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Investigating English Teacher Candidate's Use of Instructional Media During the Teaching Practicum: A Case Study

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ABSTRACT

This study analyzes the English teacher candidate's use of instructional media in the teaching practicum. The English teacher candidate who became the participant in this study was doing their teaching practicum in MTsN 5 Jember. This study applied the qualitative case study design. Interview and observation was done one time to select the participant. The four times classroom observations and questionnaire were used in order to collect the data. This study employed the model of Creswell in analyzing the data. The findings of this study showed that the English teacher candidate applied one type of instructional media namely Visual Media. Those were Picture and Whiteboard. The way the teacher candidate implemented the instructional media was almost the same in each meeting of the teaching and learning process. However, the students' participation and response were not always the same in every meeting. It depended on the way the teacher candidate managed the class activity.

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INTRODUCTION

In this fast moving world, education is very important for everybody. Currently, the education system is undergoing changes rapidly. Various new methods are introduced and used that make teaching more effective and learning is highly significant (Sakat, et.al., 2012).

To be a good teacher, a teacher candidate must be able to master the role and take full responsibility of the teaching-learning process. Therefore, he or she must have innovation and be creative in delivering the material to students in teaching and learning process in terms of the methods and the media used.

Instructional media is a tool in teaching and learning activities that are used to stimulate thoughts, feelings, attention and also students' learning abilities in the learning process to achieve the learning goals effectively. Kuo (1991) states that instructional media are very important in the teaching and learning process. Through the use of instructional media, an effective instructional communication can be achieved with little effort from the

teachers.

Media have a big role and they are very important in the learning process because they bring messages of instruction and information of learning. The use of instructional media can encourage the learning process becomes more effective and also can attract students' attention and build greater understanding.

Gagne, et al. (1992) state that instruction is a set of events that affects learners in such a way that learning is facilitated. Learning media are media that bring instructional purpose of messages or information of learning (Arsyad, 2011). Therefore, instructional media are used as a means of expressing message and information to facilitate learning.

Instructional media becomes a tool to transfer the learning messages and information. Well-designed instructional media will greatly help learners achieve learning objectives. Therefore, it needs to make systematic planning for the use of instructional media (Nurseto, 2011). The teacher as a facilitator should pay attention in selecting the right media that are appropriate with the students' needs in order to achieve successful learning activities. Clark (1999) also states that teacher needs to choose the most appropriate instructional media due to the students' characteristics, the materials and the teaching method.

According to Sahid (2010) teaching media can be classified into four kinds.

a. Visual Media. It refers to the media which can show information that can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.

b. Audio Media. It refers to the media which can show information that can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.

c. Projected still media. It refers to the media that requires the projector to display information in the form of images / writing that cannot move. For example: transparency slides, PowerPoint slides, micro films, etc.

d. Projected motion media: media that requires a projector to display information in the form of images / writing that can move. For example: film, television, video (VCD, DVD, VTR), computer, etc.

Not only the kind of instructional media should be known, but in teaching and learning process, the teacher also should select good instructional media. Good media are media which are suitable for the topic, material, the students, and practical to use (Mutohhar, 2009). In selecting good instructional media, Arsyad (2011) gives some consideration as the following: (a) The ability to accommodate the presentation of the right stimulus (visual and / or audio), (b) The ability to accommodate students' appropriate responses (written, audio, and / or physical activity), (c) The ability to accommodate feedback, (d) Selection of media for giving information or stimulus, and for practice and tests (preferably practice and tests using the same media), (e) Level of enjoyment (preferences of institutions, teachers, and students) and cost effectiveness.

Instructional media has an important role to improve the quality of the learning process. Instructional media can help students learn because instructional media is an intermediary from the source of the message (teacher) to the recipient of the message (students). This is reinforced by Arsyad (2011) who states that media brings instructional purpose of messages or information of learning. The use of media depends on the character of the media itself and it is equipped with the ability of the teacher to develop those media to achieve the learning goals.

