THE USE OF INSTRUCTIONAL MEDIA IN TEACHING ENGLISH TO YOUNG LEARNERS AT ISLAMIC JUNIOR HIGH SCHOOL IN BLORA REGENCY

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education

By

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THE DIRECTORATE OF GRADUATE PROGRAM

UNIVERSITAS MUHAMMADIYAH MALANG

2025

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Malang, 22nd January 2025

The Writer,

SITI MARFUANI

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Bismillahirrohmaanirrohiim…..

In the name of Allah, the Beneficent, the Merciful. All praises be to Allah, the Lord of the world who has given the Mercy and Blessing upon the writer in completing this undergraduate thesis. Peace and salutation be upon the prophet Muhammad SAW, his family, his companion, and his adherence.

This research aims to gather evidence about the types of instructional media used, investigate the difficulties faced, and understand the strategies employed by English teachers. Hopefully, this research will provide new and valuable insight for raising instructional media in Islamic Junior High Schools at Blora Regency. While writing this thesis, I received much support and assistance from various parties.

With all humility and gratitude, I dedicate this article to those who have always been a source of strength and inspiration. I may not have reached this point without their support, love, and prayers. My deepest goes to:

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The author acknowledges that this thesis should be improved. Therefore, the author invites constructive criticism and suggestions to improve and refine this thesis. Last but not least, the author thinks that this thesis will advance scientific understanding and help all readers.

Malang, 22nd January 2025

Writer

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THE USE OF INSTRUCTIONAL MEDIA IN TEACHING ENGLISH TO YOUNG LEARNERS AT ISLAMIC JUNIOR HIGH SCHOOL IN BLORA REGENCY

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ABSTRACT

This study aimed to find out the types of instructional media used, investigate the difficulties faced, and understand the strategies employed by teachers at Islamic Junior High Schools in Blora Regency. Data were obtained through interview techniques. This study used a qualitative approach to obtain information about the types of instructional media used, the difficulties faced, and the strategies used in English language teaching. This study involved eight respondents. The findings showed that; 1) the types of instructional media used by English teachers to teach English in the four skills of writing, reading, speaking, and listening are 14 (fourteen) instructional media. They were school textbooks, pictures/flashcards, social media applications, audio learning, realia, having a dialogue with friends, audio-visual based learning, the students themselves, western songs, western movies or videos, and QR codes in school textbooks, podcasts, PowerPoint, and worksheets. 2) some difficulties faced in using instructional media are the selection of types of instructional media, teaching load, time constraints, costs, lack of school facilities, and the rapid development of instructional media. 3) strategies to overcome the difficulties faced in using instructional media are the appropriateness of instructional media selection, time management, availability of resources, and addressing the rapid development of instructional media.

Keywords: Instructional Media, Difficulties, Strategy

PENGGUNAAN MEDIA PEMBELAJARAN DALAM PENGAJARAN BAHASA INGGRIS PADA PESERTA DIDIK DI SMP ISLAM KABUPATEN BLORA

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui tentang jenis-jenis media pembelajaran yang digunakan guru, mengetahui kesulitan yang dihadapi, dan memahami strategi yang digunakan oleh guru di SMP Islam di wilayah Kabupaten Blora. Data diperoleh melalui teknik wawancara. Penelitian ini menggunakan pendekatan kualitatif untuk mendapatkan informasi tentang jenis media pembelajaran yang digunakan, kesulitan yang dihadapi, dan strategi yang digunakan dalam pengajaran bahasa Inggris. Penelitian ini melibatkan delapan responden. Temuan penelitian menunjukkan bahwa; 1) jenis media pembelajaran yang digunakan oleh guru bahasa Inggris untuk mengajarkan bahasa Inggris dalam empat keterampilan menulis, membaca, berbicara, dan menyimak adalah 14 (empat belas) media pembelajaran. Media tersebut adalah buku pelajaran sekolah, gambar/flashcard, aplikasi media sosial, pembelajaran audio, realia, berdialog dengan teman, pembelajaran berbasis audio-visual, siswa itu sendiri, lagu-lagu barat, film atau video barat, dan kode QR dalam buku pelajaran sekolah, podcast, PowerPoint, dan lembar kerja. 2) beberapa kesulitan yang dihadapi dalam menggunakan media pembelajaran adalah pemilihan jenis media pembelajaran, beban mengajar, keterbatasan waktu, biaya, kurangnya fasilitas sekolah, dan perkembangan media pembelajaran yang begitu cepat. 3) strategi untuk mengatasi kesulitan yang dihadapi dalam menggunakan media pembelajaran adalah ketepatan pemilihan media pembelajaran, manajemen waktu, ketersediaan sumber daya, dan menyikapi perkembangan media pembelajaran yang begitu cepat.

Kata kunci: Media Pembelajaran, Kesulitan, Strategi

I. INTRODUCTION

This chapter focuses on the reasons for conducting the research. Therefore, this chapter explains the research background, research questions, research objectives, scope and limitation, significance of the study, and definition of the key term

1.1 Research Background

The number of Islamic primary schools in Indonesia that implement Teaching English for Young Learners (TEYL) has slightly increased (Madayani and Lilik, 2019). It means, that teaching English has been begun at a young age is highly productive for their age (Mwalongo, 2016; Ratminingsih and Budasi, 2018) because early learning of English expands learners's vocabulary, allows them to learn new concepts, and expands their knowledge. Stakanova & Tolstikhina (2014, as cited in Widodo & Dewi, 2019) mention that English is better learned at a young age for four reasons: (1) it stimulates learners's language and overall development, increasing the value of comprehensive early childhood education and elementary education as the cornerstones of general education; (2) it connects learners to other cultures, forming a universal consciousness; and (3) it builds a foundation that is favorable for both learning a foreign language now and later on and (4) it expands their reach in the course of learning a foreign language, it can enhance general educational abilities (e.g., capacity to work with the book). It suggests that teaching language to young learners can help them acquire it more successfully and will benefit them more as they get older. In line with that the 2003 Law on the Indonesian Educational System explains among the foreign languages spoken in Indonesia, such as German, Arabic, or Japanese, English is designated as the primary language (Abrar et al., 2018; Marzulina et al., 2021) Despite, English being designated as the primary language the number of Islamic primary schools in Indonesia that implement TEYL has slightly increased but still found that there are several problems with the school's infrastructure, teachers, and learners. Lack of language acquisition, poor focus, lack of

discipline, boredom, and speaking issues are challenges for learners. Teachers face several hurdles, such as inadequate training, difficulties with language competency, limited understanding of teaching techniques, lack of acquaintance with technology, and time restrictions (Songbatumis, 2017). Therefore, the teacher has the responsibility for selecting an appropriate instructional method and what media will be used when teaching the learning process depending on the needs of young learners.

Furthermore, an effective learning process can impact the quality of education in Indonesia. The quality of Indonesian education is still the center of great attention. This is due to the numerous challenges that continue to impede Indonesia's efforts to raise educational standards. Where one of them is the dearth of qualified teachers to oversee the teaching and learning process in schools, as well as the restricted learning media that may help learners learn. Nuryani and Fadloeli, (2021) also argues that the concept of media is anything that can be used to channel messages from the sender to the recipient to stimulate thoughts, feelings, and the learning process. In line with that using the different kinds of instructional media available is one way to try to raise the standard of education. Instructional media is one of the most important components in the teaching-learning process (Tafonao et al., 2019). By definition, instructional media is anything that may be applied to stimulate learners's ideas, attention, and feelings to support the learning process (Puyada et al., 2017, 2018). Also, instructional media plays a role in increasing learners' learning motivation when teachers use it to explain concepts in the classroom (Mbiydzenyuy, 2020; Hill et al., 2015). In addition, to accomplish the learning objectives and overcome learning problems, the teacher must select the proper media, approach, and methodology based on the characteristics of the learners, particularly in primary school, to ensure that the classroom is engaging and does not become monotonous rapidly (Aisyah and Haryudin, 2020; Alim et al., 2019).

Related to the importance of instructional media (Miaz et al., 2019). divides media into three categories (1) Audio media includes music, CDs, and other items that are exclusively audible to the human ear. (2) Visual media, which includes images, books, realia, and flashcards, are materials that are visible to the human eye. (3) Audio-visual media refers to visual and auditory media, such as videos. The instructor can utilize any of these media as long as they meet the learners' requirements and learning goals.

Moreover, several studies have investigated the use of instructional media in teaching English to young learners. Cahyati and Madya, (2019, 2019) investigate teaching English in primary schools: benefits and challenges. This study was taken at an elementary school. The findings of this study revealed that this article identifies the benefits and challenges based on theories and research findings and then proposes several solutions to the difficulties which can be the references for the schools to provide high-quality English teaching and learning. Resti and Rachmijati, (2020) examine the analysis of the use of instructional media in teaching English to young learners at an elementary school in Bandung. This study used descriptive qualitative methods, by collecting data using interviews, observation, and document analysis. The results of this study showed that to properly prepare the media, a teacher must be aware of the content being taught and modify the media accordingly. Based on this study, coursebooks, videos, realia, and pictures were the media that teachers employed. like a video to improve learners' listening and speaking abilities. The purpose of the picture was to broaden learners's vocabulary. While realia was meant to introduce learners to real subjects, coursebooks are designed to help learners hone their reading and writing skills.

In line with that, (Dewi et al., 2023) explored the use of instructional media in the excretory system: a study on the perspectives of teachers and eleventh-grade learners of senior high school. Its research used survey research, by the instrument used in this study was a questionnaire sheet for learners and teachers. The results of the student questionnaire showed that

learners were more interested in audio-visual and visual media. The audio-visual media that learners like was learning videos, while the visual media that was preferred to use of real objects and artificial objects. Meanwhile, the learning media most often used by teachers are audio-visual media and visual media. Learners gave a positive response to the media used by the teacher, even though the teacher did not develop the learning media himself.

The difference between this research and the research by Resti and Rachmijati is that their research uses three elementary schools in Bandung and focuses on the preparation and utilization of instructional media. My research uses six Islamic junior high schools in Blora Regency, eight English teachers as respondents and focuses on the use of instructional media, difficulties faced by English teachers, and the strategies to overcome difficulties for using instructional media. Of course, the scope of the research will be broader than previous research. The researcher used the topic because instructional media is one of the important components in the teaching and learning process. Furthermore, the results of this study will provide insight for other teachers to apply these media in teaching English to young learners in their English learning, especially in rural areas, and improve their capabilities and quality in teaching.

1.2 Research Questions

From the background of the study above, the following research questions are formulated:

1. What instructional media do the English teachers use in teaching English to young learners at the Islamic Junior High School in Blora Regency?
2. What are the difficulties faced by English teachers in teaching English to young learners at the Islamic Junior High School in Blora Regency?

3. How are the strategies for overcoming Instructional media difficulties in teaching English to young learners at the Islamic Junior High School in Blora Regency?

1.3 Research Objective

1. To know the kinds of instructional media used in teaching English to young learners at the Islamic Junior High School in Blora Regency.
2. To investigate the difficulties faced by English teachers in implementing instructional media in teaching and learning the English process to young learners.
3. To find out the strategies used by the teacher at Islamic Junior High School in Blora Regency to address the challenges when teaching English to young learners.

