students' achievement of instructional objectives. By using media, the materials can be more understanding, learning activities become more interesting, and the teachers can use various methods in their instruction. Instructional media are also very beneficial in English Language Teaching. However, English teachers seem to find difficulties in conducting the teaching process by using media effectively and efficiently.

Moreover, some schools in Gorontalo Regency such as Vocational High School of Batudaa, Vocational High School of 1 of Limboto and Vocational High School 2 of Limboto applied curriculum 2013 which published by the government in teaching and learning English. Vocational schools (SMK) is one level of education to prepare students to become skillful and ready to use graduates in the workforce. Based on the curriculum, the teachers should be selective in selecting and providing media use of the learning process. After selecting an appropriate media use, the teachers should have an evaluation at the end of the lesson, to see how effective the media use in teaching and learning process. The focus of English learning is to get the learning goals which is in English teaching. To see the goals are successful applying in the classroom, it can be shown by the students

are easily to understand the materials and they are curious, active and having the ciritical thinking to learn and solve their problem in learning.

However, The fact on the ground shows that English teachers at these schools are seldom to use media in their teaching activities. Based on the observation conducted by the researcher on Monday, 13th of Novermber 2017, there were some teachers' problems in using instructional media in the teaching Engish at the classroom. First, the teacher do not know how to use media. This is because their knowledge on the use of media is limited, even they do not have knowledge on it at all. When they come to the class what they do is to ask their students to read or write. Or they explain the material in lecture style teaching. Second, the teacher do not use the media in the teaching and learning process. They already arrange and make lesson plan for teaching but they do not use it based on it. It means that the teacher already write and choose one media for example cards or realia to teach a topic, but in the real process they igore it and only use the whiteboard to write the materials. Also, the teacher do not have resource in providing themselves with media. This is because the lack of money and time. These all have deteriorated the fact that the teachers do not use media in teaching maximally and professionally.

Based on the interview which conducted at Tuesday, 14th of November 2017, the teacher explained that the government do not solely provides the training on the use of media in teaching. Thus, the teachers do not know and master how to use the media like operating computer and using others. Therefore, those are some probems which happen at these schools in using the media in teaching and learning English in Gorontalo Regency. On the other hand, there are many various types of media which can supported the teaching and learning English. Instructiona media can bring authentic situations into the classroom. It helps the students to get closer to the real life situations. Additionally, Reiser and Dick (1996) describe instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom. Thus, the teachers should use a variety of media in EFL classroom.

Chan (2011) observes, "media are essentially realia to be brought into a classroom from the outside world in an attempt to make language activities appear more realistic, more interactive, and therefore, more meaningful" (p. 132). Moreover, the media is used in the EFL classroom like a magazine picture, a short video or a tablet application, it is commonly used for the purpose of bringing a piece of real world into the lesson. So, the teacher can build real teaching and learning materias to the students. To illustrate, the teacher teach about descriptive text about things or place and bring a media like an apple or vegetables in the classroom. Then, the teacher ask the students to describe the parts of the apple directly. It is the example of using authentic media into the classroom. However, some problems happen at some schools, which make the teacher cannot facilitate the students with the appropriate media in instructional process.

Based on the problems above, it is important to conduct a research related to the how the portrait of English instructional media delivered by english teacher in efl classroom at some Vocational High School in Gorontalo Regency. Additionally, the use of instructional media should be analyze weather it is used to be appropriate or inappropriate. Hence, the researcher want to investigate the use of english instructional media delivered by english teacher in EFL classroom, to explore the problems that the teacher encounter in implementing instructional media and to find out the strategies to solve the teacher problems in using the instructional media in EFL classroom at Vocational High School in Gorontalo Regency.

Review of Related Study

Reiser and Dick (1996, p.3) designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom. Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern

means such as videos, tape, recorders, computers, overhead projectors, and others presenting instructional activities delivered to the students. In line with them, Harmer (2007, p.176) says that a range of objects, pictures, and other things can be used as instructional media to present and manipulate language and to involve students in the activities.

