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Investigating Teachers' Use of Media and Strategies in Teaching English at Junior High Schools in Selong Subdistrict East Lombok

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Abstract

This study investigated media and strategies were used by English teachers at five Junior High Schools in Selong. Survey and descriptive qualitative method was employed. The data were collected by using questionnaire and observation. The English teachers became the respondents of the questionnaire while the sample of the classroom observation was five teachers of the eighth grade. The results described that most of the teachers applied a medium or strategy in the teaching in three teaching steps, namely pre, while, and post activities followed with the steps of teaching media and strategies. The data of questionnaire in the extent of teachers' use of media and strategies indicated most of the teachers still used common media and strategies while some other media and strategies were not used due to inappropriate English topics and cumbersome types. The teachers also mostly experienced in selecting suitable topics. Those were possibly caused by teachers' difficulty to find out suitable media with certain materials, limited time, and difficulty to apply the media and strategies. Furthermore, the students' questionnaire pointed out that some teachers need to evaluate the teaching preparation; selecting appropriate media and strategies with the topics; the use of average media and strategies; exploring clear steps in the use of media and strategies; and evaluating and giving task after using media and strategies. This study is expected to contribute towards the development of teaching and learning of English and as self-control for teachers to be more innovative and creative in using media and strategies.

Keywords: media, strategies, teaching English

Introduction

Creating an enjoyable learning is possibly a problem and challenging job which the teachers have to be able to change the classroom atmosphere so that it becomes a center of learning. Besides that, in the teaching process, a problem is how the language to be taught and studied. As Harmer (2001) states, there are four things that need to be done to acquire language; those are being exposed, understanding its meaning, understanding its form then practicing the language. In this context, teaching media plays important role to be implemented properly and creatively. The media become effective ways to arouse the totality of teaching and learning. For example, audio-visual aids do not only give effective way of learning in a shorter term, but also help to retain better and longer information.

The objective of teaching English requires the involvement of many factors. Kasbolah (1993) states that the teacher, materials (textbooks), media, strategies, students, curriculum, and society are needed to support the teaching and learning process. But, to mix those factors is not easy. It appears that the teacher plays an important role because teachers are the most influential people in the classroom and students will learn by the hand of the teachers. In other words, students depend on the teacher. Teachers have to motivate the students to learn English well in class. Therefore, a teacher has to be able to select and use good strategies and appropriate media in order to motivate and attract the students. Finocchiaro (1973) states that the teacher needs to promote a friendly environment in

the classroom, create and organize materials, overcome some issues in the textbooks, stimulate and maintain interest through varied practice activities, emphasize enjoyable aspects of learning, and give students' necessary feeling of success which will determine their growth towards communication.

The teachers' strategies should focus on interesting and should capture students' attention. In the young learners' classroom, these activities are usually centered on songs, poems, chants, drama, stories, games and Total Physical Response (TPR) activities. All these activities can affect young learners and enhance their learning the language. The strategies the teacher uses can be fun and enjoyable, and at the same time achieve academic goals. Teachers should choose activities that enhance students learning, and avoid ones that are a waste of teachers' and students' time. It can therefore be concluded that interesting and fun strategies can be used to promote speaking in the EFL classroom. According to Brown (1994), if strategies are intrinsically motivating and appealing to students' goals and interests, then it can have a positive impact on their skills.

Having discussed a variety of issues above, this study attempted to answer three research questions below:

What media and strategies are used by the English teachers in teaching English at five state Junior High Schools in Selong?

To what extent is the use of media and strategies in teaching English in the classroom at five state Junior High Schools in Selong?

What are the students' responses towards teachers' use of media and strategies in teaching English at five state Junior High Schools in Selong?

Method

The survey was used in this research; meanwhile the method was descriptive qualitative analysis. The aim of which is to investigate and to survey descriptively the teachers' use of media and strategies in the teaching process.

The subjects were the English teachers in five state Junior High Schools in Selong as the respondents of the questionnaire while the sample of the classroom observation was five teachers who were observed during the teaching and learning process.