1.4 Scope and Limitation

This research only focuses on Islamic junior high schools in Blora Regency and does not include elements such as public junior high schools. Additionally, this research is limited to English teachers who are accustomed to using instructional media, have taught at Islamic junior high schools in Blora Regency for a minimum of two years, have a minimum of 5 years of experience studying English, and have a willingness to participate in the study. Data is obtained through the interview technique. This study uses qualitative methodology to identify the kinds of instructional media used by English teachers, analyze the difficulties Islamic junior high school English teachers face when teaching English to young learners, and recommend strategies to overcome these difficulties.

1.5 Significance of the Study

For researchers, this study can provide ideas for developing knowledge and skills in teaching English in primary schools and creating a pleasant learning environment, especially by using instructional media. For English teachers, the result of the study can provide helpful activities to use in classroom practices, and are expected to continue to explore and utilize

various relevant instructional media, according to the needs of students, be it digital instructional media such as educational applications or simple learning media that can be adapted easily. For students, the results of this study can help them to be more interested in learning English to improve their English language skills and create a positive approach to students that English is fun and easy to learn. For further researcher, this study can provide general knowledge about the different types of instructional media used, the difficulties faced by English teachers, and strategies to overcome difficulties in the application of instructional media. This study can also be used as a basis for further research by taking a larger sample size than the current researcher to obtain more comprehensive data.

1.6 Definition of the Key Term

A. Instructional Media is a tool, method, or resource used to communicate concepts, information, or subject matter to students to make learning more efficient, engaging, and understandable. Teachers may use this media to clarify information, explain ideas, and improve student engagement and comprehension.

B. Young Learners is a term that refers to children who are in the early phases of learning development—typically between the ages of 5 and 14 years old. In this stage, they are now establishing a foundation of social skills, knowledge, and capacities. Children in this group frequently learn by playing, interacting with their environment, and getting their hands dirty.

II. LITERATURE REVIEW

This section reviews the literature related to English teaching in Islamic junior high schools, young learners, instructional media, difficulties faced by English teachers, and strategies for overcoming the difficulties in implementing instructional media.

2.1 Teaching English to Young Learners

Teaching English to Young Learners (TEYL) designates a more focused subset of English classes that works with young learners. Lin,

(2020) creates three categories for young learners. Learners who begin preschool at around age 3 are the first group. The second group of learners is those who begin primary school between the ages of 5 and 7 and complete primary school in grades 11 or 12, however in many nations this occurs at the age of 13 or 14.

In line with that TEYL is focused on age. Age is a key consideration when debating the idea of teaching English to young learners. And the age is a key factor in determining what and how we educate young learners in the classroom when it comes to teaching them English. The demands of young learners differ from those of adolescents and adults in certain ways, including the emphamiss on linguistic competency and the attention given to cognitive skills. Therefore, it is important to comprehend the ideas, concepts, and methods of teaching English to young learners to facilitate successful and enjoyable language acquisition in the classroom. In addition, young learners have several traits, including being egocentric, imaginative and active, self-centred, easily bored, and having trouble telling the difference between concrete and abstract concepts. They also have low levels of concentration, prefer to work alone, and enjoy learning new things. When learning a new language, they pick it up by doing.

Shulman (1987) states in offers one of the most well-known conceptualizations of what teachers know, characterizing teachers' knowledge as:

a) Content competence
b) Pedagogic content knowledge, or the capacity to place, contextualize, and customize the material for the learners
c) General pedagogical expertise, which includes organizing and administration techniques for classrooms regardless of subject area.
d) Curriculum knowledge, or the "tools of trade" for teachers—materials and programs

e) Students character's knowledge
f) Educational environments, including group, classroom, district, and community contexts
g) The goals, objectives, and values of knowledge education

Thus, Zamani and Ahangari (2016) have mentioned good teachers are supposed to, be (1) Inspiring, (2) Managing to motivate their learners both within and outside of the classroom consistently, (3) Having the ability to motivate learners through their behaviours, attitudes, and even the classes or activities they provide, (4) Having sense of patience is one of the most crucial traits, and (5) Remembering that every student is different, different in background history, culture, and religion. Even though the student's same culture their personalities are still different which will reflect on the learning process. (6) Needing to be aware of this and take it into account. In terms of both pedagogy and manner, (7) Becoming a powerful role model who leaves a lasting imprint on the minds of the learners. So, a great teacher has an eternal impact and is never able to precise the boundaries of impact.

2.2 The Media in Teaching English to Young Learners

2.2.1 The Theoretical Basis of Instructional Media

The theoretical basis for media use in learning, as discussed by Dale (as cited in Puspitarini and Hanif, 2019), is Dale's Cone. The Cone of Experience was first proposed by Edgar Dale in 1946. It illustrates how experiences move from the most concrete (at the bottom of the cone) to the most abstract (at the top of the cone). According to the Cone of Experience, readers may learn how much knowledge people retain depending on how they are exposed to it as cited in Davis and Summers, (2015).

According to Molenda, (2003), the base of the cone is characterized by more concrete experiences, such as direct experiences (real-life experiences), contrived experiences (interactive models), and dramatic participation (role plays). Direct purposeful experiences are the closest to real life, allowing learners to actively engage and "do" things. In the middle

of the cone, experiences become more abstract as learners observe rather than directly interact. These include activities like demonstrations, field trips, exhibits, motion pictures, and watching videos. At the peak of the cone, experiences are the most abstract, using symbols like spoken or written words to represent reality. It explains about experience can be seen as follows:

a) Enactive (Concrete)

   Enactive is not just doing something one time, but learning and then knowing and understanding something through the action which is done over and over as follows direct-purposeful experience, contrived experience, dramatic participation, demonstrations, field trips, and also exhibits

b) Iconic (Pictorial)

   Iconic is learning this through television, motion pictures, and radio-recordings still pictures. It looks like the item that represents

c) Symbolic (Abstract)

   Symbolic is codes to be learned with language being the first code most learners learn. Symbols do not look like what they represent through visual symbols and verbal symbols

Dale (as cited in Davis and Summers, 2015), teachers should provide learning exercises that expand on more practical experiences. Teachers may use Dale's Cone of Experience as a tool to assist them choose activities and materials.

2.2.2 The Various Kinds of Instructional Media

There are many various kinds of instructional media as a resource and to aid in their learners' learning. Rahmi, (2014) mentions that there are six varieties of media as follows:

a) Drawings in the teacher's manner

This medium is easily used in the classroom, complements the subject matter being taught, and may be employed.

b) Still pictures

This material can be displayed in actual things or outside of the classroom. Still, photographs, such as photos, brochures, bulletin board items, etc., are recordings or replicas of actual things or events that may have almost the same shape.

c) Audio clips

The recording serves as a kind of sound medium for resources about listening exercises. Learners can watch live or use individual audio recordings.

d) TV and movies

A TV is a moving visual image or audio video that may be created from live-action or graphic presentations and shown on a cathode ray tube or TV monitor. Motion pictures and TVs are examples of other media that can be employed. Editing tools allow for the adjustment of high exposure or object abbreviation. It may make noise or remain silent.

e) Real-world items, models, and simulations

This category of media encompasses individuals, occasions, items, and exhibits. Real items are not substituted with made-up events or objects; rather, they are compared with other media. A simulation is an exact reproduction of a real-world scenario that has been created to resemble the genuine event or procedure as much as feasible. A duplicate of reality is called a model. appears to be small or small.

f) Computer-aided and programmed instruction

A set of data intended to elicit a set reaction is an example of a computer-asissted education program. Common illustrations are computer-ready teaching programs or programmable textbooks.

2.2.3 The Categories of Instructional Media

Omenge and Priscah, (2016) mentions that teachers can use several types of instructional media such as:

a) Students Themselves

The learners are the most valuable resource in the classroom. Teachers can accomplish a lot by employing the learners themselves.

b) Realia

Realia are objects and teaching materials from the outside world that are utilized in educational settings for instruction and learning. It follows that realia are unaltered actual objects that exist within or outside of the classroom and are utilized by teachers to aid in the teaching and learning process. Realia can be utilized as a jumping-off point to explain the material and/or grasp the material's notion

c) Pictures

Teachers use pictures, sometimes called graphic materials, which are two-dimensional, non-photographic resources, to communicate ideas to their learners. This type of content comprises cartoons, charts, graphs, posters, and drawings, among other things. Images are used for a variety of things. Images may be utilized in a variety of contexts, such as (1) drilling, (2) communicating, (3) comprehending, (4) forecasting, and (5) conversing.

d) Text Books

Textbooks are one type of printed material. It uses print to convey verbal or material information. The instructor can also use it as a basic instructional guide.

e) Boards

There are three types of boards: interactive whiteboard (IWB), whiteboard, and chalkboard/blackboard. Similar to

photos, boards have several uses. Teachers can utilize whiteboards for a variety of purposes, according to Harmer (2007): (1) notepad; (2) explanation help; (3) picture frame; (4) public workbook; (5) notice board.

f) Overhead projectors (OHP)

An overhead projector is an electrical device that allows learners to see written or drawn content in front of the class on a clear surface. Projectors will be used to project the transparency onto the screen.

g) Flipcharts

A flipchart is a teaching tool that holds large paper sheets. Mostly, it is used to jot down key topics from group discussions. Flipcharts are simple to use, readily available, and portable.

h) Computer-Based Presentation Technologies

Two essential components make up computer-based educational material. They are software and hardware. An LCD projector and a computer are required pieces of hardware for this educational media. Both audio and video content are included in these educational materials. The instructor may communicate with the learners about a far greater amount of material by employing computer-based presentation technologies.

2.2.4 The Benefits of Instructional Media

Utilization of instructional materials/media has several benefits as (Omenge and Priscah, 2016);

a) By providing visual aids and auditory cues, such as pictures and sounds, learners become more motivated and demonstrate a growing amount of curiosity about the topic matter (Reiser & Dick, 1996).

b) By helping learners overcome their lack of experience by giving them opportunities for hands-on learning, such as palpating mannequins, bedside instruction, and skill lab demonstrations.
c) By giving learners every opportunity outside of the classroom.
d) By fostering direct communication between the environment and learners.

2.3 Teachers' Difficulties Faced in Using Instructional Media

Using instructional media in English instruction has taken center stage in contemporary educational practices due to its potential to increase student engagement and improve learning results. However, despite the advantages, using instructional media in their teaching strategies presents several difficulties for many teachers. The difficulty is defined as any condition that impairs the progress or achievement of objectives (WordNet, 1997, as cited in Schoepp, 2005). This review of the literature looks at the research that has already been done on these issues that affect how well instructional media are used while teaching English. Click or tap here to enter text.

a) Cost and Access

   Lack of resources, especially in a setting with limited finance, can be a major obstacle.

b) Lack of School Infrastructure

   The use of instructional media is severely hampered in many educational settings, especially in developing nations, by a lack of adequate technology infrastructure, such as computers, dependable internet connections, and multimedia projectors. For instance, research conducted in (Albirini, 2006) discovered that Arab instructors had trouble obtaining technology, which hindered their capacity to incorporate media into their lesson plans.

c) Lack of Training

Lack of training on how to incorporate instructional media into courses might result in ineffective deployment and abuse of instructional media.

d) Time Constraints

A significant barrier to the effective incorporation of educational media in the classroom. The demands of lesson design, delivery, and evaluation can be difficult for educators to balance, which might restrict their use of instructional technology.

e) Lack of Teacher Capability

Technical Skills: Teachers frequently lack the technical skills to effectively use complex instructional media tools(Zhou et al., 2023). stated that many educators find it difficult to adopt digital tools because they need constant learning and adaptation. Without proper training, teachers may not feel comfortable incorporating media into their lessons, which can result in the underuse of the available resources.

