

CHAPTER FIVE

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

The purpose of this research study is to survey the use of instructional media in teaching English among teachers at Rajamagala of Technology Tawan-Ok ,Chakrabongse Bhuvanah Campus. The research questions that have been investigated are about the definitions of the instructional media, the purposes, problems and factors affected the use of instructional media in teaching English. Eleven teachers are chosen to complete the questionnaire which is the instrument of the study.

Eleven sets of questionnaires were returned in good order. Then they were processed and analyzed by SPSS for Windows program. The scores were categorized and computed to find the frequencies, the percentage, the means (\bar{X}), and the standard deviations (S.D.) in order to the objectives of the research study.

5.1 SUMMARY OF THE STUDY

5.1.1 According to the study, all teachers use the instructional media in teaching English.

5.1.2 According the result, most of respondents were female teachers, aged 25-30 years old. Most teachers have got Master's degree, majoring in English and have worked as English teachers for 5-15 years.

5.1.3 Most teachers teach English for career, English for Business and English for everyday use. Most of them teach second and fourth year students approximately 9-12 sessions per week with 41-50 students in one class.

5.1.4 Most teachers have some computer and art skills that are useful when using instructional media in teaching English.

5.1.5 Considering the teachers who have been trained about the use of instructional media in teaching English, the training courses are: *how to produce Instructional media for self-study, how to produce Multimedia, How to use Photoshop to produce instructional media, and how to select and produce instructional media.*

5.1.6 Concerning the aspects of types of instructional media used to teach English, most teachers *rarely* use both technical media and non-technical media. Considering technical media, *news* are most frequently used while *slide* is the least frequently used. For

non-technical media, the instructional media that are most frequently used is *whiteboard* while teachers *never* use blackboard.

5.1.7 Regarding the purposes of the use of instructional media in teaching English, on average, most teachers use instructional media to present new content. They also use instructional media to gain students' attention, activate their background knowledge and to get them involved in the lesson. On the other hand, the least important purpose that teachers take into consideration is using media to assess students.

5.1.8 On average, teachers find that the level of the problems in the use of instructional media is *medium*. Most teachers found that the main problem when using instructional media is lack of budget to support teachers' instructional media training. In addition, teachers find that there are other problems that that the level problems are high, for instance; lack of budget to purchase and produce instructional media, lack of media specialist. 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 problems.

5.1.9 Regarding the factors influencing the use of instructional media, teachers find that the main factor that they take into consideration are the proper teaching environment. In addition, there are other factors, for instance; students' characteristics, numbers of students in the classroom and students' language proficiency are viewed as important factors influencing 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 factors.

5.1.10 Considering the suggestions of the teachers who use instructional media in teaching English, most teachers suggest that instructional should be appropriate with the contents and teachers should use instructional media to promote Self-Access Language Learning. Teachers express various useful suggestions, for instance; two teachers suggest that instructional media should be attractive, colorful and institute should provide programmes that can promote Self-Access Language learning. Moreover, one teacher suggests that teachers should use instructional media to promote communicative situations in class students should get involved in producing instructional media to improve English learning.

5.2 DISCUSSIONS

Considering demographic data of the research participants, most of the teachers have got Master's degree, majoring in English, and have worked as English teachers for 5-15 years. Moreover, they have many skills that will be useful when using instructional media such as computer and art skills. It means that they are experienced and knowledgeable teachers who will be keen on using instructional media if they have some opportunity to be trained about the use of instructional media in teaching English. Unfortunately, most of them have never been trained in the use of instructional media in teaching English and that is why most of them state that they rarely use both technical and non-technical media.

Even though, on the average, teachers rarely use both technical and non-technical media in teaching English, there are some certain instructional media that teachers still use when teaching English. Most teachers use some simple instructional media such as news and whiteboard. It is stated that most of them use instructional media to present the new content. Interestingly, the least important purpose that teachers take into consideration is using instructional media to assess students. Actually, instructional media are very useful to be the new way of assessment. Teachers can use instructional media to assess students in many creative ways, for examples, using video to test students' understanding toward the lessons or using news paper to be one part of authentic reading test.