Instructional media used in the classroom has a big role in the teaching and learning process. Sukiman (2012) explains the role of instructional media, as follows: (1) Learning media can explain the presentation of messages and information so as to facilitate and

improve the learning process, (2) Learning media can improve and direct children's attention so that it can lead to have motivation to learn, to have more direct interaction between students and their environment, and the possibility of students to learn on their own according to their abilities and interests, (3) Learning media can overcome sensory limitations, space and time.

Mohan, et al., (2001) states that Instructional media has an impact in teaching and learning activities. Those impact is the teacher can save their time, increase the students' interest and also hold their attention. Instructional media also can clarify ideas, reinforce concept, add tone, prove a point and aid memory. Kustiono (2010) state that multimedia interactive learning has some benefits in increasing the effectiveness of learning process, as the following: (a) Direct interaction between user and learning material, (b) Learning process can happen individually based on students' ability, (c) Increasing student interest and motivation, (d) Giving feedback toward students' respond, (e) Creating continued learning process.

The role of using media in learning activities can give opportunities to students in learning by seeing, listening, remembering and understanding the material provided. This is reinforced by the research conducted by Lindstrom (1994) about the use of multimedia which showed that people remember 20% of what they see, 40% of what they see and hear, but about 75% of what they see and hear and do simultaneously.

Good teaching is when students are not only the objects but also the subjects of learning. As a subject of learning, students should become active in the learning process, so it can make them feel comfort in the teaching and learning process and understand the teacher's explanation. Uno and Nurdin (2012) states that the active learning model is that students are expected to be actively involved in learning activities to think, to interact, to do, to try, to find new concepts or to produce a work. The learning process is said to be successful if there is a structuring of changes from the cognitive, affective and psychomotor aspects of students. Students' participation in the teaching learning process is also affected during the successful use of instructional media in the learning process. According to Mulyasa (2012), in the short term the success of learning can be seen, in at least 85% of students feel enjoy, have a high willingness to learn, and actively participate in the learning process.

Education in Indonesia is currently applying the 2013 curriculum. Amri (2013) state that 2013 curriculum is an integrated curriculum as a concept that involves several subjects to provide meaningful and broad experiences to students. K-13 is a curriculum that prioritizes understanding, skills and character education (Evrilita, 2015). Students are required to understand the material, are active in discussions and presentations and have high discipline manners. The Standard Component of the Learning Process is that learning is carried out using methods that are interactive, inspiring, fun, creative, challenging and motivating students. Teacher are expected to mastering the subject matter, choosing the appropriate teaching material and the instructional media.

2013 curriculum is a curriculum based on character and competence (Mulyasa, 2013). K-13 also requires children to be active in learning. In 2013 curriculum, teachers are asked to create a learning method that can make the students active in the learning process. In addition, teachers are also required to prepare the instructional media to make students become more active and motivated. However, according to Mahardhika (2014) that the implementation of multimedia in school implementing 2013 curriculum is not easy because there are some factors influencing the implementation of multimedia. Those factors are the facility of the school, the creativity of the teachers to create media and teacher's passion in planning the media.

There are some previous researches dealing with the use of instructional media by the

English teacher in the English teaching and learning process. The first one was conducted by Ralph and Yang (2006). The research result showed that beginner teachers used instructional media more in the teaching and learning process compared to the teacher-educators. This is because they have a higher creativity and several other factors such as they can collaborate in utilizing both the traditional and the modern media in more effective and creative way.

The second one was conducted by McLaughlin, et al (2007). This research result showed that not all media used in this study could provide benefits in the learning process, the media used should be appropriate with the level of students in order to have a significant impact.

The third one was conducted by Hidayati and Wuryandari (2011). The research result showed that media need to be used as aids in the classroom learning process for teachers and students in order to get the student's interest through the media that they used and create a pleasant learning atmosphere to make the students able to understand and absorb the materials presented easily.

