

UTILIZING INSTRUCTIONAL MEDIA IN TEACHING ENGLISH AT THE BROADCASTING DEPARTMENT OF A VOCATIONAL HIGH SCHOOL

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Abstract: *Teaching English in vocational high school is part of ESP because it focuses more on students learning a specific skill in their academic program. Vocational high school English teachers must consider their students' individual needs as they teach and help them learn. One of the ways to obtain the learning goals is through the utilization of instructional media. This research aims to investigate the kinds and utilization as well as the benefits and challenges of instructional media that English teachers use in the Broadcasting Department of SMKN 2 Banjarmasin. A qualitative method was used to collect the data. The participants for this research are two female teachers, Ins and Rzk, who have been teaching English at SMKN 2 Banjarmasin for one year. Two kinds of research instruments were used: observation sheet and interview guidelines. The observations were conducted in the eleventh grade of the Broadcasting Department. The findings revealed that textbooks and videos are the most common media used in the teaching and learning process, and the tools used to access the learning videos are smartphones. Utilizing instructional media in teaching English at SMKN 2 Banjarmasin offers several benefits and poses some challenges. The benefits are that it can increase students' motivation to learn, prevent boredom, and facilitate comprehension of the learning materials. The challenges include distractions for students and limited media facilities such as LCD projectors. To solve this problem, the teachers monitored students' activities using smartphones and used a points system to attract students' attention and obtain more students' answers on quizzes. This method was effective in bringing back students' focus on learning material.*

Keywords: Teaching English, Instructional Media, Vocational High School

INTRODUCTION

In Indonesia, English is a compulsory subject in the education system. According to Lie (2007), English is studied as a foreign language and is an obligatory subject throughout senior and junior high school, as well as a university-level general education course. There are two distinct types of senior high schools, which are known as general and vocational. There are numerous distinctions between teaching English in vocational high schools (henceforth, VHS) and general senior high schools. Teaching English in VHS should depend on the majors taken by the students. For example, when teaching a broadcasting major, teachers are obliged to teach English, which is closely related to subjects in the broadcasting department. They are to explain and provide information such as how to become a news presenter, broadcast radio,

and special English filmmaking terms. Therefore, teaching ESP in vocational high schools should be highlighted.

Furthermore, English for Specific Purposes in VHS is essential because students should learn English to help them in their future careers. Robinson (1980) defines ESP as teaching English to students with specific purposes and goals. It is in line with Anthony (2018), who stated that ESP is a method of teaching English that focuses on the academic or business needs of learners, both now and in the future. It focuses on the language, genres, and abilities that learners need, and it helps learners meet these needs by using general or specific field teaching materials and methods. Teaching English in VHS is part of ESP because it focuses more on students who are learning a specific skill as part of their academic program and significantly contributes to their English language learning in that specific skill area.

Additionally, using an ESP approach can help students better understand the language. It makes studying English more enjoyable for them because the teaching English is customized to their needs (Serrano, 2018.) In addition, teaching English in VHS should emphasize ESP, where students' needs are centred on communication in their field studies. The vocational high school offers programs in various fields, including health, craft, information and communication technology, tourism, engineering, business management, and many more.

The English teachers of VHS must consider their students' individual needs as they teach and help them learn. One of the ways is through the utilization of instructional media. According to Ariyani (2009), instructional media can be a bridge for teachers to convey messages and materials to the students. In addition, the use of media motivates students, attracts their interest in the subject matter, makes it easier for them to remember information, and shows them how different ideas relate to each other (Vebrianto and Osman, 2011.), Specifically in ESP instruction, instructional media have a more significant role than simply instructing students. Anitah (2009) stated that teaching English using media helps the teachers convey the target language and motivates students to learn by providing audio and visual materials that attract students' attention to the lesson and increase their concentration. Utilizing various instructional media can also prevent students from becoming bored with the material.

Other researchers have conducted previous research. Dwihartanti et al. (2021) researched to find the utilization of instructional media used by VHS teachers. The result showed that using instructional media to support the teaching and learning process in the classroom is essential. Therefore, activities in the classroom work efficiently, and students feel comfortable and interested in participating in the school's teaching and learning process. In addition, the existence of instructional media can increase students' interest in the teaching and learning process and assist teachers in delivering material to students through media. Saefudin and Sumardi (2018) have also conducted research on instructional media. They stated that the use of media is one of the critical elements of the teaching and learning process; it is essential to stimulate students' interest in learning and encourage them to become more engaged in the process. Instructional media play a significant part in vocational education

because vocational education focuses primarily on skill acquisition. It requires media that can accommodate both knowledge and skill.

