

# The Challenges of Pre-Service Teacher in Creating Visual Instructional Media

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**Abstract— Visual media is the media that only rely sense of sight, because of the media only appear the picture (Charts, real objects, photographs, transparencies). In Indonesia, visual media is important because mostly teacher in Indonesia especially pre-service teacher using this instructional media, so that’s way, by knowing the challenge and how to solve the problem it may help pre-service teacher creating instructional visual media. This research used qualitative and interview used for collecting the data. The researcher found there are four challenges and eight statement which solve those challenges. Most of the previous study only discuss about the quality, and the use of the media related to some skill, so the writer wants to know what is the challenges and how to solve those challenges.**

**Keywords:** *instructional visual media, pre-service teachers, challenges*

## I. INTRODUCTION

Nowadays, there are many challenges for English teacher face in teaching learning process. Getting bored in learning English process is one of comment problem for students. In this era Using old way or traditional way is not suitable for teaching learning process in the class. According to Scoot and Yterberg (1990), children have an amazing ability to absorb language through play and other activities which make the learning activity enjoyable. If the teacher can create the activity more enjoyable, so it will be memorable for the students and they will have a sense of achievement which will develop motivation for further learning. Young learner has a different characteristic with adult learner, they have a high curiosity and more active but they will be easily to get bored.

Setyarini give statement (2011). Some characteristics of the young learner are egocentric, imaginative and active, easily get bored and they love something which colourful and cheerful. From the statement above, we can conclude that teaching media is really needed in teaching learning process, teaching media is one of the good ways for teaching in the class. Having a good skill in teaching can help the students to understand the material but teaching using media can attract

students’ attention and to make teaching learning process more interesting and the students in the class will be more active. It is like Igbo Proverb quotes “What I am told, I forget; what I see, I remember; what I do, builds a castle in my head.”

Media are flexible thing, because they can be used for all level of students and in all subject. There are many kinds of instructional media, such as print, visual, audiovisual, static/display and electronic (Your Best - A Handbook for University Lecturers (DES, 387 p Teach.)). The teacher can choose the media based on their needed. Sharon E. Smaldino et al states that “For over a hundred years, teachers have used various types of audio and visual aids to help them teach.”. In the sequel Usha V. Reddi wrote that “Using the text only, even in a creative way, has obvious limitations as compared to the use of both text and pictures.” From additional statement above tell that many teachers for a long time have been used the instructional media.

Students who take major at English Teacher Education Department should understand about the importance of the instructional media in teaching and learning process. In English Teacher Education Department at UIN SUNAN AMPEL SURABAYA, students in a sixth semester which has micro teaching class (also known as PPL 1) every student are trained before they do the next program (PPL 2), teaching in the real school. Here, every pre-service teacher learns about how to manage the real class, and resolve the problem that might be happened there. In the micro-teaching class every pre-service teacher is supposed to create a manual media to help their simulation section in teaching.

Furthermore, several previous studies related with instructional media can be considered for the current study. Study which was conducted by Suprianti, G.A.P, Mahayanti, N. W. S, Mahayanti, N. W. S, and Wijayanti, K.W with the tittle “DEVELOPING FLASHCARDS AND ITS MANUAL BOOK FOR TEACHING VOCABULARY IN GRADE SIX”. The aim of this study for developing flash cards and its manual book for teaching English in grade six in Buleleng regency, and (2) finding out the quality of developed flashcards. The result that they found that flashcards and its manual book developed were categorized as excellent media. Thus, it is proper to be used as media for teaching English vocabulary in grade six.

The next study conducted by Aquariza, Novi Rahmania. 2009 with title "Using Mind Mapping in Teaching Speaking Skills at RSBI Class SMA Negeri I Sidoarjo". the aim of this study for knowing more the use of mind mapping in teaching speaking skills, because there is no previous research related to the use of mind mapping in teaching speaking. The result of this research showed that the materials were clearly given to the students when they used mind mapping. Then, students also got new information related to the material. They were criticism.

The third, written by Ana Fitriya entitled "Using Picture Series as Instructional Media to Improve Students' Ability in Reading Narrative Text at the Eight Grade of SMP Ihyaussalafiyah, Surabaya", the study focused on the use of picture series to improve students' ability in reading narrative text. The researcher found that the use of visual media (picture series) had successfully improved students' ability in reading narrative text.

The last, written by Abrilian Ayu Octavia Rr entitled "PRE-SERVICE TEACHERS' ABILITY IN DESIGNING VISUAL INSTRUCTIONAL MEDIA IN THE MICROTEACHING (PPL 1) CLASS IN ENGLISH TEACHER EDUCATION DEPARTMENT OF SUNAN AMPEL STATE ISLAMIC UNIVERSITY" the aim of this study was to investigate how the pre-service teachers' ability in designing visual instructional media in the microteaching (PPL 1) class, and the result of this study, the t-value was 7 and the t-table was 2, 131. If it was compared to the hypotheses, it meant the value > t-table. So, more than 75% of pre-service teachers in the micro-teaching (PPL 1) class of English Education Department of Sunan Ampel State Islamic University had high ability in designing visual instructional media.

Most of the previous study only discuss about the quality, and the use of the media related to some skill, so the writer wants to know what is the challenges and how to solve those challenges. The writer chooses visual media as Instructional media because in micro teaching class at UIN Sunan Ampel Surabaya, pre-service teachers must use instructional media to do the teaching simulation in the class, and the reason why visual media because most of the school that has been visited by pre-service teachers did not provide the technology, such as LCD, Projector, Computer and so on. Therefore, the writer wants to know what is the challenges to creating visual media for EFL pre-service teachers. The aim of this study is to analyse the challenges of pre-service teachers face in creating visual media because there are no previous research discusses about this topic. To address this purpose, answers were sought to the following two research questions:

1. What challenges do the pre-service teacher face in creating instructional media?
2. How do they solve in challenges in creating media?

