

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter describes the findings and discussions of the data gathered from interview and class observation. The findings and discussions of the data are presented and interpreted based on the research questions.

#### **4.1 Research Findings**

The data of this study were obtained through direct interview with nine English teachers from three selected schools in Sumedang as mentioned in the previous chapter. Thus, the results from the interview would be firstly presented followed by the results of the class observation as additional information for the data acquired from the interview. In order to simplify the description, codes are used in presenting the interview transcriptions. **R** refers to the researcher. Meanwhile, **T#1** refers to the teacher 1, **T#2** refers to the teacher 2, and so on.

##### **4.1.1 Interview**

###### **4.1.1.1 Teachers' Problems in the Utilization of Instructional Media in English Teaching**

The data of problems encountered in media utilization were asked through question 7 of the interview. The following are the teachers' responses toward the question.

R: *Kendala-kendala apa saja yang Bapak/Ibu hadapi dalam pemanfaatan media dalam pembelajaran bahasa Inggris?*

What problems do you encounter in the utilization of instructional media in English teaching?

T #1: *Kalo media yang sederhana sekali seperti misalnya gambar atau chart atau misalnya media tertentu yang dibuat oleh guru ya biasanya kendalanya yaitu kendala pribadi. Kebanyakan guru mungkin mereka tidak punya waktu atau mungkin males, punya banyak kegiatan lain. Yang kedua, kalo yang dimaksud itu media elektronika yang memang tiap-tiap sekolah sudah memiliki sesuai dengan kemampuannya biasanya jumlahnya tidak mencukupi. Jadi, sebetulnya kendalanya itu jumlah media elektronika kayaknya di hampir semua sekolah apalagi di daerah seperti Sumedang sangat terbatas sementara guru yang ingin mempergunakannya jumlahnya cukup banyak. Yang kedua guru pun mungkin baru 40-50 persen yang misalnya baru bisa menghubungkan laptop dengan LCD nya kemudian bikin software pembelajaran sendiri.*

If it deals with simple media such as picture or chart or teacher-made media, the problem commonly occurred is personal problem. Probably, most of teachers do not have enough time or maybe feel unwilling to use media because of having abundance of activities. Secondly, if it deals with electronic media which have been owned by every schools, the number of the media is still inadequate. So, the problem is inadequate number of the media, particularly in the region like Sumedang. On the contrary, the teachers who want to use the media are in a big number. In addition, there are only 40-50 percent of the teachers who are able to connect the laptop with the LCD and able to make their own learning software.

In response to the question, the T #1 stated that if it dealt with simple media, the problems that usually occurred were personal problems, such as unwillingness to use media, time constraint in preparing media because teachers might have abundance of activities. On the other hand, if it dealt with electronic media, the problems, which commonly found, were inadequacy in the number of media and teachers' unfamiliarity to the media.

T #2: *Pertama ketersediaan, kedua waktu...ya itu tadi lama...terus kalo yang IT itu belum paham benar.*

First is the availability. Second is the time. Then, if it deals with IT, I do not really understand about that.

In response to the question, the T #2 stated that media unavailability, time constraint, and teacher's unfamiliarity to the media were problems in media utilization.

T #3: *Kendala...ya, Ibu sering pake lab itu, ya karena lab nya sering dipake kelas, kan kalo itu ya sensitif ya, debu dan sebagainya, kadang-kadang macet atau apa. ....kalo menggunakan alat elektronik, videonya macet gitu, TV nya ngga bisa disetel.*

Since the lab is often functioned as classroom, so sometimes it does not work properly because of its sensitivity to dust and so on or if use electronic tools, the video does not work properly and the TV cannot be used.

From the interview with T #3, the problem that occurred in media utilization was media malfunction. Media malfunction usually occurred when the teacher used language laboratory or electronic media.

T #4: *Kendalanya...salah satunya ya...itu belum menguasai belum paham betul penggunaan media pembelajaran tersebut. Seperti Ibu ya...belum paham misalnya penggunaan 'Power Point' ya...yang langsung ditayangkan di monitor misalnya. Ibu belum memahami betul penggunaan 'Power Point' padahal untuk siswa itu sangat menarik ya...mengajar dengan menggunakan 'Power Point'.*

One of the problems is lack of skill and understanding on the media. For example, I do not really understand how to use *Power Point* which is directly displayed on monitor although I realize that teaching by using *Power Point* will be more interesting for students.

As admitted by T #4, one of the problems in media utilization was teachers' lack of understanding and skill in using a certain medium (i.e. *Power Point*).

T #5: *Biasanya ada bentrok dengan guru-guru yang lain.*

There is media inaccessibility because they are used by other teachers.

In response to the question, T #5 briefly answered that problem she found in media utilization dealt with the media inaccessibility in which due to the inadequate number of media, teachers could not use the same media at the same time.