Based on the above discussion about teaching English in VHS, its benefits and challenges, this research was carried out. The objectives are to investigate the kinds, utilization, benefits, and challenges of instructional media used by English teachers in the Broadcasting Department of SMKN 2 Banjarmasin.

LITERATURE REVIEW

English for Specific Purposes (ESP) is a method of teaching English that enables students to achieve a specific level of English fluency for a setting in which the language will be utilized. This situation is called "target needs." In other words, ESP refers to teaching English for higher education, English for vocational or business purposes, or teaching English to non-native English speakers for specific purposes. According to Hutchinson and Waters (1987), ESP is a method of teaching languages in which all content and method decisions are founded on the learners' reasons for learning. ESP seems to be about getting people ready to use English in academic, professional, or work settings where the language will be used. In ESP, people do not learn English for their own sake or to get a general education. Instead, they learn English to make it easier to get into a particular field or improve their language skills (Basturkmen, 2006). Thus, to obtain the objective, instructional media are needed in the teaching and learning process.

Media is the plural form of the Latin word 'medium'. Heinich (1990) states that it is the information carrier between a source and a receiver. In other words, it means there is communication between the teacher and students as they learn. The instructional media facilitate the teacher's delivery of the material or message to the students. According to Brown (1977), instructional media is thought to be an important component of every teaching program. Instructional media may increase motivation, interest, and desire to acquire knowledge (Arsyad, 2007.) To sum up, teachers use instructional media to explain classroom material, which includes anything that can be applied to engage children's ideas, attention and emotions to facilitate the process of learning. Learning media may enhance learners' interest in the teaching and learning process and help teachers convey the material taught to students.

Furthermore, instructional media contains all the materials and tools that a teacher can use to teach and help students reach their educational goals. It can include traditional things like chalkboards, textbooks, charts, overheads, natural objects, and videotapes, as well as

modern innovations like computers, DVDs, the Internet, and interactive video conferencing (Smith & Ragan, 1999). Furthermore, Seels and Richey (1994) stated that four types of instructional media can be used in the classroom. The first is print media, such as books, newspapers, magazines, textbooks, journals, posters, and handouts. The second is non-print media. This media does not produce paper publications. There are two types of non-print media: projected media (projector, OHP, filmstrip, opaque, and slides) and non-projected media (wall chart, board, chalk, card, flannel, and bulletin). The third is electronic media which uses electronic or electromechanical media to access the content. They include audio media (cassettes, records, and audio tape), audiovisual (videotape, television, and cine films), and visual media (computer, calculator, electronic board, and whiteboard). The last is object media. It is a three-dimensional media that conveys information through the physical characteristics of the media itself, such as its size, shape, weight, arrangement, color, and function. They include, for example, substitute objects (replica, printed media) and real objects (realia).

Indeed, numerous instructional media can be utilized in the teaching and learning process. These various types assist teachers in a variety of teaching-learning activities and materials. Even if many different types of instructional media have been created, it is only possible to use some simultaneously. The teacher is responsible for selecting the instructional media that is the most suitable for the characteristics of the learners as well as the available resources and the teaching methodology (Clark, 1999).

In teaching ESP, the utilization of instructional media has several benefits. The findings of several studies show that instructional media helps increase learner motivation, prevent learner boredom, and facilitate learner comprehension of the material. It is in line with Soekartiwi (1996) that instructional media can help teachers deliver subject materials, help students comprehend subject materials, facilitate students in learning activities, and prevent students' boredom. According to Newby (1996), instructional media in the teaching-learning process can be used to gain and maintain students' attention on the subject, motivate them towards a goal, present materials in a way that students can quickly assimilate. In addition, instructional media can give students opportunities to experience materials through multiple senses (such as viewing projected slides, reading textual materials, and listening to a verbal description of the same content). Therefore, students may be more creative in teaching and learning because they have adequate opportunities to express their thoughts and abilities

related to the material being studied. It indicates that using instructional media affects students' interest and motivation in learning.

Although instructional media has many benefits, teachers also have some challenges in using instructional media while teaching in the classroom. The challenges they face include carefully choosing instructional media that are appropriate to the learning material and that can attract students' attention. Another challenge is that not all of them understand the utilization of media. Utilization means the act of using something effectively. Moreover, Tamrin et al. (2017) state that media use is closely related to teachers' abilities. Not all teachers can utilize instructional media, particularly technology-based media, such as slide shows and operating LCD projectors. Lastly, the challenge that teachers may face is the limited instructional media provided by schools. Teachers have to make instructional media by themselves most of the time. The excessive price of some instructional media may discourage their use in teaching and learning.

