

CHAPTER FOUR

RESULT

This survey research aims to investigate the use of instructional media in teaching English. Eleven questionnaires were distributed to the subject at RMUTTO, Chakrabongse Bhuvanat Campus. All subjects were the teachers in University level. Eleven questionnaires were all returned with complete information. The results of the study are presented as follows:

- 4.1 Demographic data of the research participants.
- 4.2 Types of instructional media used in teaching English.
- 4.3 The purposes of the use of instructional media in teaching English.
- 4.4 The problems in the use of instructional media in teaching English.
- 4.5 The factors influencing the use of instructional media in teaching English.
- 4.6 The suggestions toward the use of instructional media in teaching English.

4.1 DEMOGRAPHIC DATA OF THE PARTICIPANTS

Demographic data of the participants contained with general information and teaching experience of the respondents.

TABLE 1: General Information and Teaching Experience of the Respondents

Description	Frequency (N=11)	Percentage
1. Gender		
Male	5	45.45
Female	6	54.55
2. Age		
25-30 years old	4	36.36
31-35 years old	2	18.18
36-40 years old	1	9.09
41-45 years old	2	18.18
46-50 years old	1	9.09
More than 50 years old	1	9.09

On average, most of the teachers who teach English in RMUTTO, Chakrabongse Bhuvanat Campus, are female. Most of them are 25-30 years old, whereas few teachers are 41-45 years old and more than 50 years old.

Description	Frequency (N=11)	Percentage
3. Educational achievement		
Bachelor's Degree	5	45.45
Master's Degree	6	54.55

Regarding the educational achievement, most teachers have got Master's Degree whereas some of them have got Bachelor's degree.

Description	Frequency (N=11)	Percentage
4. Major of Study		
English	3	27.27
Business Management	2	18.18
Language and Communication	2	18.18
Teaching English as a foreign language	2	18.18
French	1	9.09
English Translation	1	9.09

Overall, teachers have different majors of study. However, most teachers major in English, whereas few teachers major in French and English Translation.

Description	Frequency (N=11)	Percentage
5. Work Experience		
Less than 5 years	1	9.09
5-10 years	4	36.36
11-15 years	4	36.36
16-20 years	2	18.18

Considering work experience, most teachers have been worked as English teachers for 5-15 years, whereas only one of them who has work experience less than 5 years. Few teachers have worked for 16-20 years.

Description	Frequency (N=11)	Percentage
6. Subjects of teaching		
English for Career	3	27.27
English for Business	3	27.27
English for everyday use	3	27.27
English for academic purpose	2	18.18
English for Tourism	2	18.18
Independent Study	2	18.18
English Structure	2	18.18
English for Beginner	1	9.09
English for personnel officer	1	9.09
Writing	1	9.09
Reading	1	9.09
Translation	1	9.09

In general, there are various kinds of subjects. Most teachers teach English for Career, English for Business and English for everyday use, whereas few teachers teach Writing, Reading and Translation.

Description	Frequency (N=11)	Percentage
7. Levels of Teaching		
The first year students	3	27.27
The second year students	4	36.36
The third year students	3	27.27
The fourth year students	4	36.36

Regarding the levels of teaching, most teachers teach second and fourth year students, whereas few teachers teach first and third year students.

Description	Frequency (N=11)	Percentage
8. Number of teaching sessions per week		
4-8 sessions	3	27.27
9-12 sessions	6	54.55
13-16 sessions	2	18.18
9. Number of students per class		
31-40 students	9	81.82
41-50 students	2	18.18

Most teachers teach English 9-12 sessions per week, whereas few teachers teach 13-16 sessions per week. Regarding number of students per class, most classes contain with 31-40 students, while few classes contain 41-50 students.

Description	Frequency (N=11)	Percentage
10. Other skills that are useful when using instructional media in teaching English.		
Computer	5	45.45
Art	5	45.45
Singing	4	36.36
Foreign Language: French	3	27.27
Music Instruments	1	9.09
Librarian	1	9.09
Foreign Language: Chinese	1	9.09

Considering other skills that are useful in the use of instructional media in teaching English, most teachers have computer and art skills. Some teachers have singing and French language skills, while few teachers have librarian and Chinese language skills.

Description	Frequency (N=11)	Percentage
10. Training experience about the use of instructional media in teaching English.		
No	7	63.64
Yes	4	36.36

Regarding the training experience about the use of instructional media in teaching English, most teachers do not have any training experience, whereas few teachers have some training experiences.

Description	Frequency (N=4)	Percentage
11. If yes, the training courses are:		
How to produce instructional media for SALL	1	25.00
How to produce Multimedia	1	25.00
How to use Photoshop to produce instructional media	1	25.00
How to select and produce instructional media	1	25.00
12. The training courses are organized by:		
Private organization	3	75.00
RMUTTO, Chakrabongse Bhuvanat Campus	1	25.00
13. The trainings' duration.		
Less than 1 week	3	75.00
1 week	1	25.00

Considering the teachers who have been trained about the use of media teaching English, the training courses are *How to produce instructional media for SALL*, *How to produce Multimedia*, *How to use Photoshop to produce instructional media* and *How to select and produce instructional media*, respectively.