Types of Instructional Media.

Tolorunleke (2013, p.12) viewed instructional media as the vehicle through which instructions are disseminated to the learners for the purpose of appealing to their senses of touching, seeing, hearing and feeling so that desired behavioral changes are achieved. No media, in their own right have absolute influence, but are mere vehicles for more or less well designated instruction. He classified the instructional media into some types, they are:

Durableand Non-Durable Media.

Durable materials are Media that last for very long time. This includes: computer, projectors, television, radio, cameras etc. They are hardware and possess high technology materials (Hi-Tech). Otherwise, non-durable media as the name implies are materials that have short life span or those that cannot be stored for a very long time. These media include pictorial and graphic representations such as posters, maps, charts etc.; projected pictures such as film strips, transparencies, motion pictures etc.

Audio-Visual Media.

Media under this classification appeal to the sense of hearing and seeing. Examples include video, television, computer motion pictures etc.

Print and Non-Print Media.

Print media include books, newspapers, journals pamphlets etc. while the non-print media are maps, charts, postal, graphs etc.

Projected and Non-Projected Media.

The projected materials require other equipment's especially projectors to function. In most Instances, they require electricity. An example includes slide and film strips, video cassette, transparencies, motion pictures, computer software etc. While, the non-projected media are those that do not require any other equipment to function. Materials like: poster, flash cards, charts, etc.

The Role of Media in Language Teaching

In media of instruction the students involves ability or skills in learning or interpreting or understand lesson from the teachers. According to Keller and Share (2005) media can educate students in learning from the media, recognizing the roles of media and resisting media manipulation to grow into more empowered individuals. More important is media of instruction provides an opportunity for students to understand the lesson well.

Method

This researchused qualitative research. The English instructional media in EFL classroom categorized as the Qualitative research, because it will explain the use of instructional media use by the teacher descriptively.

The techniques of collecting the data were:

The purpose of the observation was to find out the problem statement in this research.It means that, the researcher conducted the observation to investigate the use of English instructional media delivered by English teacher in EFL classroom at Vocational High School in Gorontalo Regency.

Besides did observation, the researcher also conducted structured interview to the participants. Setiady (2006, p. 243) explained that interview was one of the instrument by giving the participant questions related to the topic of the research. The researcher used written interview to get deep information about teachers' difficulties in using the instructional media.

Document was one of the important instruments in collecting data. Setiady (2006, p. 249) explained that document could be used to get scientific data and it was easy to find. The researcher used documents such as syllabus, lesson plan and the textbooks as references to get the valid data.

The data analyzed qualitatively. In this research analyzed based on the result of observation, interview and document analysis. The researcher organized and transcribed the data to start the data analysis. There were several steps to analyze the data based on Creswell theory (2009, p. 185-192).

Step 1: Organized and prepared data for analysis. It means that after conducting the research including observation, interview and document analysis into different types depending on the research question in this research.

Step 2: Read through all the data. After organized and prepared for the analysis the research will read the data carefully so that the researcher could obtain the general sense of the information and to reflect on its overall meaning. In this step, the researcher tried to read and identified the result of data collection.

Step 3: began detailed analysis with a coding process. The researcher categorized the data based on the research question of this research.

Step 4: Used the coding process to generate a description of setting or participants in this research, the researcher tried to describe in detail about the information that the researcher got in some steps of conducting the research above.

Step 5: Advanced how the description and themes will be represented in the narrative. This research used narrative approach to explain the data that found in this process of research.

Step 6: the final step in this research was interpreted the meaning of the research data. So, in this research, the researcher tried to explain the last result of the research based on the steps above by using some theories.

This research conducted at Vocational High School of Batudaa, Vocational High School 1 of Limboto and Vocational High School 2 of Limboto. These schools are located in Gorontalo Regency. The participants are; (1) some English teachers at these school. Also, this research conducted at uneven semester in 2018/2019 academic year. (2) There are some students who will be the participants of this research. They consist of three classes from three different schools.