2.4 Teachers' Strategies for Overcoming the Difficulties in Using Instructional Media

Various educational activities must impart knowledge and skills in a way that supports the growth and development of students in all areas, including intellectual, spiritual, physical, and linguistic. English language education needs to hold a significant place as a language required for the development of the full human being and for the inculcation of ideal character values for life, advancement, and a constantly developing society. Developing a society that is dynamic and capable of solving a wide range of issues brought about by modernization, globalization, and scientific advancements, as well as creating a comprehensive scientific style.

In the following, two of the Instructional Media Design models to overcome the difficulties that can be successfully used in the design of classroom activities, are the Gagne model or the 9 learning events and the ASSURE model.

2.4.1 The Gagne model

Gagne created a teaching formula that may be used to teach any subject (Gagne, 1984). The flexibility of the Conditions of 9 Learning with its Nine Events of Instruction can optimize both the base receptive approach and their directive instruction (Clarke, 2018). It can also influence knowledge construction with their third approach, guided discovery. These factors are influenced by the Assimilation Theory of Learning, the previously mentioned information-processing theories Gagne 1977 (as cited in Ramma et al., 2020), and classroom teachers (Khalil and Elkhider, 2016). Gagne's simple formula offers a clear framework for examining difficulties related to use of instructional media to deliver teacher-constructed English classes, such are:

1. Gaining attention can be accomplished by appealing to their "special" interests. This can be done by creating questions that will pique their interest in the task, conducting demonstrations, or projecting movie or television scene snippets that are pertinent to the suggested subject.
2. Informing the student on the goal being pursued aids the student in focusing their efforts on the task; the teacher, for their part. The presentation of the activity's goal must be done following the particular of the students' age, starting with what he must assess after the activity.
3. Stimulating the updating of previously learned material is a crucial phase as it entails connecting previously taught material to make learning new material easier.
4. Presenting the stimulus material explains in the history discipline, for instance, if the student is required to learn a series of facts or events, these facts or events must be conveyed orally or in writing. Stimuli are those that are involved in performance that reflect learning.

5. Managing learning activities for the teacher's approach to guaranteeing that the students meet their goals is meticulously documented.
6. Eliciting performance is confirmed by how well the learner has assimilated the new material.
7. Giving feedback for information accuracy: the student is told how reliable the performance was; feedback can be given in a variety of ways, such as "a gesture of approval, a smile, or a word".
8. Assessing performance is when the teacher ensures that the performance is genuine and by the goals.
9. Enhancing retention and transferring process accomplishes by having a conversation about the subject matter covered and, at the same time, drawing a connection to the subjects that will be covered at the following meeting.

2.4.2 The ASSURE model

The ASSURE model was developed in the 1990s by Robert Heinich and later refined through the contributions of Michel Molenda, James Russell, and Sharon Smaldino (Andreea, 2022). It is designed especially for teachers and is based on Robert Gagne's nine instructional events. Its goal is to help them in implementing lessons with instructional media. Role instructional media in learning and presents a variety of media formats that can be integrated into learning activities using the ASSURE model such as:

1. Analysing learner

   This step involves examining basic characteristics like age, educational attainment, work experience, cultural or socioeconomic factors, and the skills that learners already possess as well as their preferred methods of learning (visual, auditory, tactile, logical, etc.).
2. Establishing objectives

   This step uses the ABCD model (Audience, Behavior, Condition, and Degree) to define the objectives. The ABCD model specifies the audience, who will reach the goal, the behavior and

performance of the learner at the end of the instruction, using measurable action verbs; the condition specifies the condition under which the behavior is to be performed; and the degree is the performance criterion, which includes the time allotted, the degree of accuracy, the percentage of correct answers requested, and the qualitative standards.

3. Choosing methods, materials, and media sources

   The instructional media focuses on the instructional activity after the target group analysis and the lesson/course objectives have been determined. Three sequences are involved in this stage: a) Selecting the best teaching strategies for a particular subject, b) Selecting a media format that works with the techniques, c) Choosing, altering, or producing supplementary content appropriate for the relevant media type. In selecting the materials by considering several criteria: 1. Following the curriculum; 2. Being precise and current; 3. Using language that is clear and concise; 4. The capacity to pique students' attention and inspire them; 5. Ensuring student engagement; 6. Strong technical performance; 7. Proof of efficacy; and 8. Having a user manual

4. Using Material

   It contains a preview of the materials and the preparation of the lessons, as well as a thorough explanation of the activities and how to combine the chosen materials (lessons, modules) with the approaches. Checking the tools required to do the tasks, setting up the area, and getting the students ready are still essential. The latter can be accomplished through an introduction that provides a broad overview of the lesson's content, draws links to previously taught material, explains the benefits of paying attention, and provides hints about different lesson components.

5. Requesting student’s participation

It requires the implementation of initiatives that encourage students to actively participate in the learning process, the development of discussion, debate, or conversation themes, and the precise articulation of issue scenarios.

6. Evaluating or Review

   It entails assessing student performance, the chosen approach, and the instructor's method of instruction to enhance subsequent endeavors. Evaluation takes place before to, during, and following the conclusion of teaching. The evaluation is also viewed as a fresh start since the materials utilized need to be updated in light of its findings.

III. RESEARCH METHOD

This section describes the method that is used to conduct the research. It includes research design, subject, data source, data collection, and data analysis.

3.1 Research Design

Focusing on English teachers, this study determined the various types of instructional media, the difficulties faced, and the strategies to overcome the teachers' difficulties when teaching young English learners at Islamic Junior High School in Blora Regency. Furthermore, to achieve a clear understanding of these items, qualitative research methods were used to reveal the various instructional media, and to investigate the difficulties faced and the strategies used by the English teacher when teaching young learners in English at Islamic Junior High School in Blora Regency. The qualitative aspect of this research revealed this research question. This research question was approached qualitatively to reveal an in-depth understanding of instructional media types, the difficulties faced and the strategies used by English teachers.

3.2 Research Subjects

The subjects of this study were eight English teachers as respondents at six Islamic Junior High Schools in Blora Regency Regency. The researcher selected the teachers based on criteria. So, the teachers are selected based on the following criteria:

First, English teachers who taught English to young learners' level. Second, English teachers who used to apply instructional media. Third, English teachers who had taught at Islamic junior high schools in Blora Regency Regency for a minimum of two years. Fourth, English teachers who had minimum of 5 years of experience studying English, and Fifth, English teachers who had willingness to participate in the study. The researcher selected these respondents purposively using a purposive sampling technique to be interviewed.

3.3 Data

The data in this study were in the form of ideas and information about the various types of instructional media in teaching English to young learners, the difficulties faced by English teachers, and the strategies used by English teachers to overcome the difficulties in teaching English to young learners.

3.4 Data Collection

3.4.1 Data Collection Techniques and Instruments

In collecting data, the researcher collected information related to the instructional media, the difficulties faced, and the strategies to face the difficulties by English teachers in teaching English to young learners. The researcher collected data from English teachers at Islamic Junior High School in Blora Regency. Furthermore, the researcher used interviews, which are as follows (Creswell & David Creswell, 2018).

Interviews conducted with semi-structured questions with the English teacher to explore the types of instructional media, the difficulties faced, and the strategies to face the difficulties by English teachers in teaching English to young learners. This instrument was chosen to give the

interviewees more opportunities to express themselves. It aimed to get more in-depth data.

3.5 Data Analysis

The data analysis technique of this research used the interactive model by Miles and Huberman, which covered data collection, data reduction, data display, data conclusion or verification (Miles, M.B and Huberman, 1994).

3.5.1 Data Collection

The initial step in data analysis was data collecting. Initially, the researcher meets with the English teacher to conduct the interview. Depending on the research objective, data was turned into written text, including researcher notes and recordings of teacher interviews. In addition to documenting the sources' statements, the researcher also documents the procedure following the study topic while adhering to the criteria and gathering relevant material.

3.5.2 Data Reduction

Data reduction was the next step after data collection. The goal of data reduction was to make the information from the researcher's interview findings more comprehensible and organized for analysis. Data coding, relevant data selection, eliminating irrelevant data, data abstraction, data grouping, and raw data transformation into written records are some of the techniques that are frequently employed at this step. The response results served as the study's main emphasis was the goal of this phase of the research.

3.5.3 Data Display

The next stage was to visually or narratively portray the data after it has been reduced. By organizing the data into tables and narratives, the researcher provided an overview of the various types of instructional media, the difficulties faced, and the strategies used by the teacher at Islamic Junior High School in Blora Regency to address the difficulties when teaching English to young learners. The goal of this study was to

facilitate the understanding and use of the data's contents throughout the analytical process.

3.5.4 Data Conclusion or Verification

In data analysis, data conclusion or verification was the last step. At this stage, the researcher analysed the provided data and attempts to conclude any trends or results in the data. Thoroughly examined data must back up the findings that have been made. In addition, the conclusions' correctness and dependability were confirmed by verification. The verification accomplished through data triangulation regarding the various types of instructional media, the difficulties faced, and the strategies to overcome the difficulties by the teachers when teaching young learners in English at Islamic Junior High School in Blora Regency.

IV. RESEARCH FINDINGS

This chapter presented the research findings and discussion. It was the results of interviews with eight English teachers of six Islamic Junior High Schools in Blora Regency, which were related to the research questions of what instructional media the teachers use in teaching English to young learners at the Islamic Junior High School in Blora Regency, what the difficulties faced by English teachers in teaching English to young learners at the Islamic Junior High School in Blora Regency and how the strategies for overcoming Instructional media difficulties in teaching English to young learners at the Islamic Junior High School in Blora Regency. Regarding the results of transcribing the data, the researcher explained the results of the responses to the interview directly.

4.1 The Use of Instructional Media in Teaching English

This part of the study explained the results of the teacher's interview. The interview findings, instructional media in teaching English provided variety of approaches that English teachers used to improve their students' English proficiency. It divided into four parts, which explain Teaching Media in Writing, Teaching Media in Reading, Teaching Media in Speaking, and Teaching Media in Listening, which were shown in Table 1, revealed the respondents' thoughts about

and experiences with using instructional media to learn English. The respondents listed a wide range of potential uses for instructional media in language classrooms.