The researcher used a questionnaire to elicit responses from the teachers as respondents. The questionnaire deals with the teachers' activities in the use of media and strategies in teaching and learning process. In this case, the teachers filled in the questionnaire on the teaching activities in the use of media and strategies. The questions are related to teachers' preparation in the instructional component, teachers' preparation in teaching media or strategies, some English topics taught using particular media or strategies, or some difficulties in using media or strategies in teaching certain available topics. On the other hand, classroom observation was conducted in order to observe the teachers' extent to applying media or strategies in their teaching and learning process and also to identify the students' responses toward their teachers' use of media and strategies. In this case, video and audio recording were used to collect data.

All of the data were analyzed by using the major phases of the data analysis; data reduction, data display, verification, and conclusion drawing (Miles and Huberman, 1994). It is then

described through data reduction referring to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In this step, in data analysis, the researcher sorted the data from questionnaires and observation which were relevant to the research question of the study. The reduction data from observation items were collected into a matrix table/graph and generalization and the reduction data from questionnaires were collected into tabulating data which consisted of the collections of scores and calculating the percentage of the respondents' questionnaire answers.

Data display is one technique to develop a series of flow charts that map out any critical track, decision points, and supporting evidence that emerge from establishing data for a single site. In this activity, the data displayed of questionnaire and observation were conducted from the data reduction presented in a matrix table.

Verification and conclusion drawing involve stepping back to consider what the analyzed data mean and assess their implications for the questions at hand and verification entails revisiting the data as many times as necessary to cross-check and analyze the data gathered from the data reduction and data displayed for many times to check and vary the data needed to make conclusions.

Findings

English Teachers' Use of Media and Strategies in Teaching English

The given data about teachers' use of media and strategies in teaching English were presented into three teaching stages; pre-activity, while-activity, and post-activity which were done by five teachers (code for teachers; T1, T2, T3, T4, and T5).

Teacher one (T1)

In this teaching, the teacher focused on teaching reading skill which was taught in three phases.

Pre- Activity

T1 applied two kinds of strategies; those were Brainstorming and Words Guessing Strategies in getting students' prior knowledge by conveying the questions. He elicited students' vocabulary mastery.

While-Activity

T1 used Reading Race and Comprehension Strategies to make the students easier in understanding the text given. The teacher invited the students to play in turn, based on the groups that had been divided previously. Then, at the end of the play he gave the reward to the students. At the second phase, T1 distributed the text to be discussed by the students.

Post-Activity

T1 applied reinforcement strategy. He reinforced and concluded the lesson and he directly closed the teaching and learning process because the time was over. T1 asked the students to continue their work at home and they agreed with it.

Teacher 2 (T2)

In this activity the teacher taught a narrative text and the skills were reading and speaking.

Pre-Activity

T2 used brainstorming strategy by asking some questions, which may bring the students to come to the material being discussed. He also warmed up students by beginning the lesson with electronic media.

While-Activity

In this stage, T2 applied retelling strategy completed. He asked the students to continue to watch the cartoon. The students tried to continue story by retelling the story by their own language after she paused the movie. She asked them some questions. T2 asked the students to guess what the story was after watching the story together. T2 and the students gave feedback one another based on the story content. This activity indicated that T2 tried to lead his students to talk spontaneously through asking the questions. And also T2 discussed narrative text with the students.

Post-Activity

T2 applied reviewing strategy. He gave the reward to the students, reinforced, and concluded the material that had been discussed before, by asking the students some questions.

Teacher 3 (T3)

In this activity, the teacher used some strategies to teach English speaking skill.

Pre-Activity

In this stage T3 used direct instruction strategy. He only introduced what the students would do without asking questions as it had been done by the previous teachers (T1 and T2).

The data shows that T3 came to the classroom and she directly instructed his students to talk in turn in front of the class, and this activity is called direct instruction strategy.

While-Activity

The teacher applied direct speaking strategy. The teacher asked students to practice directly in front of the class. This activity was done in turn. After they finished practising, he asked the students some questions.

