



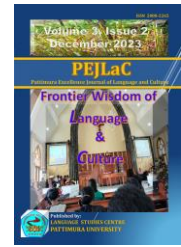
**Pattimura Excellence Journal of Language and
Culture**

(PEJLaC)

URL: <https://ojs3.unpatti.ac.id/index.php/pejlac/index>

ISSN: 2808-2265

DOI: https://doi.org/10.30598/PEJLaC.v3i2_pp57-63



**Exploring Student-Teachers' Challenges in Selecting Learning Media in
Designing Teaching Instructions: A Study in English Education Study Program**

Jholie Grace Imanuella Riry ^{1*}, Sophia Bynnendyk ², Hellien Jacquelin Loppies.³



¹ English Education Study Program, Faculty of Teacher Training and Educational Science, Pattimura University, Dr. Tamaela Street, Urimesing Village, Nusaniwe District, Ambon City, Maluku

¹ English Education Study Program, Faculty of Teacher Training and Educational Science, Pattimura University

Received : 23th October 2023
Revised : 26th October 2023
Published : 21th December 2023

Corresponding author: Email: jholiegrace18@gmail.com

Instructional Design in Teal and Reflective Microteaching.

In Instructional Design in TEAL, student-teachers are taught how to design the right learning media. In Reflective Microteaching, student-teachers are not only taught how to select learning media. Harvard University (2006) in (Kimwary & Margaret, 2020) states that Microteaching is an organized teaching practice aimed at providing instruction, confidence, support, and feedback to student teachers while allowing them to try among peers a brief segment of how they would do it with students in a regular classroom. It is carried out between 5 and 10 minutes and the number of students is not more than 20 and it involves teaching one skill at a time and the teaching content is reduced to a concept rather than a topic (Ike, 2017) in (Kimwary & Margaret, 2020). The goal is to equip student teachers with the skills and competencies needed to emerge as effective teachers in the profession (Mayhew, 1982) in (Kimwary & Margaret, 2020). These materials are a learning process in the present; motivation in student learning; teaching aspects; how to use reading, the internet, and visual media to build background knowledge; teaching approach; designing lesson plans; and teaching exercises for primary and secondary education. These materials equip students with the knowledge and skills to be creative and innovative in preparing learning media that follow the material taught 3 and follow the demands of the times.

Teaching practice serves to equip student teachers with the necessary abilities and knowledge as professional teachers. At the first meeting of teaching practice, students will be given an explanation regarding what will be learned during the lecture including Semester Learning Plan (RPS) and teaching materials to support the lecture process. After completion, students must make

reflections and group reports related to the material that has been studied. In theory, students-teacher who have attended Instructional Design in TEAL and Reflective Microteaching have been able to overcome the challenges they will face, especially in selecting learning media.

Nevertheless, based on preliminary studies through observations and questionnaires that have been carried out in Reflective Microteaching class, the researcher found that student-teachers still found challenges in selecting learning media. This is an important reason why this research needs to be achieved. Currently, the learning system in the independent learning curriculum really needs the design of the right learning media so that students can learn to find solutions to the material being studied. This is a challenge in designing the right learning media so that the learning process becomes dynamic, and students can follow enthusiastically. In this regard, teachers must adjust both the material and the learning media. Learning media can be developed digitally using power points (PPT), audio, video, and others. Conventional media in open spaces and based on local resources are still needed to provide education about the environment and 4 natural resources. It takes the insight and skills of teachers and students-teachers to design the right learning media and be able to answer learning objectives. In addition, almost no research has been conducted regarding the challenges faced by students-teachers, especially from the English Language Education Study Program in designing learning media. Much of the research focuses on investigating the challenges faced by student-teachers in designing lesson plans and teaching practices (Nasution & Nisa, 2018); (Alanazi, 2019) and (Aldabbus, 2020)). Meanwhile, the researcher wants to explore challenges faced by students-teachers in selecting learning media, and strategies they use to overcome challenges. It is a gap that the researcher finds

between previous studies and researcher study. There is a significant point that student-teachers still find challenges, even though they are already equipped with courses that teach them how to select the proper learning media. These facts can be shown in the results of the preliminary study conducted by the researcher. Hence, we can conclude that this research is necessary to conduct.

Based on the preliminary study, researchers found this research problem faced by students-teachers from English Language Education Study Program in selecting learning media. In addition, almost no research has been conducted regarding the challenges faced by students-teachers, especially from English Language Education Study Program in designing learning media. Much of the research focuses on 5 investigating the challenges faced by student-teachers in designing lesson plans and teaching practices (Nasution & Nisa, 2018); Alanazi, 2019) and (Aldabbus, 2020)).