T #6: *Kendala-kendala yang kami temukan ya dalam penggunaan media secara elektronik terutama seperti 'Power Point' ataupun...okelah untuk gambar-gambar manual bisa saja kan kita ambil dari majalah atau apa. Tapi, untuk yang berkaitan dengan elektronik, itu akan berkaitan dengan kemampuan si guru tersebut. Ya kebetulan kemampuan kami, guru-guru di sini memang masih terbatas dalam penggunaan ICT itu saja. Ya...ada terutama dari segi fasilitas, penggunaan media ini...memang di sekolah ini ada Infocus tetapi jumlahnya terbatas hanya...hanya...dua kalo ngga salah. Itupun belum bisa dipakai oleh semua guru karena memang kemampuan kami atau para guru juga...belum...belum memahami penggunaan Infocus. Kemudian hambatan lainnya, ya...ya itulah kesediaan sekolah ya...belum...belum sempurna memang.*

The problem that we find in electronic media utilization, especially *Power Point* is lack of skill in operating the medium. Our ability to use ICT is also limited. Another problem is the school facility. Although we already have Infocus, but the number is still inadequate; if I am not mistaken, there are only two Infocuses here. Not all teachers can use the Infocuses because there is little understanding on the use of the tools.

According to T #6, problems that occurred in media utilization were teachers' lack of skills in operating media especially electronic media and media inadequacy.

T #7: *Ya...tadi satu yang jelas mah medianya sendiri ya...Yang kedua, media-media yang sekarang itu kan semakin canggih, tentu menuntut kemampuan dari saya sendiri sebagai pengguna media, kemudian dituntut untuk mampu memahami dan menggunakan media itu sendiri. Nah ini kesulitannya saya sendiri lah kalo dibanding dengan guru-guru yang di kota ya jelas kalah lah gitu. Seperti halnya tadi aja penggunaan internet, tentu itu menuntut kemampuan gurunya sendiri untuk paham mengerti atau bisa menggunakan fasilitas tersebut dalam proses KBM gitu. Sementara...terus terang ajalah kemampuan saya di bidang itu masih...hanya bisa sedikit-sedikit gitu.*

The first problem deals with the media themselves. The second problem is that the media available now are sophisticated. Certainly, to use those media, it requires skill and knowledge from us as the users. Indeed, if I am compared to the teachers in city, I am nothing. Like the use of Internet, of course the teachers have to understand and have to be able to use that facility in teaching and learning process. To be honest, I have limited skill in that field.

From the interview with T #7, it was found that the problems in media utilization dealt with media themselves (unavailability and inaccessibility) and teachers' lack of understanding and skill in operating a certain medium (i.e. Internet).

T #8: *Heeh...kendala nomer satunya mah malas. Ya...ini..kalo...kalo kita tidak kreatif, itu kendala yang pertama mah ini aja nak jadi kalo memerangi kemalasan dari diri kita sendiri, kalo...kalo masalah medianya mah tersedia di sekolah, fasilitasnya mah ada, sarana prasarana itu ada. Tinggal kitanya aja mau ngga gitu.*

The main problem is laziness. If we are not creative, the struggle against our laziness will be the main problem. About the facilities, those are already available in the school. It depends on the teachers whether they will use the media or not.

In response to the question, T #8 admitted that the main problem in media utilization was teachers' unwillingness to use media. According to her, although the media were already available in the school, if the teacher unwilling to use those media, it would be the barrier to the use of media.

T #9: *Kendalanya yaitu alat-alatnya belum banyak. Jadi, masih rebutan dengan guru bahasa yang lain. Misalnya saja radio tape hanya ada dua jadi rebutan. Yang kedua barangkali ya....apa ya...kalo menggunakan alat yang dari listrik barangkali kadang-kadang listriknya mati ya...*

The problem is the tools are still inadequate. Therefore, they cannot be used at the same time, for example the tape recorders. The second is if use an electronic tool, sometimes the electricity is out.

Through the interview with T #9, it was found that problems in media utilization dealt with media inadequacy in the school and power outage.

From the results of the interview above, the problems encountered by English teachers in utilizing instructional media fall into three categories as follow.

- 1) Personal problems: unwillingness to use media and unfamiliarity the media.
- 2) Institutional problems: media unavailability and inadequacy.
- 3) Technical problems: media malfunction and power outage.

#### 4.1.1.2 Teachers' Strategies in Handling Problems in the Utilization of Instructional Media in English Teaching

Since this study was also intended to identify teachers' strategies in handling problems in the utilization of instructional media in English teaching, the data to answer this issue were asked through item 8 of interview.

R: *Upaya apa yang Bapak/Ibu lakukan untuk mengatasi kendala-kendala dalam pemanfaatan media dalam pembelajaran bahasa Inggris?*

What strategies do you use in handling the problems encountered in the utilization of instructional media in English teaching?