METHOD

The researcher employed a qualitative method in this research in which to investigate the kinds and the utilization of instructional media used by the English teachers in teaching English in the Broadcasting Department at a VHS. The participants for this research are two female teachers, Ins and Rzk, who have been teaching English at SMKN 2 Banjarmasin for one year. Two kinds of instruments were used in this research in order to collect the data: observation sheet and interview guidelines.

Non-participant observation was used, where the researcher collected data by observing the utilization of instructional media used in class without actively interacting with participants. This non-participant observation was conducted in the eleventh-grade broadcasting department. The interviews were conducted to determine whether the data gathered from observations were accurate. The data were analyzed in the form of a description based on the interview guidelines and observation sheet that had been conducted.

FINDINGS AND DISCUSSION

Findings

Kinds of instructional media used and their application in teaching English

Vocational high schools are supposed to use the ESP approach. However, based on observations in the research setting, the materials taught in grades ten and eleven are mostly general English. The ESP materials are only given in grade twelve. The materials taught were structures, such as Simple Present Tense and reading. The media utilized in the learning process are videos and textbooks, and the tools used to access the learning videos are smartphones; as stated by Rzk in the interview, "The instructional media I usually use to teach are videos and textbooks. "The learning video was sourced from YouTube and contained English learning materials. The textbook that the teacher used was the eleventh-grade English book Curriculum 2013 - revised edition 2017. Moreover, based on the observation, the teacher also used the whiteboard to drill the new vocabulary found in the learning video. Teachers use smartphones as a tool to access learning media because in the broadcasting department, students are allowed to bring their smartphones, and all students have smartphones, which can facilitate them in accessing learning. The teacher used the video to activate background knowledge and explain materials.

In the pre-activity, the video was used to do apperception, which aims to attract students' attention so that they are more focused on the new information or experiences that the teacher would convey. The teacher showed a video of the conversation, after which the teacher told the students to guess what material would be learned related to the video that has been watched. In the while-activity, the teacher used a learning video which contained a complete explanation of the material. The teacher sent a complete explanation video of the material to the student's smartphone. In addition, the teacher explained more about the material that needed to be understood by the students. After the students understood the material, the teacher told them to open their textbooks and discuss together to answer the practice questions from the material. Lastly, in the post-activity, the teacher used textbook media to evaluate students regarding the material that had been studied. The teacher told the students to do the evaluation questions in their textbook and work individually.

The benefits of utilizing instructional media in teaching English

The utilization of media has a beneficial impact on the teaching and learning process. Rzk and Ins stated, " Using media while teaching can make students more easily understand the material". The influence of the media on the process of absorbing and comprehending the material is significant. Furthermore, the use of instructional media could increase student interest in learning. This enthusiasm encourages students to experiment with new activities.

Students are likelier to engage with the instructional media in every lesson, particularly in the form of video. Rzk said, "The media I use, such as videos, can attract students' attention and excite them."

Therefore, students are not quickly bored during the learning process because of the existence of instructional media that motivates them to learn. It is evident from the ease of students in understanding the subject matter taught and the enthusiasm of students in answering questions given by the teacher. Ins concluded that "The media is extremely beneficial for teaching English. By utilizing media, students can comprehend learning material and become more enthusiastic about learning."

The challenges of utilizing instructional media in teaching English

During the learning process, the classroom first felt quite conducive because the students were watching the explanatory video that the teacher had provided to their individual smartphones; Rzk said, "The media that I use, such as videos, can attract students' attention and excite them." However, after that, the class was not conducive anymore because some students did not focus on the learning material and were engrossed in playing on smartphones. Ins and Rzk said, "Sometimes there are some students who do not focus on the material but focus more on their smartphone."

The problem was that the smartphone had become a potential form of distraction. Some students could 'switch' their attention between the smartphone as an entertainment device and a learning platform. Shelton et al. (2009) stated that cell phones are another appealing item that can make it hard for students to pay attention and focus in the classroom. The teacher's way to overcome this problem was to monitor student activity when using smartphones as a learning medium. The teacher attracted students' attention and got them back to learning by giving points if students paid attention to the teacher and could answer quizzes given by the teacher. These points will continue to be collected until the end of the semester, which can help to increase students' grades on the report card. Another challenge is the lack of LCD projector facilities, which makes teachers have to use smartphones to access learning media, which can waste teacher time because they have to monitor activities carried out by students when using smartphones.

Discussion

A teacher must have a variety of abilities and resources as possible while teaching to increase students' inherent knowledge to the level where they become competent and skilled. Utilizing instructional media is a valuable source in the learning process. According to Supardi (2011), effective instructional media can enhance students' achievement of comprehension in learning. Teaching ESP in VHS requires instructional media that assist students in acquiring English in their specific skill to be more easily understood, especially in the Broadcasting Department, which studies the creation of programs that will be broadcast through mass media such as television, radio and the internet, which often use English. Therefore, instructional media in the broadcasting department at VHS is urgently required to improve student's learning outcomes in learning English.