II. METHODOLOGY

This research used a mixed-method research explanatory sequential design to explore student-teacher challenges in designing learning media, factors that cause challenges, and how to overcome the obstacles. (Greene et al., 1989) stated that mixed-method designs are defined as including at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words), where neither type of method is inherently linked to a particular inquiry paradigm or philosophy. The purpose of using mixed method research is to obtain the quantitative statistical results through closed-ended and open-ended questions, then follow up with open-ended responses in interviews or observe the participants explain further the statistical results that have been received (Creswell & David Creswell, 2018.). The researcher used a questionnaire with 15 open-ended questions and an interview with 8 open-ended

questions to explore student-teacher challenges in selecting learning media and how to overcome the obstacles.

III. RESULT

4.1.1. Challenges Faced by Student-Teachers in Selecting Learning Media

1. Questionnaire

1. Do you find any challenges while selecting learning media? As many as 30 participants (88,2%) said they encountered challenges when selecting learning media. While 4 participants (11,7%) say they did not encounter any challenges. This means it can be concluded that student-teachers still encounter challenges in designing learning media.

2. If yes, please tick the challenges that you have in designing learning media. The biggest challenge encountered by student-teachers in designing learning media is the limited time, cost, and limit ideas, 18 participants (52,9%). Then, the second big challenge is the limitation of reference, 12 participants (35,2%). A total of 11 participants (32,3%) stated that their challenge in selecting learning media was self-distrust. While 10 participants (29,4%) stated that they encountered other challenges and four people encountered many challenges consisting of the above challenges. 3. If you face a few challenges, what are those challenges? A total of 13 participants (38,2%) chose the option of many coursework as another challenge in selecting learning media. Then, the unfocused option became the second challenge chosen by 12 participants (35,2%) as their challenge when select learning media and 7 participants (20,5%) choose many tasks at home option as their challenges. On the other hand, the non-technologically proficient option is chosen by 5 participants (14,7%), and the option of many tasks at home is chosen by seven people. The

difficult material option is chosen by 1 participant (2,9%).

2. Interview

Some challenges that found by student-teachers in selecting learning media, are lack of cost and time. As was stated by two of the interviewees that : (EP-translated) “The challenges that I encounter when selecting learning media were lack of cost and time.”

(PT-translated) I faced several challenges when selecting learning media, such as limited ideas, limited time, and limited costs.” There are other challenges that are faced by student-teacher in selecting learning media, such as large number of coursework and lack of focus.

As was stated by two of the interviewees that:

(EP-translated) “Other challenges that I face are the large number of courseworks and how to control emotions and patience when teaching, and not understanding the material taught well is also challenge in selecting learning media.”

(VL-translated) “Other challenges that I face was did not focus on the subject matter.”

IV. DISCUSSION

Challenges Faced by Student-Teachers in Selecting Learning Media

The first research question of this study was to find out the types of challenges faced by student-teacher of the English Education Study Program in 34 selecting learning media. Based on the result of the questionnaire, the finding revealed that the participants encounter challenges in selecting learning media. The researcher found out that student-teachers find it difficult to manage time and cost, and difficult to find ideas when selecting learning media. Then, lack of references, self-distrust, large number of coursework, unfocused, large number of homework, non-technology

proficient, difficult material and unmotivated/lazy to select learning media. It is supported by (Dhakal, 2020) in his study “Challenges of The Use of Instructional Materials in Geography Classroom in Secondary School: Nepal. He stated that challenges of using instructional materials are laziness amongst the teachers, financial constraints, lack of appropriate materials in textbook and time constraints. But, in this research, student-teacher also encounter other challenges in selecting learning media. (Mahmood & Iqbal, 2018) stated that student-teachers had challenges in managing their class time. Furthermore, (Dacanay et al., 2019) stated that student-teachers are facing challenges, such as lesson preparation, classroom management, and so on. As for the conclusion, the various data from the analysis were connected. The result from the questionnaire was validated by the data from the interview. Based on the research results of (Mahmood & Iqbal, 2018), and (Dacanay et al., 2019), the researcher draws the conclusion that many challenges student-teachers encounter in selecting learning media. Thus, to be able to select a good learning medium, student teachers must master various necessary skills, such as managing class time skills and 35 lesson preparation skills. This is because, although student-teachers can design learning media well, but do not have the skills to manage the class, it will be useless. Managing class time skills refer to the management of time in the classroom during class discussion and to helping the teacher to prioritize work. It also establishes routines that eliminate wasted time. Classroom time management is a big challenge for student teachers. While lesson preparation skills refer to the skills that help student-teacher to design a proper learning media without making it too hard for herself.