Consequently, teachers' skills and knowledge to select, use and produce instructional media are very vital. If teachers have these knowledge and skills, they can select, use and produce instructional media more appropriately. Therefore, to solve these problems, teachers should have more opportunity to be trained about the use of instructional media. However, most teachers state that the most crucial problems they have encountered are the lack of budget to support teachers' instructional media training and the lack of budget to purchase instructional media and hire some media specialist.

This result is in accordance with กอบกุล สรรพกิจจานง (2546) who claimed that the main conditions regarding the use of instructional media are from the budget, policy, and technology provided by the institute. Poole (1997) also mentioned that the ongoing training in educational technology was needed and teachers should be trained consistently. The training can be on-line or video-tutorials or working one-on-one with the school support

staff. Moreover, Poole (1997) added that schools should allocate the budget for instructional media such as computer supply.

Moreover, most teachers mention that they would like to use instructional media to promote self –Access learning. However, the media center that is available in their school does not achieve the goal to promote students’ self access learning.

The result about the students’ self access learning is in accordance with Case’s suggestion (2002). He suggests that to use instructional media effectively to promote students’ self access learning, the teachers should know how to arrange, label the instructional media as well as there should be some media specialist or some staffs who set the recommended system for students. One effective way to set the system is posters giving students the recommendations for each of the various skills and levels together with the types of instructional media that are available in the centre.

In addition, from the study’s result, there are many factors that the teachers must take into consideration when using instructional media in teaching English ,for examples; the proper teaching environment, students characteristics, numbers of students in the classroom and students’ language proficiency. According to the result, teachers consider the factors related to the environment and the students as the main factors when they use instructional media.

Similarly, Heinich et al, (2002) proposed *ASSURE model* which contain 6 concepts and the first concept is Analyze learner. It is suggested that to select appropriate instructional media, teacher should study the academic record of the students to understand the students’ characteristics and students’ language proficiency. According to the factors of the proper teaching environment, Heinich et al (2002) stated that teachers must plan how the media, materials and Technology will be used to implement the methods. And teachers should preview the materials and practice the implementation to make sure that the classroom is ready for the use of instructional media.

5.3 RECOMMENDATIONS

According to the study, on average teachers rarely use both technical and non-technical media. Though they acknowledge that the instructional media can offer various potentials for English teaching and learning such as presenting new contents, gaining students’ attention to the lesson, getting students involved in the lesson.

The reason why they rarely use instructional media is that they encounter many problems when using instructional media such as the lack of budget provided from institute for the instructional media training. Consequently, they claimed they have less knowledge and skills to select, use and produce instructional media appropriately. To solve these problems and to encourage teachers to use, select and produce instructional media more effectively and appropriately, teachers would rather rely on their self-learning rather than only depend on the sources, training or budget, provided by the institute. Moreover, they can use more simple yet authentic and effective instructional media such as all non-technical media and they also can share the instructional media that they made to other teachers to reduce the time and budget.

These solutions are similar to Brinton's (2001). She stated that there are two types of media; technical and non-technical media available for the teachers to utilize in teaching English and both types of instructional media are equally effective. Therefore, teachers can apply simple instructional media such as non-technical media if they have not adequate skills to use technical media. Moreover, there are many ways to build up the knowledge and skills to select ,use and produce instructional media without training provided by the institute, for examples; teachers can search the media sources available on the internet ,produce authentic and simple instructional media to use in the classroom.

As for the future research studies, there are only a few research studies regarding directly to the use of instructional media in teaching English, more research in university level would be beneficial. The studies can be done with a larger sample size, larger or different groups of populations, for examples; the groups of populations could be the students who learn English instead of the teachers who teach English. More in dept study is also needed to obtain more information about the use of instructional media in teaching English. In addition, the study of the use of instructional media in teaching others language or subjects should be conducted to extend the study of the use of instructional media in teaching English.