T #1: *Ya...sampai saat ini mungkin kita baru wacana saja. Jadi, baru sekedar pengajuan-pengajuan saja untuk penambahan media. Yang kedua mengusulkan pada pihak sekolah dan komite bagaimana kalo setiap guru dibagi laptop tapi rasanya itu tidak mungkin. Bagaimana kalo minimal per mata pelajaran. Misalnya, guru bahasa Inggris ada enam, kasihlah satu laptop dengan satu LCD. Dahulukan saja mata pelajaran yang di UAN kan.*

Until now, the strategies are merely the proposals to add the number of media. We propose the school and school committee to equip every teacher with laptop. However, I think it is impossible, how if the school provides one laptop for one subject matter. For example, for six English teachers, the school equips them with one laptop. The school can prioritize the subject matter of national exam.

In response to the question, T #1 stated that to overcome the problem of media insufficiency, he had proposed to the school to add the number of media. He also proposed to the school and school committee to equip teachers, especially those who teach the subject matters of national examination, including English, with Laptop and LCD.

T #2: *Untuk IT berarti harus ada training, yang kedua sarananya harus dilengkapi oleh sekolah.*

For IT, there should be training and the facilities should be completed by the school.

According to T #2, holding training was the strategy to overcome teachers' unfamiliarity to the medium (IT medium). Meanwhile, to solve the problem of media unavailability, the school's facilities (media) should be completed by the school.

T #3: *Ya kalo ada masalah dengan medianya, ya nyari orang yang bisa gitu.*

If there is problem with media, I ask capable person.

To solve the problem dealt with media malfunction, T #3 asked another person who was capable of handling that problem.

T #4: *Ya...sekolah mengadakan pelatihan-pelatihan untuk menguasai penggunaan dari media pembelajaran itu, misalnya Internet. Kalo di sini mungkin ibu bapak guru itu belum semuanya bisa menggunakan internet. Jadi, diadakan misalnya pelatihan penggunaan Internet. Kemudian juga belum semua guru bisa menggunakan 'Power Point', maka diadakanlah latihan untuk menggunakan 'Power Point' seperti itu. Jadi, diadakannya latihan-latihan untuk mempergunakan media pembelajaran tersebut.*

The school should hold trainings in order that the teachers will be able to use instructional media such as Internet. In this school, not all teachers can use the Internet, therefore the training should be held. The *Power Point* training should be held too.

In line with T #2, to solve problem dealt with teachers' inability to use certain media such as Internet and *Power Point*, T #4 suggested the school to hold trainings.

T #5: *Kalo menurut saya ya...medianya harus ditambah biar tidak bentrok sama guru lain pas mau digunakan.*



In my opinion, the number of media should be increased in order to avoid media inaccessibility when they will be used.

According to T #5, to solve problem of media inadequacy, the school should increase the number of those media in order to avoid media inaccessibility when would be used by many teachers at the same time.

T #6: *Kalo bisa diadakan pelatihan-pelatihan ICT karena kan pemahaman guru-guru di sini masih kurang untuk ICT.*

If it is possible, ICT trainings should be held because the teachers' ICT knowledge is still limited.

In accordance with T #2 and T #4, T #6 stated that trainings should be held to overcome teachers' unfamiliarity and inability to use media.

T #7: *Ya...banyak ya...mulai dari tanggung jawab pemerintah ya, terus terang saja semacam saya penataran untuk macam penggunaan media audio dan sebagainya terus terang saja belum pernah ikut gitu ya. Terus dari pihak lembaga sendiri di sini dan juga tentunya tanggung jawab dari gurunya sendiri. Jadi, sama-samalah bertanggung jawab tentang apa...masalah media tersebut.*

There are many strategies beginning from the government's responsibility, because honestly, I never attend any training like audio media training and the like. Then, the school and the teacher him/herself should also take responsibility to solve the problems of media.

According to T #7, in solving problems of teachers' inability to use media, holding trainings would be the best solution. He added that solving this problem was the responsibility of all parties including government, schools, and teachers.

T #8: *Ya...itu mah gimana pribadinya ya. Mungkin saya dengan temen pasti berbeda ya. Tapi, kalo saya ee...ingin menghilangkan imej bahasa Inggris itu sulit ya jadi anak tidak mau belajar dan untuk menghilangkan imej itu, saya berusaha untuk tetap ee...ya attractive lah...menarik gitu. Emang sih ee...perlu waktu untuk*

*membuat media, tapi saya kira kalo ada kemauan...ini sebentar membuat ini (Power Point) juga sebentar, paling hanya 10 menitan.*

It depends on the person. Perhaps I am different from my partners. But, I want to lose bad image of English which makes students unwilling to learn and to do that, I always try to be attractive. It is true that making media needs time, but I think if there is a will, making this (*Power Point* slide) only needs ten minutes.

According to T #8, to solve the personal problem such as unwillingness to use media, the strategy used would be different. It depended on the teacher him/herself. The T #8 suggested that teachers should be more creative in order to make English more interesting to be learnt.

T #9: *Solusinya ya...barangkali ditambah alat-alatnya.*

Maybe the solution is by adding the number of the tools.