Table 4.1 The use of instructional media

Themes	Kinds of Intructional Media	Freq.*	%*
Teaching Writing in English	School Textbook and Liveworksheet	4	50
	Describing Picture/Flashcard	4	50
	Social Media Application	3	37
	Audio Learning	1	12
	Realia	1	12
Teaching Reading in English	School Textbook and Liveworksheet	7	87
	Audio-Visual Media	2	25
Teaching Speaking in English	Having Dialogue with friends	5	62
	Audio-Visual Based Learning	2	25
	Students Themselves	3	37
	Social Media Application	3	37
Teaching Listening in English	Western Song	6	75
	Western Movie or Video	2	25
	QR code in school textbooks	2	25
	Podcast	1	12

*Frecuency;Percentage

4.1.1 Teaching Media of Writing

The findings revealed that the teachers explained the kinds of instructional media they used to teach writing, such as school textbooks, picture or flashcards, realia, audio-visual media, and social media applications. Four out of eight respondents, or 50% of respondents, used school textbooks, such as the government's English for Nusantara, Erlangga Publisher's Bright An English, learners' worksheets or LKS books, and live worksheet printout

> *"For writing, I often use textbooks or if not textbooks, I use printed ones so that they also have the ability to write...." (MRA, apn2, Ln.42)*

> *"... now it's live worksheets and what else is being sold" (SM, apn2, Ln.45)*

> *"...chasing material by Erlangga textbook, so maybe the writing is still in the form of notes in the form of ordinary notes read." (NMD, apn2, Ln.46)*

> *"... I only use printed media for student worksheets, later we will discuss together the material that I will discuss, usually it's about narrative learning competitions, and folklore breakdowns, that's the procedure,.." (ARH, apn2, Ln.47)*

The next instructional media was pictures or flashcards. Four out of eight respondents or 50% of respondents used pictures or flashcards to learn about describing persons or things, making stories of narrative text, and procedure text.

> *"If I use writing more, I use it, yesterday I had a chance to learn, yesterday I had a chance to learn to write, I also use pictures, so the picture theme is like cleaning, so there are pictures of people cleaning, some are carrying brooms, some are carrying shovels, some are carrying scissors or grass shears, so the way they write is to write the story that is in the picture, so they are free to write whatever they want, but the theme is in the picture ...." (KS, apn2, Ln.41)*

> *"When writing, I usually use help like flashcards like that, miss. I use flashcards. Sometimes I also encourage them by using this or that picture, then I ask them to look for the Indonesian and English versions from you. Basically, I encourage my child to be active." (DI, apn2, Ln.43)*

> *"If it's writing, it's usually photocopied using pictures or flashcards, now it's live worksheets and what else is being sold" (SM, apn2, Ln.45)*

> *"... I ask them to make a procedural text. Later, I will include, eh, I will give an example of how to make fried rice. After I apply it, I will give important points. Later, I will jolt the students to make something similar to the points by including the important points that I listed earlier. If, for example, using a printout, maybe I have made it like a text but it is not complete, so later the children who explain continue. Oh, that means they need to use flashcards or pictures too or they can't. Usually, they rarely use LKS." (KR, apn2, Ln.48)*

After pictures or flashcards, the instructional media in teaching writing was social media applications. Three out of eight respondents or 37% of respondents used social media applications such as Canva to assess writing skills and YouTube to find audio or video learning for teaching media writing.

> *"Yes, I use a projector, yes, then I explain the material of singing a song with a projector, so after using a projector, there are pictures and writing, so the children are happy, so using PPT or via YouTube, later*

the children will join in singing and there will be writing, the important thing is that the children are enthusiastic." (DPS, apn2, Ln.12)

"So far, because I have only been teaching English for a year or two, I haven't used too many media and most often I use PPT and short videos from YouTube, especially for junior high school students. Elementary school students might only use songs or regular drilling, but junior high school students usually use PPT. Later, I will explain the vocabulary, I will include the vocabulary there, I will explain its use, then later I will give examples from videos from YouTube for them to listen to and also understand a text." (KR, apn2, Ln.16)

"For writing, I often use textbooks or if not textbooks, I use printed ones so that they also have the ability to write. Apart from that, sometimes for assessments, the assessments often ask the children to type and then make them on Canva or something." (MRA, apn2, Ln.42)

One out of eight respondents or 12% of respondents used realia for describing something such as a table, chair, or book how the color, size, shape, and material.

"If the descriptive text is usually not asked to describe the object or friend that is closest to it, such as an object or object, for example, sitting, what are there next to you, those tables, the simplest thing is what is the shape like, what is the picture, what is the shape like, what is the color, what is it made of, then later when it is simple, they can know the vocabulary, then later they are asked to describe something else." (KS, apn2, Ln.41)

One out of eight respondents or 12% of respondents used audio learning for example song, after listening to a song over speakers, learners used the words they heard to fill in the blanks in the lyrics. The goal was to improve vocabulary and listening skills

"For writing, I usually also use a projector because I prepare what is called the text, the text is also in the form of a song but there are gaps and dots, then they will listen to the song, then I ask them to write according to what they hear, then they write it themselves, usually in my textbooks there is listening, I just turn it on using an active speaker, it has been read, they listen while writing what is in the text that is heard." (DPS, apn2, Ln.44)

. These findings were supported by recent research, highlighting the importance of using various types of instructional media in the teaching

process with the main goal of improving learners learning outcomes. Therefore, teachers used instructional media in teaching writing in English to enhance the quality of classroom instruction and encourage learners to collaborate so that learners' writing skills could improve and yield better results.

4.1.2 Teaching Media of Reading

The findings revealed that the teachers explained the kinds of instructional media they used in teaching media of reading such as school textbooks, and audio-visual learning. Seven out of eight respondents or up to 87% of respondents reported that they mostly utilized school textbooks such as the government's English for Nusantara, Erlangga Publisher's Bright An English, and learners' worksheets or LKS books for reading instruction rather than writing. The teacher used the school textbook to ask learners to read the text, either assigned by the teacher or chosen by the learners themselves, and then correct their pronunciation. This statement indicated that teachers used textbooks as instructional media, but in different ways for the same purpose was to improve learners' reading skills.

> *"If reading is a text, I take the descriptive text from textbook so they don't just have to read it, we give it to first graders, which is more justification." (KS, apn2, Ln.49)*

> *"If it's reading, I usually use existing reading books. The first thing I usually add is reading while watching videos, like short narrative texts. If there are pictures, we show sketches, the children are more interested. Sometimes it's like that, but more often it's reading books, writing books, LKS books or package books." (MRA, apn2, Ln.50)*

> *"When it comes to reading, usually I don't ask the children to read according to what they hear. If they write it wrong, sir, they read it one by one. I check it and then grade it."(DPS, apn2, Ln.52)*

> *"It's the same as using a textbook, miss." (SM, apn2, Ln.53)*

> *"For reading, it is still in what it is called, reading the appropriate text that is in the textbook, the textbook uses Erlangga, LKS, there is no LKS, there is only Erlangga, in my opinion it is supportive because it also has one for listening, yes, sometimes it is on the barcode" (NMD, apn2, Ln.54)*

"I usually give printouts, for reading, I also use student worksheets, yes, for reading, it's mostly like that" (ARH, apn2, Ln.55)

"For reading, maybe I use texts from children's text books because sometimes when I use a projector, it is displayed in front because there are many students, so the students at the back can't really see it, so for example, if I tell them to read from that place, they have to move forward first, so it actually wastes time, so for reading, I usually use worksheets that the children already have, then they read them together." (KR, apn2,Ln.56)

Two out of eight respondents or 25% of respondents reported that audio-visual-based learning was used for teaching reading for the reason learners were more interested in.

"If it's reading, I usually use existing reading books. The first thing I usually add is reading while watching videos, like short narrative texts. If there are pictures, we show sketches, the children are more interested. Sometimes it's like that, but more often it's reading books, writing books, LKS books or package books." (MRA, apn2, Ln.50)

"If I usually give reading material, if here I give texts that have visuals, sometimes the text already has sound, I can also use that, sometimes I also use pictures, what do you think about this picture, sometimes I try to write it in my book, I encourage you to do that too." (D1, apn2,Ln.51)

This statement indicated that the teachers could use audio-visual based learning as instructional media besides school textbooks. However, the response results showed that teachers often used textbooks than audio-visual-based learning to teach reading in English because textbooks have already provided various types of reading texts.

4.1.3 Teaching Media of Speaking

The teachers explained the various of instructional media they used in teaching speaking in English such as having a dialogue with friends, audio-visual-based learning, students themselves, and social media applications. Five out of eight respondents or 62% respondents said that having dialogue with friends such as greeting, asking permission, asking for opinions, and expressing agreement and disagreement.

"Okay, if it's media speaking, I usually use YouTube, our YouTube, I also show operators, so I show this video, people speaking, what if they talk like this, then after that they've seen, observed, it's connected, speaking and listening, it's connected, they listen, study, then they apply it, but the instructions are based on what, for example, I ask you to try styling this and this from what was found in the video, have you ever tried it like a dialogue between each other, oh, I have, that's the strategy I often use, think pare share, yes, so they discuss first, then later they pair up but don't pair up, then share with their friends in front of the class, if not, then group discussion, then I give a case or something, then the group will be like this" (MRA, apn2,Ln.58)

"If as a result it is very difficult, it can be like a dialogue between friends, sometimes I assign children, oh, for example, with a picture of shaking hands, oh, that means this is an introduction, try introducing yourself to your friends using English, if you can't speak Indonesian, I sometimes do that. If the children here are private, right, private, honestly, right, it's different from being my child, it's really English, no, it's very difficult, right, if here my challenge here is extraordinary, like the word English, right, their second language, they don't know what it's called, they're not interested, they're not interested, so how can I arouse their interest in English?" (DI, apn2, Ln.59)

"When speaking, two children usually don't ask to come to the front of the dialogue like having a dialogue without a text, so they memorized it themselves this afternoon, well, they made the dialogue themselves, but initially I had prepared the material for what was discussed, they made it themselves later if there were any shortcomings, I would." (DPS, apn2, Ln.60)

"if for speaking, it is applied maybe only some daily vocabulary or ordinary daily conversations, sometimes it is applied maybe from permissions, what is it called permission to go out to go to the toilet or others, so dialogues between friends, sometimes if it's grade 7, there are still these, yes, conversations about introductions, so that refers to interdictions, it refers to some things to train speaking skills, well, if for example the dialogue, the theme is previously determined by the teacher or they are random, they want this one, for the time being it is still determined by the teacher, after that they memorize it, yes, I read hmm, as far as I remember, it's usually spontaneous" (DPS, apn2, Ln.62)

"If speaking, children immediately go forward to dialogue, usually both of them, for expressions of asking for opinion, agree, disagree and this agreement, usually the dialogue is made by us both, determining the theme, then later I ask my child to practice the dialogue they have made in front of the class, but we still accompany them, because junior high school students' vocabulary is still limited, so we help them to make the correct dialogue and then teach them how to read it like this

so they can practice in front of the class correctly and confidently." (ARH, apn2, Ln.63)

So, having a dialogue with friends and practicing in front of the class with learners two by two or three by three properly, correctly and confidently.

The next instructional media used in teaching speaking was audio-visual-based learning. Two out of eight respondents or 25% respondents reported that teachers used audio-visual-based learning for teaching speaking skills in the classroom. Audio-visual-based learning was taken from the video that the teacher played on an LED projector, learners watched, observed, and then practiced. This statement indicated that audio-visual-based learning assisted with the use LED projector to teach three skills at once: reading, listening, and speaking, while encouraging learners to work together in completing tasks or solving problems.