4.2.2. Student-Teachers Strategies to Overcome Challenges in Designing Learning Media

The second research question of this study was to find out student-teacher strategies to overcome challenges in selecting learning media. Based on the result of the questionnaire and validated by the result of interview, the finding revealed several strategies used by student-teachers to overcome challenges. The researcher found out that strategies that are used by student-teaches to overcome challenges are searching on the internet, discussing with friends, discussing with lecturer, searching on library, discuss with students and watching tutorial on youtube. Searching on the internet is the most common option chosen by student-teachers to overcome challenges in selecting learning media. This is because through the internet, people, in this case student-teachers, can get information quickly, effectively, and is not limited by place and time. Instead of discussing with lecturer, having to bother looking for related books, opening pages, the internet is a great solution. Discuss with lecturer is one of the 36 least chosen options by student-teacher to overcome challenges in selecting learning media. This is due to several factors, including, among others, students need to adjust the discussion time and the lecturer's busy schedule, students are shy to ask questions and students are afraid of their lecturer, so it is better to find answers to their own questions through books or friends. Discussing with friends can be best strategy to overcome challenges in selecting learning media for student-teachers. Rahayuningsih (2016) stated that one strategy to overcome challenges is to communicate with fellow student-teacher. The researcher draws the conclusion that student-teachers using various strategies that they think can overcome the challenges in selecting learning media. However, student-teachers can eliminate the challenges that they encounter in selecting learning media.

V. CONCLUSION AND SUGGESTION

Student-teachers encounter many challenges in selecting learning media. These challenges can be categorized as ones that come from inside and outside the student-teacher. Challenges from within include a lack of motivation, focus, creativity, understanding of the material, limited time, cost and references. External challenges include large numbers of course works, recognition of the media prepared, and the conditions of the class participants. Strategies that student-teachers use to overcome these challenges. Some of the most widely used strategies are discussing with lecturers, seniors, friends, and also parents. In addition, student-teachers look for information related to learning materials from various sources on the internet and create a daily to-do list to help manage time well.

Student-teachers can learn about challenges in selecting learning media and how to encounter them. For English Education Study Program can inform student-teachers and lecturers about the findings of this research. For further researcher, she/he can take a newly another perspective of challenges in designing learning media from students-teachers in English Education Study Program.

REFERENCES

1. Alanazi, M. H. (2019). A Study of the Pre-Service Trainee Teachers Problems in Designing Lesson Plans. *Arab World English Journal*, 10(1), 166–182. <https://doi.org/10.24093/awej/vol10no1.15>
2. Aldabbus, S. (2020). CHALLENGES ENCOUNTERED BY STUDENT TEACHERS IN PRACTICING TEACHING. *British Journal of Education*, 8, 1–8. <https://www.researchgate.net/publication/359119390>
3. Dacanay, C. G., Otida, A. G., & Arcilla, F. E. (2019). *Challenges Experienced by the Student Teachers of*

Philippine College Foundation During Their Practice Teaching. <https://orcid.org/0000-0001-9086-3470>

4. Creswell, J. W., & Creswell, D. J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.
5. Dhakal, K. R. (2020). Challenges of the Use of Instructional Materials in Geography Classroom in Secondary School: Nepal. *Journal of Geographical Research*, 3(3), 36–39. <https://doi.org/10.30564/jgr.v3i3.2144>
6. Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a Conceptual Framework for Mixed-Method Evaluation Designs. *Educational Evaluation and Policy Analysis*, 11(3), 255–274. <https://doi.org/10.3102/01623737011003255>
7. Kimwaley, K., & Margaret, C. (2020). Student Teacher Perception of Microteaching in Developing Skills for Teaching: A Case of Selected Groups of Third Year Students: School of Education, Moi University, Eldoret, Kenya. In *International Journal of Research and Scientific Innovation (IJRSI) |: Vol. VII*. www.rsisinternational.org
8. Mahmood, N., & Iqbal, Z. (2018). *Challenges Faced by Prospective Teachers during Teaching Practice: Connecting Theory to Practice Challenges Faced by PT during TP: Connecting Theory to Practice* (Vol. 40, Issue 2).
9. Nafi'ah, U., Ayundasari, L., Suprpta, B., Sayono, J., & Hasan, Z. (2021). Tantangan Pengembangan Desain Pembelajaran Sejarah Lokal Berbasis Kehidupan di Masa Pandemi COVID 19. *Jurnal Pendidikan Sejarah Indonesia*, 4(2), 180–191.
10. Nasution, W. N. A., & Nisa, K. (2018). Analisis Kesulitan Dalam Mengembangkan Media Pembelajaran Bahasa dan Sastra Indonesia Mahasiswa FKIP UNA. *Jurnal Dialog*, 7(1).

A Short CV of Corresponding author

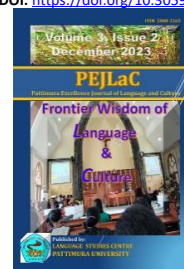


Jholie Grace Imanuella Riry is a graduate of English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pattimura University, Ambon, Maluku, Indonesia. He graduates on April 6th, 2023. She is now continuing her master's studies in the English education study program at Pattimura University

Pattimura Excellence Journal of Language and Culture

ISSN: 2808-2265

DOI: <https://doi.org/10.30598/PEJLaC.v3i2.pp57-63>



Exploring Student-Teachers' Challenges in Selecting Learning Media in Designing Teaching Instructions: A Study in English Education Study Program

Jholie Grace Imanuella Riry ¹*,
Sophia Bynnendyk ², Hellien
Jacquelin Loppies.³



©2022, by authors. Licensee Pattimura university publishing, Indonesia. This article is an open access article distributed under terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>)