Regarding the problem of media insufficiency, the T #9 briefly stated that the number of those media should be added.

From the results of the interview above, the researcher notes several strategies suggested and used by the teachers in handling problems in the utilization of instructional media as follow.

- 1) To handle personal problems, such as unwillingness to use media, the teacher believed that it really depends on teacher him/herself and self-awareness on the importance of media for instructional process plays a major role in reducing this personal problem. Meanwhile, to solve problem deals with unfamiliarity and inability to operate certain media, such as computer and Internet, the teachers recommended the schools and other higher educational

institutions to hold trainings on the use of *Power Point* and Internet for English teaching.

- 2) To solve institutional problems, such as media unavailability and inadequacy, the teachers suggested the schools to equip them with the necessary media and to increase the number of the media.
- 3) To handle technical problems, the teacher used to ask someone who was capable of handling those problems.

#### **4.1.2 Class Observation**

##### **a. Teacher 1**

The researcher observed class of teacher 1 on November 19, 2008 at XII Social 3 class of SMAN 1 Sumedang. The learning topic was “Offering and giving suggestions” focusing on listening skill.

After checking the students’ attendance, the teacher informed them the topic that was going to be learnt. Then, he asked the students to open certain page of their textbook related to the learning topic. After that, he asked the students to listen to a dialogue on the cassette. He played the cassette and asked the students to answers some questions on the textbook based on the dialogue. He played the cassette twice. After a while, the teacher and the students discussed the answers of those questions. If it was necessary, during discussing the task, the teacher played the cassette to check the accuracy of the students’ answers.

After discussing the task, the teacher wrote some concepts related to the topic on whiteboard and explained them verbally. He also used the whiteboard to

explain some vocabularies on the dialogue. After explaining the materials, he asked the students to do several tasks on the textbook. While the students were doing the tasks, the teacher moved around to help them if they found difficulties.

When the students had finished their work, the teacher checked their work randomly. Then, he reinforced the learning material and gave more examples of the materials. Realizing that the students got bored, he told a funny story to cheer them up. Before closing the class, he gave homework and informed the students the topic for the next meeting.

From the observation, it was found that the teacher used tape recorder, cassette, and whiteboard as the means to deliver the learning material. Tape recorder was used to play the dialogue in the cassette, while the textbook was used to support the learning material in which the students did several tasks in the textbook based on the dialogue they heard from the cassette. The whiteboard was used to present some important concepts related to the learning material. When used all those equipments, the teacher did not face any problems.

b. Teacher 2

The observation was done on December 3, 2008 at X-1 class of SMAN 1 Sumedang. The learning topic was “How to make a cup of sweet tea” (Procedural text). This topic was focused on speaking skill.

The teacher began the class by checking the students’ attendance. Then, she informed the students about the learning material of that day. After that, she wrote the learning material on whiteboard and explained it verbally. She also

listed some vocabularies related to the topic on the whiteboard. Then, she asked the students to pronounce those words. She made correction when the students mispronounced a word.

After finishing her explanation and checking pronunciation, she asked the students to make a group of three. Every group had to make a short procedural text on how to make a cup of sweet tea in 15 minutes and then they should perform the text orally in front of the class. While the students did the task, she prepared the realia (i.e. tea cup, spoon, tea pot, sugar, and tea bag). Those realia would be used by the students when they were performing in front of the class.

After the students finished their work, she asked the first group to perform their procedural text followed by the next group until the last group. As it had planned before, the students used the realia as properties when practicing speaking. When all the groups had performed, she gave correction on some mistakes made by the students. She also gave comments on what they had done. Before closing the class, she gave homework from the textbook and informed topic for the next meeting.

From the observation, it was found that the teacher used whiteboard and realia as media in the teaching and learning process. Teacher 2 used such realia to help the students in speaking practice. Meanwhile, as usual, the whiteboard was used to present the learning material. In used those media, the teacher did not face any problems.

c. Teacher 3

The researcher observed the class of teacher 3 on November 19, 2008 at XI SI (International Class) 2 class of SMAN 1 Sumedang. The learning material was Noun clause focusing on grammar.

After greeting and checking the students' attendance, the teacher told the students the learning material for that meeting. Then, she asked the students to open certain page on their textbook. She checked the students' prior knowledge about the material that was going to be learnt. Since most of the students answered no, she directly explained the material verbally and used whiteboard to write some important concepts. To make sure that the students already understood the material, she often asked them directly and sometimes pointed some students to retell the material.

Then, she asked the students to do several tasks on their textbook. While the students were doing their tasks, the teacher checked their work one by one. After a while, the teacher and the students discussed the answers of the task.

In order to make the learning material more understood by the students, the teacher gave quiz in which a student asked another student to continue his/her sentence using Noun clause. After giving quiz, she reinforced the learning material and gave homework to the students. Then, she closed the class.