"Okay, if it's media speaking, I usually use YouTube, our YouTube, I also show operators, so I show this video, people speaking, what if they talk like this, then after that they've seen, observed, it's connected, speaking and listening, it's connected, they listen, study, then they apply it, but the instructions are based on what, for example, I ask you to try styling this and this from what was found in the video, have you ever tried it like a dialogue between each other, oh, I have, that's the strategy I often use, think pare share, yes, so they discuss first, then later they pair up but don't pair up, then share with their friends in front of the class, if not, then group discussion, then I give a case or something, then the group will be like this" (MRA, apn2,Ln.58)

"Text and then audio media too because we have supported it in the past" *(SM, apn2, Ln.61)*

After audio-visual-based learning, the next instructional media used in teaching speaking was students themselves. Three out of eight respondents, or 37% of respondents used instructional media to teach speaking skills through self-introduction or introducing a friend. Self-introduction or introducing a friend usually did speaking practice at seventh grade because still basic material and easy to learn.

"Well, that's one of the practices of introducing yourself and introducing your friends or introducing the surrounding environment,

so what he sees is what he introduces, that's for grade 7 material, right" (KS, apn2, Ln.57)

"If as a result it is very difficult, it can be like a dialogue between friends, sometimes I assign children, oh, for example, with a picture of shaking hands, oh, that means this is an introduction, try introducing yourself to your friends using English, if you can't speak Indonesian, I sometimes do that. If the children here are private, right, private, honestly, right, it's different from being my child, it's really English, no, it's very difficult, right, if here my challenge here is extraordinary, like the word English, right, their second language, they don't know what it's called, they're not interested, they're not interested, so how can I arouse their interest in English?" (DI, apn2, Ln.59)

"If speaking is given an example, then I will ask the child randomly, for example using a name picker from the internet, then we will randomly name the names that come up, then for example, for the first question, please describe your friend, your deskmate, then the name that comes up, he has to describe so that it can be shared among all the children." (KR, apn2, Ln.64)

This statement indicated that students themselves and audio-visual-based learning had distinct objectives. Students themselves encouraged learners to study independently, whereas audio-visual-based learning encouraged learners to study dependent or group learning.

The last instructional media in teaching media in speaking was social media applications. Three of eight respondents or 25% of respondents reported the teachers used social media applications such as YouTube, Zoom meetings, and Name Picker applications. Social media applications were such as YouTube was used for audio-visual-based learning and Zoom meetings were used for chatting with a native speaker, so both had the benefit of encouraging learners to depend on or engage in group learning.

"Okay, if it's media speaking, I usually use YouTube, our YouTube, I also show operators, so I show this video, people speaking, what if they talk like this, then after that they've seen, observed, it's connected, speaking and listening, it's connected, they listen, study, then they apply it, but the instructions are based on what, for example, I ask you to try styling this and this from what was found in the video, have you ever tried it like a dialogue between each other, oh, I have, that's the strategy I often use, think pare share, yes, so they discuss first, then later they pair up but don't pair up, then share with their friends in front of the class, if not, then group discussion, then I give a case or something, then the group will be like this" (MRA, apn2,Ln.58)

"If speaking is given an example, then I will ask the child randomly, for example using a name picker from the internet, then we will randomly name the names that come up, then for example, for the first question, please describe your friend, your deskmate, then the name that comes up, he has to describe so that it can be shared among all the children." (KR, apn2, Ln.64)

"..so I took the initiative to rent a zoom myself. The regular one is only 30 minutes and it's good, so I rent it later to study with native speakers. So if we want to be good, we'll find it ourselves, but maybe that's all, the other facilities are already there, that's all." (MRA, apn2, Ln.298)

This statement indicated that social media applications have been giving potential benefits for learners and supporting teachers to present new teaching media through several applications and tools.

4.1.4 Teaching Media of Listening

The findings of interviews of teaching media of listening, the researcher reported that instructional media in teaching media of listening was used through listening to Western songs, watching Western movies, and QR codes in school textbooks. Six out of eight respondents or 75% of respondents used Western songs as instructional media in the classroom, especially for ninth grade. Furthermore, the songs or music were one of the most popular of instructional media that teacher used beside that the teacher had to choose a song on their age selected. Learners could sing a song together in the class for example at seventh grade, they sang Twinkle Twinkle Little Star song. This statement indicated that teaching media in listening through listening music or song was still the highest choice as instructional media.

"7th graders don't have listening and in the LKS book it's more about writing if there's no listening but if you want to add it, it's usually more about songs or music, yes, I use music and then the lyrics are blank. Yesterday I tried using Twinkle Twinkle, it's very simple so they can understand it better." (KS, apn2, Ln.65)

"If I were listening, I would be like, what's the name of the 9th graders? In the 9th graders, there was a song, a song or a poem, right Well, they didn't play music and then they filled in the gaps in the lyrics, they

completed it based on what they used, meaning they used speakers and laptops, right" (MRA, apn2, Ln.66)

"Listening usually I use songs if it's a song because it's very quick to catch it, it's for all classes or specifically for all classes I use songs so like empty lyrics or if it's not full, usually at the beginning I don't give it full first, try to listen to it, it could be that the child will take it off, sometimes there are those who use an audio learning method, once they hear it they immediately memorize it, but there are also children whose learning method is different from not using audio, yes, it also takes a long time to catch it, there are also those who use visuals, yes, various things" (DI, apn2, Ln.67)

"Earlier, I listened to sing a song and there was a news story that was more like that, you know, using a sound system, there was something like a report text, that was a story podcast." (DPS, apn2, Ln.68)

"Yes, so I teach 7th grade so maybe the material is still basic, so maybe a dialogue between two or three friends like that and using the media speaker just like for lyrics in a song like that but if the lyrics are usually missing, now looking for songs for children is a bit difficult, so you have to be smart in finding songs that are easy listening and easy writing and also have to be age-appropriate, right"(SM, apn2, Ln.69)

"Well, the speaker is used to listen to songs or for dialogue. If I usually have dialogue, they catch the meaning, ma'am, so it's a dialogue between several people or two people, then later if there are questions they don't understand, they can ask, for example, why did you say this, ma'am, what does it mean, later we'll tell you. So for dialogue, there are also sometimes songs because if in grade 9 there is song material for the second semester, yes, in the second semester there is usually song material, there is also an introduction to the song, usually where to find the media, on YouTube or on TikTok references or any social media. I go to Google more often, ma'am, Google from blogs, blogs from teachers sharing like that, websites, yes, from blogs like that, if for YouTube I listen to it, it's too long, so I prefer to just read the blogs of teachers who want to share knowledge, so I only rely on Google search, Google, and there are package books from the government, which is Merdeka Belajar, English for Nusantara, for Nusantara, rather than those from Erlangga which are more expensive." (ARH, apn2, Ln.71)

The next teaching media of listening was watching movies. Two respondents or 25% of respondents reported that watching movies, especially western movie was one of the instructional media that teachers could use to learn English for four skills writing, reading, speaking, and listening. Learners could watch movies together in the class using laptops,

LED Projectors and speaker. This statement indicated that watching the movie was not only for entertainment but also for learning four skills of English.

> *"Listening is something we use audio for, sometimes we might listen to the song for songs that are missing lyrics or full lyrics or filling in empty lyrics, actually I want it, I want the lyrics to be empty and then filled in, but so far in practice, because of my lack of preparation, my media is only for listening, then later I ask them to remember what the vocabulary is called, even if it's a film, the film tends to be in English, yes, action is usually according to their request, sometimes they also look for vocabulary like that, yes" (NMD, apn2, Ln.70)*

> *"For listening, I use videos from YouTube so the children will listen and then the children who translate usually use English so later the children will be trained to listen to the text and then we translate it together if the lyrics are missing and we don't fill in the empty lyrics, I've never done that because my school doesn't support loud audio so I still use a mic so there's only one in one video and then there's a mic from the laptop if for example I have to use a song, it has to be really clear to the children's ears, but there's no facility for headphones like that so it's still lacking if I want to implement it" (KR, apn2, Ln.72)*

Here, two out of eight respondents or 25% of respondents used the listening audio through the school textbook's barcode. School textbook were from the government's English for Nusantara and Erlangga Publisher's Bright An English have facilitated audio listening through barcode and teachers could scan the barcode and play it the audio in front of learners.

> *"...there is only Erlangga, in my opinion it is supportive because it also has one for listening, yes, sometimes it is on the barcode" (NMD, apn2, Ln.54)*

> *"…English for Nusantara, there was a recording that had something like a barcode, yes, the barcode, yes, it was there, it was very helpful, sometimes there was also a block spot, blog spot, teacher sharing, there were also many, or from YouTube, if for recordings, I also use YouTube." (ARH, apn2, Ln.175)*

One out of eight respondents or 12% of respondents added that listening in English could use news or story podcasts in English for teaching report text material in the ninth grade.

"Earlier, I listened to sing a song and there was a news story that was more like that, you know, using a sound system, there was something like a report text, that was a story podcast." (DPS, apn2, Ln.68)

This statement reported that listening in English through instructional media such as listening to songs, watching movies or videos, and podcast stories in English had potential benefit for learners clearly. The learners were introduced instructional media to learn English more frequently, the more familiar the learners with advantages of instructional media.

4.2 The Difficulties of Using Instructional Media in Teaching English

There were the number of potential advantages to using instructional media as a medium for learning English, but there were also some drawbacks. Table 4.2 lists some of the difficulties encountered in using instructional media for learning English that were identified through interviews.

Table 4.2 Difficulties of using instructional media

Themes	Indicator	Freq.*	%*
Kinds of Instructional Media Selection	Teachers selected inappropriate selection of instruction media.	5	62
Teaching Load	Teachers taught in the big class size consist of 23-30 learners per class.	6	75
	Teachers taught 4-6 classes in a week.	5	62
Time Constraints	Teachers took time to prepare instructional media before presenting in the classroom.	8	100
	Teachers took time-consuming around 20-30 minutes to set up in the classroom.	6	75
Cost	Teachers paid expensive costs to provide instructional media.	4	50
Lack of school facilities	Schools had limited LED Projectors.	6	75
	Schools had limited laptops.		
	Schools had limited speakers or sound systems.		
Rapid development of instructional media	Teacher can't follow the rapid development of instruction media	6	75
	Teachers' competence was still lacking.	3	37

	Teachers still focus on the routine.	2	25

*Frecuency;Percentage

Information on difficulties to using instructional media to learn English is also included in Table 2. The results are recorded in terms of six themes, such are: (a) kinds of instructional media selection, (b) teaching load, (c) time, (d) cost, (e) lack of school facilities, and (f) the rapid development of instructional media. These themes indicated the several difficulties faced of the teachers to use instructional media in teaching English

4.2.1 Kinds of Instructional Media Selection

Instructional media was one of the key components of the teaching and learning process. It helped teachers in efficiently delivering content and improves learners' conceptual understanding. However, if teachers chose inappropriate selections of instructional media, the impact could be seen in the low effectiveness of the teaching and learning process and the less significant learning outcomes of the learners. Five out of eight respondents or 62% of respondents reported that inappropriate selection of media instruction produced a less significant improvement in learner learning outcomes. Teachers commented on several factors that cause the selection of instructional media to be less appropriate such as lack of material relevance, resource limitations, complexity and simplicity issues, and lack of interaction. Lack of material relevance, complexity issues learners to interact less with the teacher in the application of instructional media for teaching English, and also added that resource limitations may struggle to implement certain types of instructional media and leave disadvantages for learners.