Results and Discussions

The Use of English Instructional Media Used by English Teacher in EFL Classroom at SMKN in Gorontalo Regency.

The table below was the observation sheet used by the researcher to observe the instructional process between the teachers and the students. There were three teachers observed from three different schools and their students' responses towards their lesson's topic, instructional media and classroom situation (students' behaviors). It as the instrument to get the types of instructional media that the teacher used during the lesson. In addition, the researcher did three observation in three meetings from each class until the researcher get the valid data. The table below was the observation sheet.

The Use of Instructional Media at SMKN in Gorontalo Regency

Table 1.

No	Types of Instructional Media	Number of use
1.	Whiteboard	3
2	Books	3
3	Worksheet (spreadsheet)	1
4	LCD (pictures)	1
5	Without using media	1

Based on the data, the table above showed that the types of instructional media used by the teachers were audio visual media and non-print media. Audio visual media like picture from LCD, whereas print media like whiteboard, books and worksheet. The teacher 1 used whiteboard in the first meeting, did not use media in the second meeting and used books in the third meeting. Additionally, the teacher 2 used books in the first meeting, whiteboard in the second meeting and books in the third meeting. While, the teacher 3 used books in the first meeting, whiteboard in the second meeting and worksheet in the third meeting. Thus, the type's instructional media mostly used by the teachers from three different schools were print media such as books and whiteboard.

Vocational schools (SMKN) in Gorontalo Regency such as SMK Batudaa, SMK 1 Limboto and SMK 2 Limboto were the level of education to prepare students to become skilful and ready to use graduates in the workforce. This type of school had recently been given special attention by the government to reduce the number of white collar unemployment. Vocational school students in Gorontalo were prepared to become experts who can compete in the international world, and for this purpose the ability to communicate in English was an absolute requirement.

Based on the finding which obtained from the observation sheet, it was found that there were some instructional media that the teachers used mostly in the classroom. They were audio visual media and print or non-print media. Audio visual media was appeal to the sense of hearing and seeing. The teacher used it to attract students' attentions. It showed the examples of materials so that the student feel interested and motivated in the teaching and learning process.

Themistoklis (2009, p.68) explained that audio visual media play a significant role in the education process, particularly when use extensively by both teacher and students. It provides students with many stimuli, due to their nature (sounds, images). It enrich the learning environment, nurturing explorations, experiments and discoveries and encourage students to develop their skill and express their thoughts. Based on the data, the teacher 2 used picture to teach about "caption." The students were interested with the materials because the teacher used pictures in describing the topic. The teacher used laptop and LCD and gave the pictures to stimulate the students' interaction. The teacher gave the pictures about some captions from the newspaper. The students repeat after the teacher read the materials. The students really motivated because they used some pictures and gave it captions. In developing the students' interaction the teacher asked the students to stamp their work on the wall of the class. The pictures gave the students' opportunity to be creative in the teaching and learning process.

Otherwise, Harmer (2007) theory explained that pictures or graphic materials refer to non-photographic and two dimensional materials which is utilized by the teachers to convey messages to the students. This kind of material includes drawings, charts, graphs, posters, cartoon, etc. Pictures are utilized for several purposes. Harmer (2007) explained that pictures can be used for multiple ways comprising: (1) drilling, (2) communication, (3) understanding, (4) ornamentation, (5) predicting, and (6) discussing. Thus, by using the pictures from the LCD the students could develop their critical thinking so that they can be more active in the process of teaching and learning.