Through observation in the class of the teacher 3, it was found that the teacher only used the primary media, whiteboard and textbook, in delivering learning material. The teacher did not face any problems in using those media.

d. Teacher 4

The class observation was done on November 20, 2008 at XII Social 2 class of SMAN 2 Sumedang. The learning topic was “Offering and giving suggestions” focusing on listening skill.

After checking students’ attendance, she reviewed the previous material and checked the students’ homework. Then, she told the students about the material. After that, she asked them to listen to a dialogue on the cassette. She played the cassette and asked the students to answer some questions on the textbook based on the dialogue on the cassette. When the cassette was being played, some parts of the recording were missing. Accordingly, the students could not hear the dialogue completely. Therefore, the teacher read the transcription to complete the missing parts of the dialogue.

After a while, the teacher and the students discussed the answers of the questions on the textbook. Then, the teacher wrote some concepts related to the topic on whiteboard and explained them verbally. She gave opportunity to the students to ask her if they did not understand on the learning material, but no one posed any questions.

After explaining the materials, she asked the students to do several tasks on the textbook. The students did the tasks in pair. Since not all the students owned the textbook, the teacher asked the students who did not have the book to join others who have that. While the students were doing the tasks, the teacher moved around to check their work and help them if they found difficulties.

When the students had finished their work, the teacher and the students discussed the tasks. Before the time was over, she gave homework and informed the students the activity for the next meeting (i.e. speaking practice on the same topic).

From the class observation, it was found that the teacher used whiteboard, tape recorder and cassette as the means to deliver the learning material. Tape recorder was used to play the dialogue in the cassette, while the textbook was used to support the learning material in which the students did several tasks in the textbook based on the dialogue they heard from the cassette. The whiteboard was used to present some important concepts related to the learning material. In practice, the teacher encountered a problem dealing with the quality of the cassette in which when it was being played, some parts of the recording were missing.

e. Teacher 5

The researcher observed the class of the teacher 5 on November 20, 2008 at X-1 class of SMAN 2 Sumedang. The learning material was “Instruction procedure” focusing on listening skill.

After opening the class, she asked the students to listen to a dialogue on the cassette and find out some expressions related to the learning material. She played the cassette three times because the students could not easily find out the expressions. After playing the cassette, she discussed the expressions found on the dialogue with the students. Then, she asked them to make their own expressions related to the learning topic.



While the students were doing their task, the teacher tried to type a song lyric titled “*To be With You*” (Mr. Big) on computer. Unfortunately, the computer did not operate properly; therefore, she wrote the lyric on whiteboard.

Right after writing the lyric, she asked the students to listen to the song that would be played on the tape recorder. In this activity, the students had to fill some missing words on the lyric based on the song being heard. The teacher played this song as supplementary to the material given. The song lyric contains some elements of imperative, such as “*Stand up*” and “*Hold on*” that were related to the topic given. The song was played twice.

After completing all the missing words, the students were asked to fill the missing lyric on the whiteboard. Additional points would be rewarded to the student who raised his/her hand first and answered correctly. After the lyric was complete, the teacher and the students discussed some instructional expressions on the lyric. Then, she explained the use of each expression.

The teacher had not finished her explanation when the bell was ringing. Thus, she informed the students that the material would be continued on the next meeting. Then, she closed the class.

From the observation it was found that the teacher used whiteboard, tape recorder and cassette as the tools to convey the learning material. Tape recorder was used to play the dialogue on the cassette and a song. The whiteboard was used to present some important concepts related to the learning material and to display the song lyric. In practice, the teacher encountered a technical problem dealing with the computer malfunction.

f. Teacher 6

The class observation was done on November 20, 2008 at XI Social 2 class of SMAN 2 Sumedang. The learning material was Adjective clause focusing on writing skill.

The class began with greeting followed by review of the previous material. The teachers presented some *Power Point* slides about Adjective clause. He explained the slides briefly.

After that, he asked the students to translate an Indonesian paragraph containing Adjective clauses into English. The teacher gave the students a lot of time to do the task. He left the classroom for a moment.

After the students finished their work, the teacher pointed out students randomly and asked them to write their translation on the whiteboard. The teachers checked the students' work and corrected some grammatical errors made by them.

Then, the students were asked to do a task on their book. When the students were doing the task, the teacher moved around to check their work individually. After all the students finish their work, they discussed that together. Before ending the class, the teacher gave homework related to the given material.

Through class observation to the teacher 6, it was found that the teacher employed Computer, *Power Point* slides, TV monitor, and whiteboard as the media in his teaching. *Power Point* slides containing the learning material were displayed on the TV monitor and the whiteboard was used to display and check the students' work.

In operating those media, the teacher did not find any difficulties. He seemed familiar and skillful in operating the tools. However, problem was found on the quality of the *Power Point* slides. The font size of the slides was too small and since they were displayed on the 21” TV monitor, the slides could not be clearly seen by the students at the back. To handle that obstacle, the teacher asked them to sit closer to the monitor.

g. Teacher 7

The class observation was done on December 1, 2008 at X-6 class of SMAN 2 Cimalaka. The learning material given at that time was Procedural text focusing on writing skill.