> *"It happened yesterday, maybe it was because it was the last hour, maybe the child was bored first, but when it came to reading, you know, the media used was paper, so reading seemed like it was because it was the last hour, maybe it could be possible." (KS, apn2, Ln.177)*

> *"Yes, it has happened, for example, when we apply it in class A, the students listen, when we don't apply it in class B, but it turns out that 25 percent of them listen, the others don't care, it works, but if all of them don't listen or don't apply the media or use the media that we have*

prepared, it's not like that, at most, the problem is that a quarter of the class members …" (MRA, apn2, Ln.178)

"Yes, in grade 8 it often doesn't work, it's like the feedback is there, when I ask what is this picture, I just keep quiet, it feels like I'm teaching myself, if Thoriq (one of the student eight grade) doesn't come in, I feel like I'm talking to myself, and here there is a special class, in grade 7 we started having an inclusive class, they also if I chase English, automatically they also can't do it, right, sis, yes, just ordinary language, they don't understand, they can't even write, that's why I only teach English, at most counting from 1-10, I tell them to just repeat what I said, then go to this fruit, what fruit, what is orange, what is the English, just like that, like what's the name, if it's like an introduction like that, they still can't do it" (DI, apn2, Ln.179)

"At first, it was in the 8th grade when I entered, at first I didn't pay attention to my own printout, I was tired of explaining this, saying this, saying this because they were not used to the native speaker in the recording, then I learned from experience, oh this means they are not used to hearing fast English speech, so I gave them the printout, after that, that was the beginning of me using instructional media for listening." (ARH, apn2,Ln.183)

"There was a time when I used an example from a YouTube video but it turned out to be too complicated for children, so I used a descriptive test example but it was too long and used language that was too complicated, maybe so the children had difficulty understanding it so they needed to explain it again."(KR, apn2, Ln.184)

Based on the statement above indicated that inappropriate instructional media selection became a major difficulty and a loss for both teachers' and learners' growth.

4.2.2 Teaching Load

Teaching load referred to the number of class sizes and classes taught. Six out of eight respondents or 75% of respondents reported that class size at the school, each teacher taught between 100 and 150 learners. There might be one or two study groups (*rumble*) in a single session, with an average of 20 to 30 learners per group.

"In class 7 A there are 25 students, while in class 7 B there are 20 male students" (KS, apn2, Ln.137)

“oh students, the total number of students is around 150 okay” (MRA, apn2,Ln.138)

"There is a boarding school here too, miss. This is the regular one. In total, there are 81 students here. If it's all the boarding schools and the regular ones, there are 81, but if there are only 38 students here." (DI, apn2, Ln.139)

"The estimate is more or less, yes, one hundred, 110 or 100, how much, more or less, one hundred, that means the quota is 110, yes, around that much" (NMD, apn2, Ln.142)

"In total, there are approximately how many students, for class 9 there are 32 students, for class 8 there are around 35, in total there are two classes, for class 8 there are two classes, for class 9 there is one class because of space limitations because it was just built there, most of them are girls but there are also boys, for boys the class above, miss, is it really separated from the girls, for those below are girls" (ARH, apn2, Ln.143)

"Approximately 100" (KR, apn2, Ln.144)

Four out of eight respondents or 50 % of respondents said that the number of classes taught became one of the difficulties in the teaching load. Teachers required extra time and effort to prepare and adapt instructional media for different classes to meet specific learning objectives.

"So if we want our children to make an effort, we also have to make an effort, so we will definitely be more tired if we use rapid media, but we can reap the results, the first is definitely satisfaction, the children are happy and excited, we are also happy, the children are happy, we are happy, oh, it turns out that media can motivate children to learn, that's right, so it depends on us too, if we want children to be excited, we also have to be tired, yes, it's tiring if we teach, not tired, not excited, yes, with the results, the children don't get anything, like that." (MRA, apn2, Ln.154)

"It's dizzy, yes, it's dizzy if we do it together, but if we do it one by one, it's not a problem, in fact, I'm happy, I also feel excited, you know, conveying that we bring something new to the children, like wow, tomorrow I'll meet the 7th graders, I have new material with new media too." (DI, apn2, Ln.155)

"No, no, it's just that sometimes if you're not prepared, the problem is in the preparation, the installation, sometimes it's either the laptop has a problem or whatever. Yes, it's just a technical problem, yes, technical, but it doesn't last long." (NMD, apd1, Ln.158)

"A little bit tired but it pays off, if to see the results, it's nice, but when we prepare, we do have to take the time to prepare the instructional media, the material we deliver, yes, that's our obligation too, so we do have to prepare the material beforehand, so we have to take the time, but to see the results when using instructional media, it's also nice because what we deliver can be maximally received by the students" (ARH,apn2,Ln.159)

This statement indicates that large class sizes and too many classes could pose significant difficulties in the learning process as they affected the quality of interaction, classroom management and student learning outcomes. This process added to the overall workload of teachers.

4.2.3 Time Constraints

The interview results showed that teachers faced time constraints, especially in preparing teaching media and completing time-consuming tasks. Four out of eight respondents or 50% of respondents reported that preparing instructional media was not necessarily complicated, but it required good planning and could not be rushed. The process took significant time and could be mentally and physically exhausting for teachers.

"For teachers, according to teachers, the positive impact is that we are happy to see our children excited when we teach them, but the negative impact or the bad impact is that we are more tired, we want our students to progress and develop, but later on, the results will be like seeing the children in the class excited and welcoming them warmly." (MRA, apn2, Ln.250)

"Actually, it's not complicated, it's not difficult, it just needs preparation, you can't do it suddenly, so prepare." (NMD, apn2,Ln.30)

"Negative or positive impacts, if the positive ones are as mentioned earlier, children's understanding is more optimal when we use instructional media, their enthusiasm is also greater, hmm, what are the negative impacts? I don't think there are any, for children, yes, for teachers, it's not negative, it's just more about the preparation that takes time, well, if you apply media, it takes more energy, it's impossible to apply energy and thoughts, energy and time, maybe"(ARH, apn2, Ln.255)

"Yes, in terms of learning, it is indeed easier, but during preparation, it is quite draining on the mind. During preparation for learning, it is quite different from usual. Usually, you just have to study the material and

explain it, but if you use a PC, it is quite draining on time, mind and energy as well." (KR, apn2, Ln.256)

The next difficulty was time-consuming, eight respondents or 100% of respondents reported that 70 minutes or 2 JP (teaching hours) was spent 20-30 minutes to set up instructional media in the classroom. Teachers used 40-50 minutes to introduce the instructional media, implement the instructional media, and give exercises, assignments, or evaluations to learners at the end of the session, so most of the teachers said that the available time was often insufficient.

"One and a half hours, 30 minutes, what is the function of this card, how do I use it, there are 30 minutes" (KS, apn2, Ln.113)

"Per hour 40 minutes means two hours means 80 minutes, that includes everything, then the introduction of the media and the delivery of the material, right, and the evaluation, usually it's already been arranged by the parent, everything is up to it." (MRA, apn2, Ln.266)

"Usually, when I open it, it's 10, I take attendance, ask how you are, make small talk first, then go into perception, yes, 5 minutes, then later the instructional media, sometimes it's up to 15 minutes because we're waiting for feedback from the child, for example, a picture, oh yes, it's explained what the picture is, 15 minutes every time we enter the class, we teach for three hours, for one hour we do 35 minutes, sometimes it's really tight, miss, it doesn't catch up, sometimes the child asks a lot of questions, I don't understand yet, ma'am, this, ma'am, please explain it again, like that, sometimes critical children like that, well, children who are careless, well, the important thing is that there are no problems" (DI, apn2, Ln.267)

"If I don't turn it on for the full 40 minutes, maybe the 20 minutes for the last assessment means 40 minutes, yes, 40 minutes." (DPS, apn2, Ln.268)

"The trigger is 10 minutes, the media usage is 50-60 minutes, meaning the assessment is 15-20 minutes, if the media requirement is more informative, so at that time the results can be obtained immediately" (SM, apn2, Ln.269)

"I've never set the time, approximately 60, yes 60, 60 minutes" (NMD, apn2, Ln.270)

"About how long for instructional media, I use about 30-45 minutes, then the rest I use for lecture media, what we learned earlier was this,

this, and then there will be a quiz for about 10-15 minutes before the lesson ends." (ARH, apn2, Ln.271)

"Oh yeah, earlier it was like 2 hours is 80 minutes, so that means 80 minutes of using media" (KR, apn2, Ln.272)

This statement showed that time management was very important, especially when using instructional media so that the learning process ran effectively and did not harm either the teacher or the learners.

4.2.4 Cost

Regarding cost, four out of eight respondents stated that the usage of instructional media was still costly, teachers were required to make or purchase flashcards and photocopy student materials. Depending on the kind of instructional media utilized, each class spent cost above Rp 5,000, or between Rp 10,000 and Rp 30,000.

"For pictures, it depends on the students. For 7 A, 5 sheets, eh, 25 sheets, just make a thousand, that means 25,000, that's the picture media. For cards, I usually use groups, one class has 5-4 groups, for boys, 4 groups, for girls, 5 groups, so one group has 5. If you don't make a lot, it's only 5,000, you only need to buy the tape, actually you can use cardboard."(KS,apn2,Ln.161)

"Here, if you print it from the school, yes, sis, but for flashcards, sometimes I usually buy them on Shopee for Rp. 30,000, which can be used in all classes, if you have internet access, use the one at school or the school pays for it yourself." (DI, apn2, Ln.163)

"Of course there is for photocopying when I use photocopy printing instructional media. If for printing, the initial one is printed at school, but for 32 children, it is impossible to print at school, so I have some who photocopy myself, around 5000 at most per class." (ARH, apn2, Ln.167)

"...only the most that requires a bit of cost is when using printing, for example for writing, printing questions, maybe there is an estimated price there, not above 10,000 or below 20 or approximately below two for one class, not up to 20,000 hmm" (KR, apn2, Ln.168)

This statement illustrated that the limited budget or cost required to access the latest instructional media and modern instructional media is one of the significant obstacles for many schools or teachers in utilizing the advancement of instructional media.

4.2.5 Lack of School Facilities

Lack of school facilities such as LED Projector, laptop, and sound system or speaker. Additionally, six out of eight respondents, or 75% respondents reported that the learning experience was less than ideal when there were insufficient resources such as limited laptops, LED projectors, and speakers or sound systems. The school only provided only one or two device laptops, LED projectors, and speakers or sound systems. This problem was even worse as the school had one device that multiple teachers had to use in turn, leading to less than ideal utilization of time to improve learning in each class.