The fourth previous research was conducted by Adegbiya and Fakomogbon (2012). This research result showed that the instructional media was used not only to supplement teaching and learning process but also to make them more exciting. The teacher should determine appropriate teaching method and provide suitable instructional media which will fit in the implementation of the method.

The other previous research was conducted by Aprilianti and Jazadi (2017). The result showed that there were some kinds of instructional media used by the teachers. The kinds of instructional media used by teachers were whiteboard and books, pictures, photos or photographs, calendar, invitation, timetables and laptop. The media used mostly in English teaching were pictures because it was more easily prepared, kept for reuse and easily understood by the students.

Based on previous studies above, some researches about the use of instructional media in teaching and learning activities were investigated, however, this research focused on the use of instructional media in teaching and learning activities used by an English teacher candidate especially on the kinds of instructional media used, the way the instructional media implemented and students' participation in the classroom when the instructional media was implemented.

METHODOLOGY

The design of this research was a qualitative case study. It was used to investigate the instructional media used by the English teacher candidates in their teaching practicum at school. Case study is a research design and an empirical inquiry that investigates a phenomenon within its real-life context. Case study is a research method involving an up-close, in-depth, and detailed examination of a particular case (Wikipedia, 2020). Through case study, the researcher can investigate deeply the real situation that happens in teaching and learning process. Creswell (2009) states that a case study is a problem to be studied, which will reveal an in-depth understanding of a "case" or bounded system, which involves understanding an event, activity, process, or one or more individuals. By using qualitative case study design, the researcher can get in-depth understanding of the situation and meaning (Merriam, 2009).

Case study is one form of qualitative research based on human understanding and behavior based on human opinion (Polit & Beck, 2004). Case studies are usually done naturally which means the data are obtained is done in a real-life context. There is no need for

certain treatments for both the research subject and the context in which the research is conducted so that the data obtained is true without being subtracted or added.

This research was conducted in MTsN 5 Jember which hold the teaching practicum. MTsN is a basic level of formal education in Indonesia, equivalent to junior high school and managed by the Ministry of Religion. MTsN 5 Jember is located in the suburb area in Jember. While the research participant in this research is teacher candidate who attended the teaching practicum in MTsN 5 Jember. The teacher candidate should teach English by using instructional media in the teaching and learning process.

In collecting the data, the researcher used interview, classroom observation, and questionnaire in order to collect the data on the use of Instructional media by the English teacher candidate in the teaching and learning process. The interview was conducted in order to know whether the teacher candidate use instructional media or not in the teaching and learning process while the observation was done after the researcher doing interview in order to know whether the English teacher candidates really use instructional media in their teaching practicum or not.

To obtain the main data, Classroom observation was conducted in order to get the information and answer the research questions about the use of instructional media by the English teacher candidate in the teaching and learning process. Through classroom observation, the researcher could directly investigate the teacher candidate in the real teaching situation by using instructional media. The researcher observed the English teacher candidate four times by record a video in the teaching learning process in the classroom by using camera that recorded by the teacher's partner. Meanwhile, the researcher wrote the information related to the classroom activities while using instructional media in the teaching and learning process.

Questionnaire was used in order to know how the students participation and responses in using instructional media. The questionnaire was given one time to the students after the data obtained is sufficient for the researcher. The statements of the questionnaire, it was translated into Indonesian to make students more understand the contents.

Data of this research were analyzed by using the model of Creswell. According to Creswell (2009), in analyzing the data in qualitative research there are six steps. Those steps are organizing and preparing the data for analysis, reading through all data, coding the data, use the coding process to generate a description or themes for analysis, interrelating the themes or description, and interpreting the meaning of themes or description.

RESULT AND DISCUSSION

The observation was done by the researcher during the teaching practicum done by the English teacher candidate by using instructional media. Based on the classroom observations, it was found that two kinds of instructional media were applied by the teacher in teaching and learning process. In the first and last observation (fourth meeting), it was known that the English teacher candidate used picture and whiteboard as the media in the teaching and learning process. While in the second and third meetings, it was known that the English teacher candidate only used whiteboard as the media in the teaching and learning process.