The result of the interviews showed that textbooks and videos are the most common media used in the teaching and learning process, and the tools used to access the learning videos are smartphones. The teachers used textbooks because textbooks can assist students in implementing the curriculum because they are arranged according to the applicable curriculum, allowing students to repeat lessons or acquire new content. It is in line with O'Neill's (1982) statement, "Textbooks allowed the teachers and the students to look at the previous lesson that they have learned or the next lesson that they are going to learn." Most teachers use the same textbook for all their classes so that students can work with the same content and material. Therefore, teachers can test their students in the same manner.

The following form of instructional media is video. The teacher used video as a form of learning media, which made the students more interested and excited about learning and teaching tasks. Because moving pictures are in the video, students can indirectly learn and remember things by watching and listening simultaneously. Similar to Kamelia (2019), who stated that videos as instructional media can provide students with a relaxed environment for learning English. In addition, videos can increase student engagement and comprehension of the material because they contain visuals and sounds that allow students to observe the material directly. According to Sudjana and Rivai (1992), the benefits of video media are that it can foster motivation and clarify the message's meaning, allowing students to comprehend it and facilitating mastery and achievement of delivery goals. Moreover, Bajrami and Ismail (2016) stated that using video as a learning medium had several advantages and could contribute to a positive learning environment. By incorporating video materials into classroom activities, teachers can harness the power of visual and auditory media to create an engaging,

relevant, and motivating learning environment. It is essential to select appropriate videos, provide guidance and context, and facilitate discussions and reflection to maximize the learning outcomes from these instructional media.

In this modern era, there is a wide variety of approaches to teaching English, from the traditional (blackboards, chalk, markers) to the most modern (internet-based media and technology, such as audio-visual). Teachers can aid their students' comprehension of English lessons by creating engaging instructional media. The significant impact of using media is increasing students' desire to learn and facilitating their comprehension of lessons. It is in line with Kay (2008), who stated that students' desire to learn is stimulated by using instructional media. It aids the learning process by making material assimilation and memorization easier. According to Naz and Akbar (2010), instructional media's tremendous knowledge makes learning more effective because it aids students in acquiring more knowledge. In addition, Kuo (1991) has also proved in his research that instructional media play an important role because they facilitate effective teaching communication with minimal effort from instructors. Although deciding to create media needs time and effort, it is beneficial because students' learning, comprehension, and performance become quicker and improved. Moreover, using instructional media increases student participation in any classroom activity, whether individually or in groups, and improves student-teacher interpersonal relationships. Additionally, there is increased interaction between students and teachers (Duhaney, 2000.)

Despite the use of instructional media offering benefits, the use of instructional media may bring up challenges such as distracting students' focus; sometimes, in using videos, students are more easily distracted from using their smartphones to open other entertainment applications. Nevertheless, the presence of these challenges certainly motivates a teacher to be more innovative and creative in carrying out the teaching and learning process, as well as in monitoring the learning activities in the classroom.

CONCLUSION AND SUGGESTION

Teaching English for Specific Purposes (ESP) in vocational high school (VHS) is crucial because students are expected to master the English subject in order to support their future careers. One of ways to obtain the learning goals is through the utilization of instructional media, which is has a beneficial effect on the process of teaching and learning. The common instructional media utilized in the learning process are videos and textbooks, and the tools

used to access the learning videos are smartphones. The teacher used learning video media for pre-activity and while-activity. Then, the teacher used the textbook to provide evaluations to check students' understanding of the material on that day and increases students' interest in learning.

The use of instructional media in teaching English at SMKN 2 Banjarmasin offers several benefits and poses certain challenges in the learning process. The benefits are it can help the teachers in conveying the material, increase students motivation in learning, prevent students' boredom, and make it easier for students to understand the lesson. The challenges are limited media facilities such as LCD projectors and another challenge is that students using their smartphone to access the learning videos and smartphones have become a potential form of distraction. Some students can 'switch' their attention to entertainment channels. To solve this problem, the teachers monitor students' activities when using smartphones as a learning media. Then, the teacher gets the students' attention and gets them back to learning by giving points if students pay attention to the teacher and can answer quizzes given by the teacher, these points will continue to be collected until the end of the semester which can help to increase students' grades on the report card. This method was successful in bringing back the focus of students to learning material.

To improve the effectiveness of English teaching in vocational high schools, it is important to increase the utilization of learning media. By incorporating some learning media, such as captions into the teaching process, students can focus on the lessons delivered by the teacher. As a result, their engagement and understanding of the English subject matter increases significantly.

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