> *"So far one LED projector, one speaker, and three laptops in the school." (KS, apn2, Ln.217)*
>
> *"For about two LED Projectors in the lab room and meeting room, one laptop and one big speaker." (DI, apn2, Ln.219)*
>
> *"If LED Projector has two, laptop and computer in the lab school has around thirty, and speaker has five more or less.”(SM, apn2, Ln.221)*
>
> *"There is one LED projector, three laptops, and one set of speakers" (NMD, apn2, Ln.222)*
>
> *"As I know, the school has two speakers, two LED Projectors, more or less fifteen Chromebook laptops, and also there are ten computers in the lab room." (ARH, apn2, Ln.223)*
>
> *"Here, there is one LED Projector, one laptop, and one speaker." (KR, apn2, Ln.224)*

Limited school facilities made it difficult for students to fully understand the topics taught by the teacher. In addition, the absence of technology support also limited student participation in class

4.2.6 Rapid Development of Instructional Media

Six out of eight respondents reported that teachers still had difficulty coming up with new ideas, creating new things, and modifying different kinds of instructional media. Lastly, a lot of them were still just able to imitate and modify educational content they came across on blogs,

YouTube, Instagram, TikTok, Google, and other social media sites but teachers got inspiration from it.

> *"Searching Google, if not googling on the media, there are many social media now, we just have to choose the one that suits the class conditions, the number of students, and our material, right Just on that platform, there is social media, there is TikTok, right. Just search for it, now it's easy, it just depends on whether the teacher is lazy or not."(KS,apn2,Ln.193)*

> *"There are many social media, there are TikTok, IG, YouTube, there are many, what are they like, inspired by watching videos or maybe creating media for themselves, sometimes I make media from things I didn't learn in college, and besides that, sometimes there is TikTok, TikTok, for example, is really fast, especially algorithms that don't use learning, learning becomes like oh there's this inspiration, like making mind mapping and so on, it often doesn't come from suspense, so it's like snakes and ladders, yes, it has, then like crosswords, in college, it's been taught the results or not, those who search for words, yes, it has" (MRA, apn2, Ln.194)*

> *"Usually I seen from the results oh yes this media is successful but sometimes if the score is bad oh that means I chose the wrong media right usually I usually look for the media where I usually on the internet LKPD there are lots of them right sis I often find them on TikTok yes that's right on TikTok there are lots of English LKPD there are various materials I like when I open TikTok I look for something like this so what's the name can be for my illustration oh yes later my class I will give this material like this" (DI, apn2, Ln.195)*

> *"If the problem comes from where, there are many now, what I mean is that information no longer needs to be asked, from every Tuesday at the mgmp in Blora, I gather with others, there is a lot of information coming in, like sharing, then social media, I always follow it, I apply whatever is on YouTube, Instagram, TikTok, there is" (DPS, apn2Ln.196)*

> *"Yes, we search for a lot of sources, sis, yes, so we actively search for more, oh, this is suitable for me, this is suitable for English, this is not suitable, so we search more on Google or YouTube, so like it or not, teachers must always be productive, creative and willing to continue learning, especially since the curriculum is changing, yes, so we must not be left behind, especially now that technology is increasingly developing and advancing." (ARH, apn2, Ln.199)*

> *"I research content creators who teach English using various media, whether from TikTok or Instagram, so I take inspiration, so I research content creators who teach English, in my opinion, oh, this uses interesting media, maybe it can be tested, so I take inspiration from them, but I look at Instagram more often." (KR, apn2, Ln.200)*

Three out of eight respondents or 37% of the respondents reported that teachers had lack of technical knowledge including subject knowledge and the ability to operate tools

> *"Hmm, there might be time constraints or time because we are too focused on the material, yes, and I am afraid that what I mean is too much, like the material is also important, but I am so busy using the media that I might forget where the material is... " (NMD, apn2, Ln.206)*

> *"In-focus, my projector couldn't install the details and I was also afraid of damaging the device, so to be safer I asked for help I also felt like trying the viral instructional media, AI, and Google Sheets, I have the desire to learn but I haven't realized it because I don't have this because I have to set aside time to learn it." (ARH, apn2, Ln.207)*

> *"There are some that might use sound, need to use voice, so they have to be listened to, that's not possible yet, and images that are very varied, that's not possible yet because I can't make media like that because of my own shortcomings." (KR, apn2, Ln.208)*

Despite teachers' competence was still lacking, two out of eight respondents, or 25% of respondents added that teachers still focussed on routine

> *"No, I don't use it, I'm the type of teacher who likes it, I don't use it, doesn't want to try it, I think it's appropriate for the students, those who know the conditions of the students are the teachers, those who know the habits of the students are the teachers, so for example, this media doesn't go in."(KS,apn2,Ln.201)*

> *"I was interested but it seemed difficult so I didn't use it because I didn't want to make things difficult for myself."(DI,apn2,Ln.205)*

This statement revealed that many teachers may find it difficult to keep up with the rapid development of instructional technology, which may cause them to feel left behind and underprepared to utilize the latest instructional media in their teaching process.

4.3 The Strategies to Overcome Difficulties in Using Instructional Media

In this section explains how strategies to overcome difficulties in using instructional media in teaching and learning. Table 4.3 provided information concerning strategies that could be used to overcome

difficulties in using Instructional media in teaching and learning English such as The Appropriateness of Selecting Instructional Media, Time Management, Resource Availability, and Overcoming Rapid Development of Instructional Media as follows.

Table 4.3 Strategies to overcome challenges in using instructional media

Themes	Indicator	Freq.*	%*
The Appropriateness of Selecting Instructional Media`	Analysing of Learning Objectives and Learning Context Considering material suitability Considering School Resource Availability Choosing Ease to Use Choosing Interactive Media Testing and Evaluating	8	100
Time Management	Preparing 1 to 3 days before implementation	6	75
	According to the teaching module	2	25
Resource Availability	Giving recommendations to the principle and authorities of the school.	2	25
	Using personal resources for support in teaching activity	3	37
	Choosing media easy to use	2	25
Overcoming Rapid Development of Instructional Media	Joining a teachers' community (MGMP), Training program, workshops, webinars, or e-learning platforms	6	75
	Collaborating and sharing experiences with colleagues	8	100
	Innovating Instructional media	4	50

*Frequency;Percentage

4.3.1 The Appropriateness of Selecting Instructional Media

The appropriateness of selecting instructional media was crucial because it improved learners' comprehension, assist deliver the content more effectively, and made the learning experience more dynamic and interesting. Selecting unsuitable media could impede learning and make it more challenging for students to comprehend the subject matter. Therefore, eight respondents, or 100% of respondents reported that the appropriateness of selecting instructional media was very important and included several consideration aspects: analyzing learning objectives, considering material

suitability, considering school resource availability, choosing ease of use, choosing interactive media, testing, and evaluating.

> *"First, we introduce the purpose of this media, why we have to use this media, so that students also know the purpose of using this media so that beforehand it's like being baited first so that they go straight into class so that there is a warm-up" (KS, apn2, Ln.33)*

> *"If there is a special preparation, of course, we must prepare the media first, the second is we must prepare the instructions or directions, later we will provide media instructions, the name is also media instruction, there will be instructions, well, the instructions or deadlines that we prepare must be really prepared so that the child also understands what we will do in it, what we understand, then maybe the preparation tools, the tools needed, namely the projector, the laptop, must be really prepared so that it takes time, like he said earlier, technical obstacles and so on, that's what needs to be anticipated, while if the lesson is in class, it means two hours, it's not 120 minutes, right So don't let it be that when we prepare, it takes like 30 minutes to be used up in preparation later." (MRA, apn2, Ln.34)*

> *"Yes, if we want to enter the class using media, our preparation will automatically take longer and be more complicated, miss. That's why every time I enter, I don't continue using the media because preparing it also takes a long time. Yes, of course, instructional media is used to support mastery of the material, right" (DI, apn2, Ln.35)*

> *"Previously, I was like usual without media, yes, maybe just a book, just a regular teacher, and it turned out that the children were bored, yes, then I used media, the children were more enthusiastic and more active, and the results were and the media was called this, yes, I said that this was called media, what is the learning instructor, just instructional media, so that the name is this so that the children understand, yes, there is already a trigger and oh, we will use this media in this way later" (DPS, Apn2, Ln.36)*

> *"So prepare first if our material uses PPT, that means make a PPT first and then look for a video, maybe if we look for a video, usually we search using YouTube videos or maybe sometimes in ESL that's also possible, basically prepare for the next day like that" (SM, Apn2, Ln.37)*

> *"Before using it, we must first observe the field to see what lessons are up to, what lessons are being taught, and what media is suitable for the learning and also to adapt to the students, and there are students." (NMD, Apn2, Ln.38)*

> *"Yes, the main thing is of course the material, then what are the questions and also the assessment sheets, I usually prepare them the night before for everything." (ARH, apn2, Ln.39)*

"Before that, I will project the material first, for example, if I use descriptive text material, I will map out what will be discussed in the meeting, for example, the location and time are only one lesson hour, it is impossible for me to discuss from adjectives to vocabulary about physical characteristics, to be in one lesson, it is impossible because the time allocation is not enough, so I map it out, for example, today I will discuss physical characteristics, it automatically requires a lot of vocabulary so that the children understand, so I determine the material, later I will determine what the media will be like" (KR, Apn2, Ln.40)

In other words, teachers avoided picking improper media, which might impede the learning process and impact students' learning outcomes, if they utilized the six areas of consideration while choosing instructional media. Learning became more efficient, interesting, and adaptable to the requirements and traits of the learners when the right instructional media was chosen.

4.3.2 Time Management

The learning process required efficient time management, which involved preparation one to three days before implementation to guarantee that all resources and instructional media were prepared for use in front of the students. Six out of eight respondents, or 75 % respondents expressed that teachers needed one to three days before preparing instructional media starting from the material, instruction, tools and exercise in the end session.

“Two days to think about it, oh, the concept will be like this, two days because it’s not every day, it’s a shame because there are only two classes here.” (KS, apn2, Ln.105)

"For me, I usually prepare the day before, for example, the lesson will be tomorrow night, if I have a lot of work to do, but if not, I usually prepare it three days before, 3-to 1 day before the lesson, I have to prepare the media, if I also prepare it that day, oh that's complicated." (MRA, apn2, Ln.106)

“For example, like the pictures like that, one day before I have prepared, miss, tomorrow I will teach in class 9, oh, this material means one day before I have printed everything, then I will bring it to class 9, but if it's just a flashcard projector like that, it's easy, right At

most, we will prepare the room in 10 minutes and it will be done." (DI, apn2, Ln.107)

"If it's Saturday afternoon or a day before, usually the night before, we've prepared to make a video." (SM, apn2, Ln.109)

"Yes, usually at night I prepare the material, yes, for the media, it has been prepared by the school, so when I want to use an infocus or projector, it's already there, I want to use a speaker, it's already there, there's someone who helps to install it too, so the obstacles are not too big, yes, when using instructional media, last night, I had thought about oh, what media to use, then the material was delivered from the beginning to the end, what are the exercises, what are the assignments, that means that night it was cleaned from the eyes so that the next day it was like there was no duplication, yes, that's right, usually later at night I prepare it for several meetings, so not only one meeting but several meetings, later the meeting, for example, there will be opinion material, for example, tomorrow the first meeting will be an opinion about this, then later on the second day, the assessment on the third day will be summative like that." (ARH, apn2, Ln.111)

"For media preparation, making the media itself, making the PPT, looking for videos, maybe two or three days because we need to see what the teaching module is like, what method will be used later, so we have to adjust the vocabulary later, what videos are suitable, maybe for research like that, 2-3 days before the lesson" (KR, apn2, Ln.112)

Two out of eight respondents or 25% of respondents explained that the teaching module made the learning process in the class structured.