In the use of Whiteboard, the way of the English teacher candidate implemented these medium was almost the same in each meeting. Rofiq (2011) explains about several things that need to be considered when the teacher uses or writes on the whiteboard, (1) the teacher is not recommended to write on the whiteboard while talking because it is the same as the writer talking face to face with the blackboard, not with students., (2) the teacher should stand next to the blackboard while explaining and pointing to what has been written so that students can see the writing, pictures or information on the blackboard clearly. This statement is in

accordance with the way the teacher uses whiteboard in the learning process. It was known that in the first and fourth meeting the English teacher candidate wrote the topic and the explanation (definition, purpose, generic structure, language feature) that will be learnt at that day in the whiteboard. While in the second and third meeting, the English teacher candidate start wrote from the upper left corner to the bottom of the whiteboard, and continue it to the right side. After she finished writing, she looked at the students and started explaining the materials on the whiteboard. The English teacher candidate also gave the example to pronounce well the vocabulary that written in the whiteboard, then she asked the students to pronounce the vocabulary which has been exemplified by her by pointing at the vocabulary one by one on the whiteboard.

An important technique that must be mastered by the teacher in using the whiteboard as a medium of instruction is to involve students in the use of the medium in the learning process (Attar, 2013). It could be done by asking them to write answers, to select or to group list of words, etc. In every meetings, the English teacher candidate also asked the students to get involve in using the instructional media (whiteboard) by asking them to come forward to write their answer of their task and then discussed it together through the medium. The English teacher also wrote new vocabularies on the whiteboard while discussing the task in the learning process. It can be said that the teacher was innovative in implementing or using the instructional media in teaching and learning process because the teacher could utilize the whiteboard as the medium in several ways.

Picture was also used as a medium of instruction by the English teacher candidate in the teaching and learning process. The picture used was in the form of colored printed picture and black and white printed picture with A4 size paper. The way the English teacher candidate implemented the picture as the instructional media in teaching and learning process was almost the same in the two meetings. The picture was used to explain the material or facilitate students to actively learn. Munasaroh (2017) states that good images used in learning are images that are appropriate with the learning objectives. Based on classroom observations, it known that the English teacher candidate used picture in the first and fourth observations. In the first observation, it known that the English teacher candidate used colored printed picture (Cinderella) as the example of the topic that they learned on that day (Narrative text) before she gave a text about Cinderella as a task for students in the learning process. While in the fourth observation, the English teacher candidate also used printed picture as the instructional media in the teaching and learning process. The English teacher candidate showed a black and white printed picture about "Notice" to the students as an example of the material to be learned. The selection of pictures used by English teacher candidate during the learning process was appropriate because the images used as the media were in accordance with the learning material provided.

Picture can be used as tools for creative experiences, enriching facts, and correcting lack of clarity. In the learning process, picture are very well used and applied in the teaching and learning process because through this medium it tend to attract students' attention, so that motivation to know more about the images described will appear and the teacher can deliver the material optimally through the images. In selecting good instructional media, the media should have level of enjoyment and cost effectiveness (Arsyad, 2011). From the observation, it was known that the teacher candidate used pictures which required very minimal cost but can attract students' attention and motivate them to learn the materials.

The picture used in the teaching and learning process was appropriate and looks like a real picture. The authenticity of the picture that can show the actual situation, such as seeing

the actual situation or object is also needed in the selection of images. Not only that, the simplicity of images in color is also needed to give a certain impression and have aesthetic value. However, the pictures used in the learning process were printed pictures in A4 paper size and could not be seen clearly by all students in the class, and it made the learning process was not effective enough. This is reinforced by Donny (2013) that one of the drawbacks of using picture in the learning process is that the size is very limited for large groups. Therefore, to achieve effective learning, the picture used should be large, can be seen by all students, can be pasted, hung, or projected. The pictures should also make the room attractive, motivated students, increase interest, attention, and increase students' knowledge.