In addition, most training courses are organized by private organization and there is only one training course that is organized by RMUTTO, Chakrabongse Bhuvanat Campus. Most training course take less than one week and only one training course takes 1 week.

4.2 TYPES OF INSTRUCTIONAL MEDIA USED IN TEACHING ENGLISH

Regarding types of instructional media used in teaching English, they have been divided into two main types which are: (i) Technical media and (ii) Non-technical media.

TABLE 2: Types of instructional media used in teaching English

Description	\bar{X}	S.D.	Level of use
<u>Technical Media</u>			
News	2.18	1.08	Sometimes
Computer	2.00	0.89	Sometimes
Radio	1.91	1.14	Sometimes
CD/VCD/DVD	1.82	1.08	Sometimes
Internet	1.73	0.79	Sometimes
Songs	1.73	0.79	Sometimes
Movies	1.55	1.13	Sometimes
Overhead Projector	1.36	1.21	Rarely
LCD Projector	1.27	1.10	Rarely
TV	0.91	1.14	Rarely
Slide	0.09	0.30	Never
Total	1.50	0.97	Rarely

On average, teachers rarely use both technical and non-technical media in teaching English.

Considering the use of technical media, *News* has been use the most, while computer,radio, CD/VCD/DVD,and Internet are *sometimes* used. In addition, teachers *rarely* use Overhead ,LCD projector and TV and they *never* use slide in teaching English.

Description	\bar{X}	S.D.	Level of use
<u>Non-Technical Media</u>			
Whiteboard	2.18	0.85	Sometimes
Newspaper	2.00	1.18	Sometimes
Photo	1.82	1.40	Sometimes
Documentary	1.82	1.40	Sometimes
Brochure	1.73	1.20	Sometimes
Magazine	1.64	1.36	Sometimes
Real Object	1.27	0.65	Rarely
Picture	0.73	1.01	Rarely
Flash Card	0.73	1.01	Rarely
Blackboard	0.27	0.65	Never
Total	1.42	1.07	Rarely

Regarding the use of non-technical media in teaching English, *Whiteboard* has been use the most. Teachers *sometimes* use newspaper, photo, documentary and brochure in class. They rarely use real object, picture and flashcard and they never use blackboard in teaching English.

4.3 THE PURPOSES OF THE USE OF INSTRUCTIONAL MEDIA IN TEACHING ENGLISH

Table 3: The purposes of the use of instructional media in teaching English.

Description	\bar{X}	S.D	Level of use
1. To present new content	2.82	0.41	Often
2. To gain students' attention to the lesson	2.73	0.65	Often
3. To activate students' background knowledge	2.73	0.47	Often
4. To get students involved in the lessons	2.73	0.47	Often

Table 3: The purposes of the use of instructional media in teaching English.

Description	\bar{X}	S.D	Level of use
5. To engage students in communicative situations	2.64	0.51	Often
6.To help relate what students have learnt to their lives	2.36	0.81	Sometimes
7. To bring the outside world into the classroom	2.36	0.67	Sometimes
8. To free teachers from explanation	2.45	0.52	Sometimes
9. To promote students' creativity	2.45	0.69	Sometimes
10.To promote autonomous learning	2.18	0.75	Sometimes
11.To assess students	1.91	0.70	Sometimes

Considering the purposes of the use of instructional media in teaching English, most teachers use the instructional media to present new content. In addition, they *often* use instructional media to gain students' attentions, to activate student's background knowledge and to get students involved in the lessons.

Moreover, few teachers sometimes use the instructional media to promote students' creativity and to promote autonomous learning. However, the last purpose that they take into consideration is using instructional media to assess students.

4.4 THE PROBLEMES IN THE USE OF INSTRUCTIONAL MEDIA IN TEACHING ENGLISH

Table 4: The problems in the use of instructional media in teaching English.

Description	\bar{X}	S.D	Level of the problems
1. Lack of budget to support teachers' instructional media training	2.56	1.01	High
2. Lack of budget to purchase and produce instructional media	2.55	0.93	High

3.Lack of media specialist	2.55	0.93	High
4. No media centre available	2.18	1.08	Medium
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Description	\bar{X}	S.D	Level of the problems
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5. The institute does not support the teachers to use instructional media.	2.09	1.14	Medium
6.Available instructional media are not suitable with the students' needs.	2.00	0.90	Medium
7. The copy right issue of some instructional media	1.82	0.87	Medium
8. Available instructional media are not suitable with the content	1.82	0.87	Medium
9.Lack of knowledge and skills to produce instructional media	1.73	0.90	Medium
10. Lack of knowledge and skills to select instructional media	1.36	0.92	Medium
11. Lack of knowledge and skills to use instructional media	1.36	0.92	Medium
12. Limited time	1.27	1.10	Low
13. Teachers over-use instructional media	0.91	0.83	Low
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Total	1.86	0.95	Medium
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Table 4 shows that among the teachers who use instructional media in teaching English, they encounter with many kind of problems. On average, the level of the problems is *medium*.