Additionally, the second media from the theory of Tolurenke (2013) were print and non-print media. Print media likes books, newspapers, journals pamphlets etc. While the non-print media are maps, charts, postal, graphs etc. Based on the data, print media used by the teacher from SMK Batudaa, SMK 1 Limboto and SMK 2 Limboto were 2. They were books and worksheet. So, each teacher used books once in teaching and learning process, while worksheet only used by 1 teacher (SMK 2 Limboto). The students' responses toward the used of the media were uninterested and unmotivated. Based on the table 2 (page 36), the three teachers used whiteboard once in every meeting. Teacher SMK Batudaa (teacher 1) use whiteboard for teaching about offering service, SMK 1 Limboto (teacher 2) about introducing self and SMK 2 Limboto (teacher 3) about asking and giving help. Based on the observation, the teacher 1 taught the students by using whiteboard. She came to class

and write the examples of the expression of offering service to the students. Then, the students copied the materials in their books and the teacher read loudly the expression and students repeat after the teacher. The teacher tried to make the students understand with the materials so that the students interested and motivated with the lesson.

Reiser and Dick (1996) explained some advantages or importance of the media. One of the advantages of using media is that media can motivate students in learning activity. Some media can be used to invite student' attention and to arouse their curiosity by presenting various images and sounds. Media can be used to present information that is needed to deliver the message to the students. Heinich et all assumed, instructional media gives students' required experiences to build their prior knowledge.

While, teacher 2 taught the students about self-introduction. At the beginning of the lesson, the teacher asked the students the example of self-introduction expression in Indonesia and translate it into English. Then, the teacher wrote the expression on the whiteboard and explained it. However, the students did not motivate and interested with materials because the teacher explained it all the time by using whiteboard. So that, the teaching and learning process at the time was not effective and active because the teacher was more active than the students.

In contrast, Harmer (2007) explained that boards refer to chalkboard/ blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes. Harmer (2007) describes that teachers can use boards as (1) notepad, (2) explanation aid, (3) picture frame, (4) public workbook, (5) game board, and (6) noticeboard. However, the teacher used whiteboard nly for writing all the materials.

Similarly, the teacher 3 also used whiteboard for teaching asking and giving help. The students did not interested and motivated because the learning process were monotone without communication. It means that the teacher play all the role in explaining the materials through whiteboard. She did not use the other media like card or video about the expression of asking and giving help. So, the students did not really understand with the materials. It was because the students did not brave to practice the dialogue in front of the class because they did not understand. Thus, the teaching and learning process at the time did not running well because the students still confused about the lesson.

In fact, those the three teachers used whiteboard in teaching and learning process. However, most of the students did not interested because it showed the traditional learning which did not build the students' knowledge and skill in English. The materials related to the expression so that the teachers needed to show the real expression of the materials. For example, the teacher could use video to show how to pronounce the expression or how to use the expression correctly based on the situation. However, the fact showed that the teacher only used whiteboard and explained the materials all the time to the students.

In this case, the teacher used whiteboard not effectively. It was because the teacher began the lesson directly write the materials (expression) on the whiteboard and copied it from books. The teacher wrote all the expression and asked the students to write it in their books. Whiteboard is a non-electronic variation of traditional schoolroom blackboard, but it is white instead of black and of a material that can be written on with colour marker. In conclusion, the teachers used whiteboard for teaching the English expression but the students did not understand and not motivated with it.

While, Scanlan (2003) indicates that instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. However, the those the three teachers were not effective in using whiteboard because they monotone with lecturer all the time.

The textbooks were the media that the teacher mostly used in teaching and learning process. Based on the table 2 (page 36), the three teachers used books 3 time. Every teacher used book once

from three meetings. Teacher 1 used textbook for teaching about Agree and Disagree. Teacher 2 used textbook for teaching greeting cards and teacher 3 used textbook for teaching reservation.

Harmer (2007) states that course book is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by the teacher. All the teachers used textbook to teach the students. The teacher read the materials from their books and explained it to the students. It means that the activities in the classroom were based on what the books explained. The teacher read and transferred what the materials from the books.