Based on the data, the students directly talked about parts of body in front of the class after being instructed by their teacher (T3). They did it in turn. This strategy could be called direct speaking strategy.

Post-Activity

The teacher did not reinforce and conclude the materials that had been discussed. He directly thanked the students for what they had done and at last he closed the meeting. Thus, T3 did not apply a single strategy. He just gave a reward to his students, thanked them, and greeted them directly.

Teacher 4 (T4)

This part of the activity, the teacher discusses the strategies in teaching reading.

Pre-Activity

T4 applied brainstorming strategy in the form of questioning. The questions asked students' homework. The data shows T4 asked the students a few questions before entering to the main activity. It indicated T4 tried to cultivate the students' prior knowledge.

While-Activity

T4 used reading a loud or comprehension strategy. Firstly, she introduced students the concept of "this and that"; then, they tried to combine it with the name of the body. In this activity the students were asked to draw the pictures on the whiteboard then pronounced it in front of the class. This activity was done in turn by some students. After they finished reading, she asked the students to answer the questions based on the text given.

Post-Activity

In this stage, T4 used reinforcement strategy to make the conclusion that had been discussed and the students responded to their teacher's questions.

Teacher 5 (T5)

Pre-Activity

T5 introduced the material and wrote the indicators of reading on the board. Additionally, T5 used introducing strategy.

While-Activity

T3 used direct learning and media of picture. She asked the students to answer the questions orally. Then, in the next phase she asked the students to answer again in a certain minutes and discussed them together. The data of T5 show a kind of picture which told them picture of activities in past time to the students. She asked some questions to his students and they answered the questions orally. Then T5 asked her students to make recount text based on their own experience then T5 asked some students to read it.

Post-Activity

T5 applied reviewing strategy. She asked the students if they had any difficulties then asked the students to do other exercises available in the textbook.

The Extent of Teachers' Use of Media and Strategies in Teaching English in the Classroom

This point presents the data analyses which were gained from teachers' questionnaire. The respondents were all teachers of junior high school at Selong.

Teachers create upperception to prepare the teaching and learning

The frequency of teachers' activity on upperception indicates more frequent in the teaching and learning process. It is proved that there are 66.67% of teachers who often created their upperception in the teaching and learning process while the rest is only 33.33% of teachers who are very often applying upperception.

The teachers' preparation of instructional components in teaching English

With regards to the instructional components, namely lesson plan, students' worksheet, instruments, and teaching media or strategies, the response focuses on teacher' frequency of preparation. Most of the teachers (66.67%) said that they often prepare the teaching and learning components while 14.44% of the teachers very often provide it. Besides, there are only 18.89% of teachers rarely prepare the instructional components. This indicates that the preparation of instructional components is still dominant.

Teachers' preparation of proper media or strategies

All teachers of junior high school at Selong prepare media and strategies based on the indicator, teaching goal, and teaching step. It is assumed because the teachers arrange the teaching administration referring to the provided syllabus.

Teachers' planning of media or strategies implementation towards the teaching goal

Through eighteen teachers, most of them already plan their teaching program, but some of them still do not arrange it based on the teaching goal. There are 66.67% of the teachers frequently planned the teaching media or strategies connected with teaching goal and only 5.56% who very often do it. The frequency also indicated by teachers' rareness that is 27.78%.

Skills taught using media or strategies

From the four skills, the teachers varied in the goal of teaching four skills. Based on the data, there are 55.56% of teachers who often teach four skills in the use of media or strategies and it only 8.33% who always teach by using the media. It also indicates

34.72% of teachers seldom teach it meanwhile the rest is 1.39% of teachers who never teach the skills using media or strategies.

Preferred topics of using media or strategies

It must follow the available materials in curriculum. Most of the teachers often choose the topic to teach based on the curriculum using media or strategies that is 58.33% and 18.52% of them who are the most frequent. Conversely, 18.52% of teachers seldom teach the available topics by using media by selecting other ways of teaching approach and then some of whom never teach it.