After opening the class and checking the students’ attendance, the teacher informed the students about the material that they were going to learn. Then, he explained the material (generic structure of the procedural text) and wrote some important concepts on the whiteboard.

After explaining the material, he asked the students to take out some food packages that they brought. (In the previous meeting, he asked the students to bring some food packages). He grouped the students into ten groups and asked each group to write a procedural text based on the food packages they had. He gave them 20 minutes to write the text.

After that, the representative of each group read the text in front of the class and other groups could give comments on that. This activity continued until the last group performed. The teacher gave some comments after all the groups

had performed. Then, he concluded the learning material and gave homework from the textbook.

From the class observation it was found that the teacher used whiteboard and realia as the media in teaching and learning process. These media functioned differently in which the whiteboard used to present the learning material and the realia were used to guide students in writing the procedural text. Since the students brought the realia, he did not have to provide the media by himself.

#### h. Teacher 8

The observation was done on November 21, 2008 at XI Language class of SMAN 2 Cimalaka. The topic being given at that time was “Asking and giving direction” focusing on speaking skill.

The class began 30 minutes later than it should be. It was because the students had to move from their class to the multimedia room where the class observation took place. In addition, the teacher also had to prepare the media. After everything was ready, the class began.

Before explaining the material, she asked the students whether they had asked or given direction to somebody else. Most of the students said yes and the rest preferred to keep silent. Then, the teacher gave examples of short dialogues related to the topic. She projected some *Power Point* slides on the laptop to a large screen and explained them orderly. After that, the teacher and the students made an example of dialogue.

Assuming that the students had already understood the material, the teacher asked them to make their own dialogue based on the given topics with their tablemate. She gave them 15 minutes to do the task. After a while, she pointed out the students randomly to practice their dialogue in front of the class. Due to the limited time, only few students could perform their dialogue.

Before closing the class, she asked the students to make a map of their school in pair and it would be checked in the next meeting. She also informed that the topic for the next meeting was still about asking and giving direction.

From the class observation it was found that the teacher used laptop, Infocus, screen, and *Power Point* slides as the means for delivering the learning material. In using those media, the teacher did not encounter any technical problems and she showed her skills in operating those media.

i. Teacher 9

The researcher observed the class of the teacher 9 on November 18, 2008 at XII Science 1 class of SMAN 2 Cimalaka. The learning material was “Expressing contrast” focusing on grammar.

The teacher began the class by checking the students’ attendance. Then, he told the learning material for that meeting. He asked the students to read the learning material on their textbook. While the students were reading the material, he wrote some important concepts on the whiteboard.

After a while, he asked the students whether they had any questions to the material presented on the whiteboard. No one asked. He then explained the material and gave examples of sentences to express contrast.

After explaining the material, he asked the students to make sentences related to the given material. Then, they discussed the sentences with the teacher. In order to make students more understood to the learning material, the teacher gave several tasks on the textbook. This activity was followed by discussion in which the teacher checked the students' works one by one started from the students in the front row. This activity was continuously done until the end of the class session. Before closing the class, the teacher gave homework related to the topic given.

From the class observation it was found that the teacher only used whiteboard and textbook as the media in presenting the learning material. The teacher did not face any problem in using those media.

From the results of the class observation above, it can be concluded that generally the teachers employed whiteboard and textbook as the primary media in their teaching. However, five of them have incorporated other media such as realia, tape recorder and computer/laptop (*Power Point*) into the teaching and learning process.

Meanwhile, the teachers encountered problems in the media utilization especially when utilized technical media such as computer and cassette. The problems found were technical problems, such as medium malfunction and the

trouble caused by the poor quality of the medium. In utilizing nontechnical media such as realia and whiteboard, the teachers did not find any difficulties.

To solve medium malfunction, the teacher tried to employ alternative medium. Meanwhile, to solve problem due to the poor quality of the medium, the teacher preferred to use verbal explanation to replace that medium.

## **4.2 Discussions**

### **4.2.1 Teachers' Problems in the Utilization of Instructional Media in English Teaching**

The findings of interview and class observation indicated that the teachers encountered several problems in the utilization of the instructional media. The problems are personal, institutional, and technical problems. The following are the discussion of those problems based on the findings from the interview and class observation.

The first problems in the utilization of instructional media in English teaching are personal problems. The personal problems come from the teachers themselves. As admitted by the teachers that sometimes they felt unwilling to use media although the media themselves were available in the schools. This unwillingness apparently is caused by their fallacies toward the media. This fact is revealed when the researcher asked the teachers about the reasons underlying their decision for not using media (other than whiteboard and textbook) during the teaching and learning process. Four of the teachers admitted that teaching by using technical media was troublesome; it required more times and energies in

preparing the media. The teacher clarified that if they used technical medium, for example *Power Point*, they should make the slides first. It required more times not only for preparing the slides (software) but also for preparing the hardware (computer/laptop and Infocus). This would be different if they took pictures from magazine; they could simply cut them. Moreover, from the teachers' responses to the interview, it shows that there is misconception about the media. Some of the teachers have opinion that instructional media refer to technical media which are complicated and sophisticated. Therefore, when being asked about instructional media, their responses always referred to technical media.