## II. LITERATURE REVIEW

### 1. Pre-service Teacher

Pre-service teachers are those who are in a teacher-education program in order to pursue teaching credentials in public schools or private sectors domestically or internationally. This term refers to students in sixth semester of English Education Department students at UIN Sunan Ampel Surabaya who are joining in micro-teaching class (PPL 1).

### 2. Teaching Media/Instructional Media

Teaching media is tool to carry information or messages. In teaching learning process also use media to make the process run effective and interesting. This second part describes about definition of teaching media, kinds and function of teaching media.

#### a. Definition of Teaching Media

Teaching media is tools which be used by teacher in teaching learning process for delivering the material in the class, using media in teaching learning process can help student easier to understand the material and teaching process in the class more run effective and interesting.

There are some expert giving statement about teaching media, Media are the replicable "means", forms, or vehicles by which instruction is formatted, stored, and delivered to the learner (Schwen, 1977), Teaching media based on Arsyad (2009:4) is a media that bring instructional purpose of massages or information of learning. Media is means of expressing message and information. Some instructional media based on Djamarah (2002:140).

- 1) Visual media is the media that only rely sense of sight, because of the media only appear the picture (Charts, real objects, photographs, transparencies).
- 2) Audiovisual is the media that facilitates auditory and visual sense (Slides, tapes, films, filmstrips, television, video, multimedia).
- 3) Auditif is the media that only rely in auditory sense (radio).

#### b. The Function of Teaching Media

The importance of using media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand. According to Sudjana (2001:64) the function of teaching media in teaching and learning process as follows:

- 1) The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.
- 2) The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher.

- 3) The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

- Reporting the outcomes
- Conclusion

### III. METHOD

#### a. Research Design

In this research, the writer will use qualitative for analyzing the data, based on Creswell stated, the researchers collect data themselves by examining documents that collected from interview, then transcribing the data from the previous step and coding it become some categories so, the researcher will be more easy to establish the finding, and the last the researcher can represent and make a report from their finding and continuous to the next step that is making validity of the accuracy of the findings.

#### b. Source of Data

The data used in this study are how Pre-service teachers creating visual instructional media: problem and challenges. The research analyzes about what is the problems and challenges of the pre-service teacher in creating the instructional media, especially in visual media. The research does interview to the pre-service teacher about the problem and the challenges that pre-service teacher face in creating instructional media then analyze the result of the interview of the pre-service teacher to get the answer of the research question. The source of the data obtained from the pre-service teacher in microteaching class at State Islamic University of Sunan Ampel Surabaya. In this study, to get the data the researcher needs open ended questionnaire.

#### c. Data Collection Technique

In collecting the data, the researcher used interview of the technique. Interview is conversation between one to another. The aim of interview is to elicit deep information from pre-service teacher in creating instructional visual media. The researcher used interview guide line with some question. In interview technique, the researcher asked some questions to the pre-service teacher of PPL Class.

#### d. Research Instrument

This research using observation by interview as the tool with the criteria of questions item to know the data of pre-service teacher challenges in designing visual media.

#### e. Data Analysis Technique

In collecting the data, the researcher used interview guide line with some question.

- Transcript the data
- Coding the data
- Interpreting the result of the interview

### IV. FINDINGS AND DISCUSSION

This chapter present the findings after of this study from interview section. There are 5 students in the PPL 1 class as a pre-service teacher that have some experiences in creating instructional visual media. According to the participants, the researcher found there are some challenges that faced by the participants or the pre-service teachers in PPL 1 class, such as the materials is too common, take a long time for the preparation of the visual media, expansive in the budget of creating the visual media.

For the first challenge it happens because there are a lot of students already used the visual media such as using flashcard, poster, some image, and also the power point. There are some students state how to solve that challenge such as, that challenge can solve by searching other sources like on the internet such as YouTube, social media, and another web or through authentic materials, like newspaper, job vacancy, and others.

The second, most of participants argue that visual media take a long time for the preparation of the visual media. It is because media need some treatment such as in choosing the materials which related with the topics, and choosing the unique materials that different with others. On the other hand, the participants also state how to solve that challenge, such as we can search in the uncommon sources such as freepick.com, pinterest.com and using the authentic materials.

For the last, visual media is expensive because sometimes we must print the materials, even though there are soft materials which does not have to print that out, such as using power point, but the participants said that it is too common for them, because they only using the template in power point which those templates is using by others pre-service teacher also. However, there are some participants state how to cope that challenge by borrowing the friends' materials, and also printing the materials with the cheapest way, such as black and white or using the bad quality of the materials such as the paper.

### V. CONCLUSION

Teaching media is tools which be used by teacher in teaching learning process for delivering the material in the class, using media in teaching learning process can help student easier to understand the material and teaching process in the class more run effective and interesting. There are kind of media can be use such as Visual media, Visual media is the media that only rely sense of sight, because of the media only appear the picture (Charts, real objects, photographs, transparencies). In creating visual media, the researcher found there are some challenges that faced by the participants or the pre-service teachers in PPL 1 class, such as the materials is too common,

take a long time for the preparation of the visual media, expansive in the budget of creating the visual media.

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