Preferred media of teaching english teaching materials at the eighth grade

From 13 media provided in the questionnaire, it turned out that it is just 23.93% of teachers who often apply the number of media and it is only 14.96% for the most frequent. Besides, the average use from 13 media, most of teachers seldom exploit it evenly and then the rest is 27.78% who rarely use it. In terms of favourite media, pictures are identified the most frequent use with 7 teachers who often apply it and four teachers for video and power point. Additionally 1 and 2 teachers for flashard and cue card, subsequently, and the rests are maybe seldom and even never used.

Types of strategies in teaching four English skills

Based on the questionnaire, each skill has its own strategies been used in teaching. Seeing the data, there are 42.74% of teachers who often use a variety of strategies in teaching English and it is only 8.97% of very often applied. Additionally, teachers seldom use various types of strategies are just 23.08% and some of whom are only 25.21% never use it.

The Students' Responses towards Their Teachers' Use of Media and Strategies in Teaching English

Students' Responses to the Teacher' Preparation and Activating Students' Background Knowledge

Table 1
Students' Responses to the Teachers' Preparation and Activating Students' Background Knowledge

| NO | CODE OF ITEMS | STUDENTS' RESPONSE | | | | | | | | | | | | | | | | | | | |
|----|---------------------|---------------------|---|----|----|---------------------|---|----|----|---------------------|----|----|----|---------------------|-----|----|-----|---------------------|----|----|----|
| | | T1 (36 Students) | | | | T2 (28 Students) | | | | T3 (20 Students) | | | | T4 (21 Students) | | | | T5 (20 Students) | | | |
| | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | |
| | | N | S | O | VO | N | S | O | VO | N | S | O | VO | N | S | O | VO | N | S | O | VO |
| 1 | A | 0 | 0 | 56 | 44 | 0 | 0 | 25 | 75 | 0 | 0 | 35 | 65 | 0 | 4,8 | 71 | 24 | 0 | 0 | 50 | 50 |
| 2 | B | 0 | 0 | 61 | 39 | 0 | 0 | 46 | 54 | 0 | 0 | 40 | 60 | 4,8 | 29 | 57 | 9,5 | 5 | 25 | 70 | 0 |
| 3 | C | 0 | 0 | 58 | 42 | 0 | 0 | 64 | 36 | 0 | 15 | 50 | 35 | 0 | 24 | 62 | 14 | 0 | 5 | 15 | 80 |

Items:

- A : Teacher attends the class with ready preparation
- B : Teacher reviews previous lesson to students
- C : Teacher asks some questions to students related to present topic

It can be concluded that most of the students perceived their teachers prepared the lesson and activated their background knowledge before teaching English.

- a. Students' Responses to the Teacher' Use of Media and Strategies in Introduction, appropriateness of material, and motivation of learning English

Table 2
Students' Responses in Introduction, Reference, Variety, and Appropriateness of the Teacher' Use of Media and Strategies

| NO | CODE OF ITEMS | STUDENTS' RESPONSE | | | | | | | | | | | | | | | | | | | | |
|----|---------------------|---------------------|---|----|-----|---------------------|----|-----|-----|---------------------|----|----|----|---------------------|-----|----|-----|---------------------|----|----|----|--|
| | | T1 (36 Students) | | | | T2 (28 Students) | | | | T3 (20 Students) | | | | T4 (21 Students) | | | | T5 (20 Students) | | | | |
| | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | | |
| | | N | S | O | VO | N | S | O | VO | N | S | O | VO | N | S | O | VO | N | S | O | VO | |
| 4 | D | 0 | 0 | 53 | 47 | 0 | 14 | 79 | 7,1 | 0 | 25 | 60 | 15 | 4,8 | 33 | 57 | 4,8 | | 80 | 10 | 10 | |
| 5 | E | 0 | 0 | 56 | 44 | 0 | 0 | 100 | 0 | 0 | 15 | 80 | 5 | 0 | 19 | 71 | 9,5 | 0 | 30 | 55 | 15 | |
| 10 | J | 0 | 0 | 94 | 5,6 | 0 | 21 | 79 | 0 | 0 | 80 | 20 | 0 | 4,8 | 76 | 19 | 0 | 35 | 45 | 20 | 0 | |
| 13 | M | 0 | 0 | 86 | 14 | 0 | 0 | 86 | 14 | 0 | 25 | 75 | 0 | 0 | 4,8 | 81 | 14 | 5 | 15 | 70 | 10 | |