Similarly, worksheet (spreadsheet) were the media that the teacher 3 used in teaching and learning process. Based on the table 2 (page 36), the teacher used worksheet once. The teacher used worksheet for teaching about announcement. The process of teaching and learning was not effective because the teacher only read the materials from the worksheet and transferred it to the students. The students only listened and seemed try to understand what the teacher explained.The teacher did not use media in teaching congratulating someone and compliment. The teacher used many lecturer without using any kind of media. She only explain the materials so that it made the students did not interested with the class. Tolorunleke (2013) viewed instructional media as the vehicle through which instructions are disseminated to the learners for the purpose of appealing to their senses of touching, seeing, hearing and feeling so that desired behavioural changes are achieved. No media, in their own right have absolute influence, but are mere vehicles for more or less well designated instruction.

Reiser and Dick (1996) believed that in selecting instructional media, the teachers should consider three main factors comprising: (1) practicality (including availability, cost efficient and time efficient); (2) students 'appropriateness (appropriate to students' characteristics and learning condition) and (3) instructional appropriateness (appropriate to material, instructional goals and activities). However, the teachers did not followed the rules in the lesson plan because they did not used the media in the teaching and learning process. For example, in teaching "Asking and Giving Help", the teacher 3 should used pictures and video to teach the students. However, the teacher only used whiteboard so that the students did not interested with the process. The teacher explained the materials and wrote everything on the whiteboard so that the students only copy that on their book. Therefore, the teacher did not used the media in the lesson plan.

In conclusion, the types of the media which used mostly by the teachers were audio visual and print and non-print media. It helped the teachers to transfer the knowledge to students and to develop students' skill in English.

The Problems Faced by the Teacher in Using English Instructional Media in EFL classroom at SMKN in Gorontalo Regency.

Nowadays, there were many various types of media which could supported the teaching and learning English. Instructional media could bring authentic situations into the classroom. It helped the students to get closer to the real life situations. Additionally, Reiser and Dick (1996) described instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom. Thus, the teachers should used a variety of media in EFL classroom. However, there were a lot problems that the teachers faced when they used the media in the classroom. The problems were:

Did not Have Time to Prepare the Media.

The teaching and learning process was carried out every day, facing the same students, the same place and the same conditions. In this activity, if the teacher were not able to create an active learning achievement, then the students would be boring. This was where the teacher role to be able to create or change the atmosphere of teaching and learning process like make the students feel enjoy in their study. The things that teacher could do was to use various instructional media.

However, the fact in SMK Batudaa, SMK 1 and SMK 2 of Limboto showed that the teacher had problem in applying the instructional media. The Teacher first problem in using the media was

they did not have enough time to prepare the materials and media. Also, the teacher was hard to prepare it because it could take many times so the students will not have time to understand the materials. The materials would not finish at the time because the teacher needed more time to prepare the materials. That was the reason why the teacher only used whiteboard as the instructional media.

The Classroom did not Have LCD.

The function of instructional media was to help teachers deliver the learning materials easily. On the other side, the subject matter that is presented by teachers by using instructional media would be more easily understand by the students or learners. Thus the teacher would be easier in carrying out their duties on the learning objectives that have been defined will be more easily delivered within a specified time.

The second problem faced by the teacher in using media was the class did not have the learning tool or LCD so that they needed to bring it to classroom by themselves. The teacher needed to prepare it and needed from 10 to 15 minutes to prepare the media so that it could disturb the teaching and learning process. Also, there were many teachers who teach at the school. So, they needed to use many LCD while this school only have a little bit LCD. Thus, it was hard to use it in the classroom. Thus, it was the problem that the teacher encounter in using media.

Students did not Interesting with English.

Teacher always involved in a communication either between teachers and students or students with others students. The communication process would be smooth when aided by the use of instructional media. The problems found in the use of these media are related to the ability of teachers. Many of the teachers in these schools did not have the ability to use the media. They were not able to determine which media can be used to support the delivery of material. In addition, they were also not able to create media that is neither appropriate to the subject matter nor able to take advantage of media, from creating slides as well as operating the media. Because of that problem, the students did not interested with the learning process because the teacher could not create fun learning situation. The teacher also explained that the students sometimes did not have preparation to discuss and also did not bring dictionary in the classroom. It was the teacher problem in applying media in teaching English to the students.