The personal problems are also interrelated to the teachers' unfamiliarity to the media, especially the technical media. From the interview, the vast majority of the teachers admitted that they were not skillful in using certain media such as Internet and Computer/Laptop (*Power Point*). It is undeniable that the rapid growth of technologies had influenced the educational setting in which the teachers are demanded not only to adjust their traditional teaching method but also to integrate more modern media into their teaching. These demands can be fulfilled if teachers have sufficient skills and familiarity to the media. This finding is in accordance with the technical and theoretical knowledge barriers of the use of new technologies in the classroom stated by Lee (2000). He states that there is not only a lack of knowledge about developing software to promote learning, but also a lack of understanding on how to use the new technologies. Besides, teachers only know little about integrating these new means of learning into an overall plan. Concerning this problem, Fathur Rohkman, (cited in Sunarno, 2008)



states that approximately 60% teachers of elementary, junior, and senior high school are not familiar with computer, especially those who teach in rural areas.

Teachers' lack of knowledge and skill in operating technical media can be caused by the lack of training. It revealed from the teachers' responses when being asked about training on media that they might have attended. Most of the teachers said that they had joined Internet and *Power Point* trainings in their school. However, since training was only held once, they thought that it was not enough to improve their knowledge and familiarity to the technical media. Accordingly, they are still confused on how to integrate the media into their teaching. As Furstenberg (1997), (cited in Gousie, 1998) states that one of the reasons for teachers' confusion and reluctance to integrate technology is because they have not been trained to use technology (p. 3).

The personal problems are also interrelated to time constraint. Since there were pressure of everyday teaching and abundance of activities, many teachers claimed that they did not have enough time to prepare the media. Besides having regular activities such as preparing lesson plans and class administrations, sometimes the teachers had additional activities. As stated by the English teachers from one of the three schools, since their school was busy preparing prerequisites for achieving "*Sekolah Mandiri*" status, they were directed to help the school in fulfilling those prerequisites. It became one of the reasons of their infrequency in using the instructional media.

Contrary to what had been claimed by the teachers, Brinton (2001) states that preparing media (such as vocabulary flashcards or magazine pictures) "do not

require exhaustive amounts of time” (p. 461). It follows that by managing the time well, preparing media both teachers-made and technical media will not require much of time. She further explains that teachers still keep this assumption because they ignore the payoff resulted from the hours spent preparing media in which teachers can use the media they prepared to teach many classes with the same material. Moreover, preparing media is one of the steps of instructional design process; therefore, there must be time allotment to prepare them.

Furthermore, there was claim that media were not necessary to be used in teaching certain skill such as in teaching *Reading*. It was because when taught *Reading* which the text was available on students’ book, the teacher did not need other media. This is in contrast with Brinton’s (2001) point of view. She says that language skills are not isolated entities; hence, it is needed to build channels between skills and language teachers can do this “by creating a unified context in which the teaching of various skills is effectively integrated around media” (p. 461).

In case of personal problems, it is undeniable that as a human being, sometimes we feel unmotivated to do something. So does the teacher. However, as a good educator, a teacher should show his/her competence, i.e. pedagogic competence. As noted in chapter II, one of the teacher’s pedagogic competences deals with teacher’s ability to incorporate media into the instructional process. Thus, it has an implication that to be categorized as a good language teacher, the English teacher should show their creativity in using instructional media. As

Brown (2001) stated a good language teacher creatively adapts textbook material and other audio, visual, and mechanical aids (p. 430).

Although the teachers claimed that sometimes they were unwilling to use instructional media, the results of the class observation have showed that they had attempted to integrate instructional media into their teaching. Two of the teachers also showed their creativity in utilizing realia.

The second problems in instructional media utilization are the institutional problems. They deal with schools' lack of facilities in which some media (technical media) are unavailable in the schools and if they are available, the number is inadequate. These problems have caused the utilization of instructional media in English teaching is still unoptimal. For example, language laboratory as one of the important media for English teaching is unavailable in the two schools, whereas in the other school, the lab was functioned as a classroom. Consequently, the listening comprehension, which will be better if practiced in the language laboratory, is practiced in the classroom. As admitted by one of the teachers, although practicing the listening comprehension can be done in the classroom, the noises from the outside can distract the students' concentration.

Apart from media unavailability, media inadequacy is also the barrier to the use of media in English teaching. The finding of the interview revealed that the teachers sometimes had to adjourn their plan to utilize instructional media when other teachers used the media. This condition is in contrast with the demand of media in English teaching. As has been discussed in chapter II, instructional media play important roles in English teaching. Thus, without intending to neglect

the need of media in other subject matters, the need of media for English teaching should be prioritized.