Items:

- D. Teacher uses media or strategies to introduce the materias.
- E. Teacher uses media or strategies referring to students' need.
- J. Teacher applies a variety of media or strategies in the teaching process.

It can be inferred that most of the students perceived all their teachers introduced, used, and taught materials based on students' need in the use of media and strategies eventhough some teachers still did not vary the media and strategies.

Students' Responses to the Effect of Using Media or Strategies in the Teaching and Learning Process

Table 3
Students' Responses to the Effect of Using Media or Strategies in the Teaching and Learning Process

| NO | CODE OF ITEMS | STUDENTS' RESPONSE | | | | | | | | | | | | | | | | | | | | |
|----|---------------------|---------------------|---|----|----|---------------------|-----|----|----|---------------------|----|----|----|---------------------|-----|----|-----|---------------------|----|----|----|--|
| | | T1 (36 Students) | | | | T2 (28 Students) | | | | T3 (20 Students) | | | | T4 (21 Students) | | | | T5 (20 Students) | | | | |
| | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | | |
| | | N | S | O | VO | N | S | O | VO | N | S | O | VO | N | S | O | VO | N | S | O | VO | |
| 6 | F | 0 | 0 | 50 | 50 | 0 | 11 | 79 | 11 | 0 | 40 | 60 | 0 | 0 | 19 | 71 | 9,5 | 0 | 25 | 35 | 40 | |
| 7 | G | 0 | 0 | 56 | 44 | 0 | 14 | 61 | 25 | 0 | 40 | 60 | 0 | 0 | 9,5 | 71 | 19 | 0 | 5 | 40 | 55 | |
| 12 | L | 0 | 0 | 44 | 56 | 0 | 3,6 | 36 | 61 | 0 | 65 | 35 | 0 | 4,8 | 24 | 52 | 19 | 15 | 30 | 30 | 25 | |

Items :

- F : The indicators of using media or strategies are easy and able to be understood.
- G : The steps of using media or strategies are interestingly followed.
- L : Teacher uses media or strategies which motivate students to learn English.

Seeing the table above, it can be described that most of the students agreed that the media and strategies used by the teachers were easily understandable and interestingly followed which affected to the students' motivation although some students were not fully motivated.

b. Students' Responses to the Teacher' Use of Media or Strategies in Involving the students

Table 4
Students' Responses to the Teacher' Use of Media or Strategies in Involving the Students

| NO | CODE OF ITEMS | STUDENTS' RESPONSE | | | | | | | | | | | | | | | | | | | |
|----|---------------------|---------------------|--|--|--|---------------------|--|--|--|---------------------|--|--|--|---------------------|--|--|--|---------------------|--|--|--|
| | | T1 (36 Students) | | | | T2 (28 Students) | | | | T3 (20 Students) | | | | T4 (21 Students) | | | | T5 (20 Students) | | | |
| | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | |

| | | % | | | | | | | | % | | | | | | | | | | | |
|----|---|---|---|----|----|---|---|----|----|---|---|----|----|---|-----|----|----|----|----|----|----|
| | | N | S | O | VO | N | S | O | VO | N | S | O | VO | N | S | O | VO | | | | |
| 8 | H | 0 | 0 | 67 | 33 | 0 | 0 | 50 | 50 | 0 | 5 | 75 | 20 | 0 | 9,5 | 57 | 33 | 10 | 30 | 50 | 10 |
| 9 | I | 0 | 0 | 72 | 28 | 0 | 0 | 50 | 50 | 0 | 5 | 95 | 0 | 0 | 9,5 | 48 | 43 | 0 | 45 | 35 | 20 |
| 11 | K | 0 | 0 | 83 | 17 | 0 | 0 | 75 | 21 | 0 | 5 | 90 | 5 | 0 | 24 | 43 | 33 | 0 | 5 | 60 | 35 |

Items :

H : Teacher involves students in the process of using media or strategies.