The School did not Have Language Laboratory.

The problem that the teacher face during implementing the media in instructional process was the school did not have language laboratory which could support the facilities to teach and learn English. The teacher was hard to transfer knowledge to students because they only taught the students' in the classroom. There was not media like computer or speaker to help them in teaching. School leaders did not always provide the opportunity for teachers to use media that has been collected with some reasons like fear of broken.

Therefore, those were some barriers that the teacher faced during using the media in the classroom. Implementation of learning supported by the use of appropriate learning media would provide the stimulation that can motivate cold motivate the students. The media used by the teacher would draw the willingness of students to follow the learning seriously. However, the teaching and learning at SMK Batudaa, SMK 1 and 2 of Limboto was less effective because of some problems which the teachers encounter during using the media in the classroom.

The Strategies to Solve the Teacher Problems in Using the Instructional Media in EFL Classroom at SMKN in Gorontalo Regency.

Based on problems which happen at SMK Batudaa, SMK 1 Limboto and SMK 2 Limboto in Gorontalo were encountered by the teachers not only in using instructional media but also in selecting them. In selecting instructional media the problems encountered by the teachers were limited time, limited cost, availability of instructional media and teachers 'negative belief towards instructional media. Problems were also experienced by the teachers in the process of applying media. The

teachers often encountered technical problems. The last was personal problem. It deal with the difficulty experienced by the teacher in explaining content in the instructional media. Related to their problems, there were some strategies which the teacher wanted in order to solve their problems, they were:

The School Provide the Facilities.

The problem that the teacher faced during implementing the media in instructional process was the school did not have language laboratory which could support the facilities to teach and learn English. The teacher was hard to transfer knowledge to students because they only taught the students' in the classroom. There was not media like computer or speaker to help them in teaching.

The teacher explained the factor causes her mistakes was the classroom did not have LCD so that they needed to bring it to classroom. It was because the classroom did not have LCD so that they need to brought and bring it by themselves. The teacher needed to prepare it and needed from 10 to 15 minutes to prepare the media so that it could disturb the teaching and learning process. Also, there were many teachers who teach at the school. So, they needed to use many LCD while this school only have a little bit LCD. Thus, it was hard to use it in the classroom.

Those the three teachers from SMK Batudaa, SMK 1 Limboto and SMK 2 Limboto want the schools can provide the media like CD, computer and others in the classroom. They also want the school can build English Laboratory which can provide many facilities like speaker, CD or even tools to support their teaching in English. They really need facilitates to help them increase the students' knowledge and skills.

The Government Give the Training or Workshop.

The three teachers from SMK Batudaa, SMK 1 Limboto and SMK 2 Limboto want the government can make the training or workshop to train the teachers in Gorontalo about how to apply media in instructional process. The training can help them understand how to kinds of appropriate media and how to use it in the classroom. Thus, it is important for the government to hold the workshop in order to improve the teachers' ability in teaching English in the classroom.

Conclusion

In conclusion, the portrait of the use of English instructional media delivered by English teacher in EFL classroom at SMKN in Gorontalo Regency was not really effective. It was because the teaching and learning process at SMK Batudaa and SMK Limboto still need improvement because of the instructional media. The teacher had less ability in applying the media, the availability the media in every school were not conducive and the government did not make some workshop to develop teacher competency in using instructional media. Thus, this very important for the parties to improve this condition in order to improve the educational process in every school in Gorontalo Regency.

Therefore, the teachers should have to start trying to change habits in teaching. They can arrange a time as possible so that the time available each day can be used optimally. School leaders should provide the opportunity for all teachers to be able to utilize all available instructional media. Also, the government should develop the teachers' skill and knowledge by giving them training in using instructional media in EFL classroom.

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