Most teachers agree that the most important problem when using instructional media in teaching English is that there is lack of budget to support teachers'

instructional media training. They also find that the lack of budget to purchase and produce instructional media and the lack of media specialist are crucial problems as the level of the problems is *high*.

In addition, there are other problems that teacher have encountered; for examples, some available instructional media are not suitable with the students' needs, there is some copy right issue and the available instructional media are not suitable with the content .They agree that those problems are important and the level of the problems is *medium*.

On the other hand , most teachers find that some problems such as there is limited time and teachers over-use instructional media are not quite important as the level of the problems is *low*.

4.5 THE FACTORS INFLUENCING THE USE OF INSTRUCTIONAL MEDIA

Table 5: The factors influencing the use of instructional media in teaching English.

Description	\bar{X}	S.D	Level of the influence
1. Proper teaching environment	2.82	0.41	High
2. Students' characteristics	2.73	0.47	High
3. Number of students in the classroom	2.73	0.47	High
4. Students' language proficiency	2.64	0.51	High
5. The lessons' objectives	2.64	0.67	High
6. The lessons' contents	2.64	0.67	High
7. Students' needs	2.55	0.69	High
8. Students' learning style	2.55	0.69	High
9. The availability of instructional media	2.55	0.52	High
10. Students' cognitive ability	2.45	0.69	Medium
11. Institute's policy	2.45	0.93	Medium
12. Students' academic background	2.36	0.67	Medium
13. The complexity of instructional media	2.36	0.67	Medium

Description	\bar{X}	S.D	Level of the influence
14. The affective impacts of instructional media	2.18	0.98	Medium
15. Teachers' knowledge and skills to select instructional media	1.64	1.21	Medium
16. Teachers' knowledge and skills to use instructional media	1.64	1.21	Medium
17. Teachers' knowledge and skills to produce instructional media	1.64	1.21	Medium
Total	2.24	0.70	Medium

Overall, teachers who teach English take many factors into consideration when using instructional media. They considered that those factors are quite important as the level of the influence of those factors is *medium*.

Considered in more details, teachers find that the proper teaching environment affected the use of instructional media the most. Other factors, for examples; students characteristics, numbers of students in the classroom and students' language proficiency are viewed as important factors influenced the use of instructional media in teaching English as the level of influence is *high*

However, most teachers consider that the factor as teachers' knowledge and skills to select, use and produce instructional media, are the least important factor.

4.6 THE SUGGESTIONS TOWARD THE USE OF INSTRUCTIONAL MEDIA IN TEACHING ENGLISH

TABLE 6: The suggestions toward the use of instructional media in teaching English.

Description	Frequency (N=11)	Percentage
1. Teachers should produce instructional media that are appropriate with the contents.	3	27.27
2. Teachers should use instructional media to promote Self-Access Language Learning	3	27.27
3. Instructional media should be attractive, colorful and consist of many pictures.	2	18.18
4. Institute should provide training courses that can promote students self-access Language learning.	2	18.18
5. Teachers should get some more training to use and produce instructional media more successfully	2	18.18
6. Teacher should use instructional media to achieve the lessons' objectives.	2	18.18
7. Teachers should use instructional media to make the lesson easier and more interesting	2	18.08
8. Institute should acknowledge the significance and support the use of instructional media.	1	9.09
9. Teachers should produce instructional media that students can easily comprehend.	1	9.09
10. All learners' factors should be taken into consideration when using instructional media in teaching English.	1	9.09
11. Teachers should use more various types of instructional media in teaching English.	1	9.09
12. Teachers should use in instructional media to relate the content to students' real life.	1	9.09

Description	Frequency (N=11)	Percentage
13. Teachers should use instructional media to promote communicative situations in class.	1	9.09
14. Teachers should not over-use instructional media in teaching English.	1	9.09
15. Students should get involved in producing instructional media to improve English learning.	1	9.09

Most teachers suggest that teachers should produce instructional media that are appropriate with the contents and instructional media should be utilized to promote Self-Access Language Learning.

In addition, two teachers suggest that instructional media should be attractive, colorful and institute should provide training courses that can promote Self-Access Language learning. They also suggest that teachers should use instructional media to promote communicative situations in class students should get involved in producing instructional media to improve English learning.

There are other interesting suggestions, for instance; teachers should use more various types of instructional media and use them to promote communicative situations.