I : Teacher gives chance to students in asking and answering section in the use of media or strategies.

K : Teacher asks the materials to students at the end of the teaching.

Based on the data above, it can be summarized that most of the students perceived that their teachers involved them, gave chance students in the asking and answering questions, and the teachers liberated them at the end of the teaching. However some teachers had not involved students in asking and answering questions in the use of media or strategies.

c. Students' Responses to the Feedback of Teachers' Use of Media or Strategies

Table 5

Students' Responses to the Feedback of Teachers' Use of Media or Strategies

| NO | CODE | STUDENTS' RESPONSE | | | | | | | | | | | | | | | | | | | | |
|----|------|--------------------|------------------|----|----|----|------------------|----|----|----|------------------|----|----|-----|------------------|-----|----|----|------------------|----|----|----|
| | | OF | T1 (36 Students) | | | | T2 (28 Students) | | | | T3 (20 Students) | | | | T4 (21 Students) | | | | T5 (20 Students) | | | |
| | | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | | Percentage / % | | | |
| | | | N | S | O | VO | N | S | O | VO | N | S | O | VO | N | S | O | VO | N | S | O | VO |
| 14 | N | 0 | 0 | 58 | 42 | 0 | 11 | 64 | 25 | 0 | 5 | 65 | 30 | 0 | 9,5 | 52 | 38 | 0 | 60 | 20 | 20 | |
| 15 | O | 0 | 0 | 39 | 61 | 0 | 32 | 57 | 11 | 0 | 10 | 20 | 70 | 9,5 | 62 | 319 | 0 | 0 | 10 | 50 | 40 | |

Items:

N : Teacher gives test or remedial after using media or strategies.

O : Teacher analyzes and evaluates the materials taught by using media or strategies at the end of the teaching.

It can be inferred that most of the teacher assesses students at the end of the teaching after applying media or strategies eventhough some teacher had not conducted it regularly.

Conclusions

Referring to the theories and research results, the conclusions of this study are related to the previous research problems.

The data from classroom observation describes that most of the teachers used media and strategies in the teaching process. The activities of teaching were wrapped into three kinds of stages; those are pre- activity, while-activity, and post-activity stages. In pre-activity stage the teachers gave the students several questions as brainstorming. These activities were conducted to know the students' prior knowledge. Then, in while-activity stage, they applied different strategies and media from five teachers observed, namely T1 used a medium of word guessing games (Talking stick game), T2 used audio visual to teach narrative text, T3 applied direct instruction strategy, T4 used strategy of teaching words building, and T5 had the same as T4 but the material was recount text.

Based on the teachers' questionnaire data, the extent of teachers' use of media and strategies in teaching English resulted in teaching preparation, selecting the materials, the use of media or strategies, teachers' difficulty in the teaching activity, and teachers' reflection and evaluation. The teachers mostly experienced in selecting suitable materials or topics using particular media or strategies. Also some teachers (T1 up to T5) often used monotonous media or strategies. Those were possibly caused by teachers' difficulty

to find out appropriate media with certain materials, limited time, and some of whom felt difficult to apply them.

The students' questionnaire can be inferred that most of the students perceived their teachers prepared the lesson and activated their background knowledge, their teachers created clear instructions that could help them to follow the use of media and strategies their teachers involved them in implementing the media and strategies, their teachers applied the media or strategies which were properly considered to the materials goals, and most of them evaluated and gave the exercises to check students' understanding after using media and strategies. However, seeing from the percentage of all respondents, the frequency items of five teachers who are filled in vary thoroughly. Therefore, all teachers should recheck then evaluate the teaching activities from the planning to the assessment.

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