Classroom observation and questionnaire were given to the students to know the students' response and participation related to the use of instructional media by the English teacher candidate in teaching and learning process. Based on the classroom observations, it known that students' participation and response were not always the same in every meeting. The learning atmosphere was very pleasant and excited when the teacher and the students had good interaction in the teaching and learning process. The result of classroom observation was in accordance with the idea of Abdullah, et.al., (2012) that effective learning process occurred when both instructors and students interact and actively participate in the learning activities. Students in the classroom can be said active when they ask questions, give opinions, or answer question posed by the teacher, or passive when they just sit quietly, take notes, listen, and do something else (Abdullah, et al., 2011). Students actively participated in the learning process when the English teacher candidate could attract students to pay attention to the teaching learning process or could involve the students in using the instructional media and could manage the class. As a result, students felt very excited and gave good responses to the teacher. But when the English teacher candidate could not attract the students' attention, and could not manage the class, the learning atmosphere became very uncondusive because students felt uninterested. They were talking with each other, joking, taking a nap, etc.

In addition, from the questionnaire, the mode and percentage were found for each statement given. The result found was same with the results of classroom observations. Most of students like the English lessons when using instructional media. It can be seen in the learning process, most of students were active and pay attention to the learning process when using instructional media. Students also paid attention to the learning process when the teacher explain the material by asking some questions, give opinions, and give good response. It can be happen because the use of instructional media can makes the learning process becomes more effective, efficient, attract students' attention and build greater understanding. Teacher also can includes students in using the instructional media when she asked some things related to the material provided. It was a good way to achieve the active learning in implementing instructional media in the learning process because Uno and Nurdin (2012) also state that active learning model is that students are expected to be actively involved in learning activities. Based on Mulyasa (2012), the learning process by using instructional media can be said successful if most of students feel enjoy, have a high willingness to learn, and actively participate in the learning process.

CONCLUSION

Based on the results of the data analysis and the discussion from the previous chapter, it was found that the teacher candidate used one type of instructional media namely Visual Media. Those were Picture and Whiteboard. The most frequent instructional media used in the teaching and learning process was whiteboard because in every meeting, the English teacher candidate used whiteboard as the media to deliver the learning materials. The way the

teacher candidate implemented the instructional media was almost the same in each meeting of the teaching and learning process. However, the use of picture was less effective because the size of the picture given in the learning process was not appropriate for large group of students in the classroom. To make it effective, the size of picture given in the learning process should be appropriate and could be seen by all students in the classroom.

The students' participation and response were not always the same in every meeting. It depended on the way the teacher candidate managed the class activity, whether she could attract students' attention and could involve students in using the instructional media or not. When the teacher candidate could do it, the students feel more excited, paid more attention, and gave better responses in the learning process. The learning atmosphere also became more enjoyable, pleasant, and exciting. When the teacher candidate could not attract students' attention, manage the class activity, it made students pay no attention in the learning activities and made them feel bored. Some of them talked with others, joked, and also took a nap.

It is expected that the results of this research can give meaningful contributions especially for the English teacher and the other researchers. For the English teacher, they should be more creative in using instructional media and selecting the appropriate instructional media that will be used in the learning activities. The teacher should be able to attract the students' attention and manage the class activity, so the students will feel more excited, more active and give better responses during the learning process. Moreover, it is important for the teacher to implement the instructional media in different ways and be more creative. It can make students more enthusiastic in achieving the learning goals.

For other researchers. For other researchers who want to conduct the same research, it will be better to observe specific and different instructional media that are used in teaching and learning process. Make sure that the participant will be more creative as expected in preparing and implementing the use of instructional media in teaching and learning process and also the researcher should make sure that the target school facilitates teachers with information and communication technology such as computer, LCD projector, and Internet in order to make them more creative and innovative. In addition, other researchers can also apply other research design and other analysis method used in the research. It will be better for other researchers to conduct a research at school that facilitate information and communication technology, so that the use of such technology by the teacher candidate can be observed.

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