As the setting of this study was in schools located in a small town, the school's lack of facility becomes the common problem encountered in the media utilization. As stated by one of the teachers that the schools in small towns have minimum learning facilities than those in big cities. For example, Internet, which have been utilized in teaching and learning process in the schools in big cities, is still unavailable in most of small town' schools. These minimum facilities can also be triggered by school's budgetary policy. Having limited budget and a lot of need, school carefully selects the need that should be fulfilled first. Thus, sometimes the need of instructional media is disregarded. As stated by one of the teachers that since his school is under construction, so all of the school's budget are allocated for the construction.

The institutional problems revealed in this study are in relation with the statement of Kolawole (1998), (cited in Aduwa-Ogiegbaen, 2006). He states that the teaching of English language is bedeviled with many problems such as inadequate period of teaching, method of teaching and lack of adequate and useful resources.

The last problems in instructional media utilization are technical problems. The interview result revealed that the technical problems deal with media malfunction and power outage. In addition, from the class observation, the technical problem also deals with the poor quality of the media themselves.

Technical problem, such as media malfunction, can be caused not only by the error of the media hardware but also by the poor usage of the media.

#### **4.2.2 Teachers' Strategies in Handling Problems in the Utilization of Instructional Media in English Teaching**

The findings from interview and class observation showed that teachers had various strategies to handle the problems in the utilization of instructional media. Although they had these strategies, one of the nine teachers said that these were merely their suggestions to the problems. In other words, these strategies have not been applied, except the strategies for overcoming the technical problems. The following are the descriptions of each strategy proposed and used by the teachers.

In overcoming the personal problems, it is believed that the strategies would be different and depend on the teacher him/herself. Teachers' efforts against the problems and self-awareness to the great importance and benefits of instructional media for English teaching are believed as good strategies to minimize these problems. The strategy to overcome the personal problems is also interrelated to teachers' personal competence. It follows that teachers with good personal competence will perform their ability to manage themselves including against their unwillingness to use media. Nevertheless, the success of these strategies in overcoming the personal problems is still questioned. If the teachers themselves still have fallacies and negative attitudes toward the media, these strategies then will not reduce the personal problems and the use of media will

remain low. As ascertained by Abdi (1981), (cited in Aduwa-Ogiegbaen, 2006) that media use was lowest among teachers who have negative perception about instructional media. Meanwhile, Siahaan (2006) states that the use of media in teaching and learning process depends on the teachers' perception toward the media; if teachers think that media are necessary to be integrated into their teaching then they will use it and vice versa (p. 807).

Another personal problem dealing with unfamiliarity and inability in operating technical media, the teachers recommended the schools and other higher educational institutions to hold trainings, especially trainings on the use of ICT, Internet, and Computer (*Power Point*) for English teaching. Trainings are believed will enhance the teachers' knowledge and familiarity with the tools.

Teachers' training on the use of new technologies for English teaching should be held because the success of teaching English using technology tools is greatly determined by the teachers' expertise. Teachers need to be trained to use technology—they must also be competent enough to integrate technology efficiently, creatively, and confidently into their lessons (Williams, n.d.). The need of training to enable the integration of new technologies into foreign language teaching is also emphasized by Gousie (1998). He states that “without the proper hardware, the proper software, and the proper training, it is practically impossible for a teacher to integrate new technology into the traditional classroom or into foreign language programs.”

Completing the learning facilities and increasing the number of media are believed as the best strategies to solve the institutional problems. The teachers

suggested that the schools should facilitate them with the media which are necessary for teaching English such as language laboratory, laptop, and Infocus. It is true that providing instructional media is one of the schools' responsibilities. However, if the schools cannot provide all the necessary media due to, for example budgetary constraint, the teacher, as a professional, should creatively develop alternative media. Dealing with this problem, Pustekkom (2008) suggested that teachers should not give up using media. They should have initiation to develop their own media, because media are not necessarily expensive and sophisticated tools. Moreover, the school principal has to be more responsive to the need of media in his/her school.

Regarding the technical problem faced in the utilization of instructional media, the English teachers applied some strategies to handle the problem. For example, when coping with media malfunction, asking capable person is believed as the right solution. In addition, employing alternative media is another strategy used to overcome the media malfunction. In overcoming technical problems, teachers cannot rely on another person all the times because if the person cannot help them, they should handle the problems by themselves. Thus, by continuously updating and improving their knowledge and skill, they can minimize their dependency to others when dealing with media malfunction. Moreover, when coping with media malfunction, it is better not to rely solely on alternative media because sometimes the media may not be appropriate with the learning goal. Therefore, as suggested by Center for Excellence in Teaching (CET) (2000), it will be better to check out the media before class starts to make sure it works

properly. Heinich, Molenda, and Russell (1993) in their ASSURE model also suggest that if there is plenty of time, it will be better to try out the media and materials before using them in the classrooms.