“We need to see what the teaching module is like, what method will be used later, so we have to adjust the vocabulary later, what videos are suitable, maybe for research like that.." (KR, apn2, Ln.112)

"Modifications may be in the procedure text material that I have seen on Instagram videos practiced for crafts but I tried to use it for English and Alhamdulillah it worked." (KR. apn2, Ln. 320)

This statement indicated that effective time management enables teachers to design more comprehensive and structured learning experiences, which eventually helps students reach their learning goals.

4.3.3 Resource Availability

Six out of eight respondents stated that the best way to decrease the lack of adequate school facilities included necessary devices like laptops,

sound systems or speakers, LED projectors, and additional devices like printers and photocopiers was to express aspirations in the form of recommendations to the principal and other authorities so that the facilities were provided promptly Therefore, it aimed to maintain the effectiveness of the learning process and provided students with a high-quality education despite the current facility restrictions, this action was being done only to improve and develop the student's English language proficiency.

> *"Maybe I will coordinate first with the principal, maybe if there are funds it can be budgeted (ACC) so there is no reason not to use the media because my focus is on how to make the child understand and so that the stigma that English is difficult will gradually disappear." (DPS, apn2, Ln.300)*

> *"Giving advice to the school to complete at least one to support instructional media in the classroom because if we only rely on lecture media, it will not be optimal to give advice or maybe if the school has limited funds, …"(ARH, apn2, Ln.304)*

Three out of eight respondents or 37% of respondents said teachers utilized their own money or resources to buy or supply the required learning materials willingly, based on their abilities and the kinds of media that may be covered if the principal could not be the completeness of school facilities by the reason because of the school's financial limitations. This decision demonstrated the great dedication and commitment of the teachers in supporting the accomplishment of improved educational goals for the students and students would find the learning process more engaging, dynamic, and successful with proper facilities, and teachers would be able to instruct more effectively.

> *"I have had it before, like I have invited my children to study with native speakers, but the school doesn't provide videos like Zoom, so I took the initiative to rent a Zoom myself. The regular one is only 30 minutes and it's good, so I rent it later to study with native speakers. So if we want to be good, we'll find it ourselves, but maybe that's all, the other facilities are already there, that's all." (MRA, apn2, Ln.298)*

> *"Try to facilitate with personal facilities but not in a way that is burdensome, for example, or the child moves the teacher" (NMD, apn2,Ln.303)*

> *"Giving advice to the school to complete at least one to support instructional media in the classroom because if we only rely on lecture media, it will not be optimal to give advice or maybe if the school has limited funds, they don't have FUNDS to prepare instructional media, we can try it ourselves" (ARH, apn2, Ln.304)*

On the other hand, two out of eight respondents or 25% of respondents chose to use easy learning media around them if they were unable to make suggestions to the school and use personal funds.

> *"We use very simple media, yes, it goes back to the teacher, what kind of creativity is that, it's not that difficult, actually, you can actually just use a pencil." (KS, apn2, Ln.297)*

> *"Maybe I use media that doesn't need special tools, maybe like songs or I tell stories to the children in my own way or maybe other media that doesn't need special tools."(KR,apn2, Ln.305)*

Therefore, the availability of school resources in balance with the needs of the teaching and learning process between teachers and students is one of the important things, this aims to improve educational standards and foster a more conducive atmosphere for both parties to achieve the best learning outcomes.

4.3.4 Overcoming Rapid Development of Instructional Media

There were several strategies to overcome rapid development of instructional media, teachers took part in webinars, workshops, training sessions, and e-learning platforms to improve their abilities and expertise. It made the teacher up to date on the most recent teaching techniques, instructional materials, and tactics for raising student engagement and academic results. Seven out of eight respondents, teachers participated in twice-yearly In-House Training (IHT) sessions, usually at the beginning of the school year. Besides teachers attending IHT, teachers attended seminars or webinars as representatives of their institutions frequently and many actively use e-learning platforms to see instructional videos and advice from YouTubers and other content creators. Six out of eight respondents added

that teachers could also exchange their perspectives and experiences with their colleagues through MGMP or the teachers' community because teachers shared knowledge and were exposed to more innovative and creative teaching resources.

> *"Yes, there have been webinars, online workshops, and sometimes from our own school, there have been things called IHT training, IHT also often brings in practitioners from the learning desk." (MRA, apn2, Ln.218)*

> *"Oh, this is training on instructional media and stuff, usually there is one from the office at the beginning of the year, usually Miss, maybe there is another one at IHT. ……Yesterday I also attended a webinar about what the media and learning methods are called, what is the name of this zoom, Miss, usually I join like that" (DI, apn2, Ln.219)*

> *"I often attend training during MGMP" (DPS, apn2, Ln.220)*

> *"I've been to the MGMP and workshop before on the use of class points" (SM, apn2, Ln.221)*

> *"Yes, I joined MGMP there too, we learned together about yes, we were introduced to more innovative and more creative instructional media, yes, apart from MGMP, I also joined others through that, miss, the teaching and learning application, yes, there is also one, sometimes there are invitations to attend training, also for two days and three days yesterday, also when the introduction of the independent curriculum was also called to attend the training at the Ministry of Education, if IHT is like that, sometimes there is, maybe there is, there is always there, every year, every year there is always there, thank God, also the supervisor from the Ministry of Education to our school is very informative, always checking our school, there is not always IHT before the beginning of the year, spending"(ARH,apn2, Ln.223)*

> *"I have never participated in the use of instructional media, but I often watch tips like that on YouTube. I just take my own initiative, oh yes, I used to participate in the one at the Ministry of Education, there was something like class point, like a learning application."(KR, apn2, Ln.224)*

Teachers could consistently improve their professional abilities thanks to these coordinated efforts and adapt to modern educational demands.

Next, a simpler strategy collaborated and shared experiences with colleagues. It played a significant role in keeping pace with the rapid

development of instructional media. All of the respondents reported that teachers collaborated and shared with colleagues, senior teachers, or junior teachers, whether they were peers English teachers, or teachers of other subjects. This collaboration allowed teachers to share information about the more effective use of instructional media, exchanged creative ideas, and provided solutions to the difficulties faced in implementing instructional media in the classroom. In addition, cross-collaboration between subjects also helped teachers to find innovative ways to integrate technology or media into various learning contexts.

> *"There is this English teacher, oh yes, they are both English teachers, yes, they are in charge of class 9 and class 8"(KS,apn2, Ln.233)*

> *"If we share, it's usually with fellow English teachers, if not with young teachers, because if the old teachers are sometimes invited to share, so like with the teachers here, most of them are young teachers, so they say, try, what media do you want to use? So I also get feedback from other subject teachers, especially those in language subjects, Indonesian or Javanese, try using this, try using this, like yesterday I used a puppet package media, well, I got puppet media from a Javanese teacher, well, I didn't apply it, I was nervous about teaching, so the sharing is with English teachers, besides that with other subject teachers, usually we get interesting ideas from young teachers, but the old teachers said they were just happy." (MRA, apn2, Ln.234)*

> *"So, I share it with teachers who are ICT, usually they are agile, agile, right, ma'am, what applications are there, sometimes I am taught ma'am to use this one, ma'am, so that it is interesting, here most of the teachers are still young or still young, I am one of the old ones, usually if they are still young, they are still enthusiastic about using media…"(DI,apn2,Ln.235)*

> *"Colleagues across maple teachers because the name of the media is just usage" (DPS, apn2, Ln.236)*

> *"With other teachers, English, Indonesian, social studies too, crafts too, yes" (SM, apn2, Ln.237)*

> *"Usually start with a senior teacher and continue to consult, meaning if the teacher is young, like oh, surely the senior teacher has a lot of experience" (NMD, apn2, Ln.238)*

> *"So usually I share it with other subject teachers." (ARH,apn2,Ln.239)*

“Usually I work with another English teacher who may be more experienced than me – I decide whether this is a good fit or not.” KR, apn2, (Ln.240)

Last but not least, innovating inside the instructional media itself was a way to stay up with its rapid development. As many as four out of eight respondents, or 50% of the total respondents stated that innovation in instructional media was crucial to ensuring that the content was interesting, current, and meets the requirements of students in the digital age. The creation of technology-based media such as interactive learning videos, educational apps, or online platforms, as well as the modification of conventional media with a more imaginative and contextual approach for students, were examples of this innovation.

“Maybe creating media for myself sometimes, sometimes I create media from what I have learned in college and besides that, yes, sometimes there is TikTok, TikTok, for example, is fast, especially the algorithms that are not used for learning so like oh there is this inspiration, like making mind mapping and so on, like often I don't also get it from suspense so like snakes and ladders, yes, that's happened, then like crossword puzzles, in college, we have been taught the results or not, which are looking for words, yes, that's happened” (MRA, apn2, Ln.314)

"Yes, usually I find from TikTok, I don't change the word, sometimes I change the sentence or by changing the word or replacing it with a picture, the main thing is related to my material and adjusting the situation ...”(DI, apn2, Ln.315)

"I usually make a variety of things, sometimes there is a template, but we fill in the students' needs ourselves" (SM, apn2, Ln.317)

"Modifications may be in the procedure text material that I have seen on Instagram videos practiced for crafts but I tried to use it for English and Alhamdulillah it worked." (KR. apn2, Ln. 320)

This statement showed that although the rapid development of instructional media can be difficult in today's fast-moving world, teachers who are able to deal with it will continue to learn and innovate in order to effectively utilize technology to improve the quality of learning.

V. DISCUSSION

This section is the discussion of the findings with the related theories or previous studies. Both of the three findings about (1) the use of instructional media in teaching English, (2) the difficulties of using instructional media in teaching English, and (3) the strategies to overcome difficulties in using instructional media are discussed here.

5.1 The Use of Instructional Media in Teaching English

Based on the research findings, it was revealed that the use of instructional media in teaching English to young learners at Islamic junior high schools in Blora Regency has been applied by implementing various types of instructional media that play a role in increasing learners' learning motivation when teachers used it to explain concepts in the classroom in alignment with the theories (Mbiydzanyuy, 2020; Hill et al., 2015). The researcher adapted (Miaz et al., 2019) divided media into three categories such as audio media, visual media, and audio-visual media. Another study was adopted by (Rahmi, 2014) mentioned that there were six kinds of instructional media, such as drawings in the teacher's manner, still pictures, audio clips, tv and movies, real-world items, models, simulations, and computer-aided programmed instruction. Another study conducted by (Omenge and Priscah, 2016) mentioned that teachers could use several types of instructional media: students themselves, realias, the pictures, text books, boards, overhead projectors (OHP), flipcharts, and computer-based presentation technologies.

In comparison with the study conducted by (Miaz et al., 2019), (Rahmi, 2014), and (Omenge and Priscah, 2016) this study found that the types of instructional media used by the English teachers at Islamic junior high school at Blora Regency regency were divided into four parts: (1) teaching media in writing, such as school textbooks, pictures/flashcards, social media applications, audio learning, and realia, (2) teaching media in reading, such as school textbook and audio-visual learning, (3) teaching media in speaking, such as having dialogue with friends, audio-visual based learning, students themselves, social media application,

and (4) teaching media in listening, such as western song, western movie or video, QR codes in school textbooks, and podcast

5.2 The Difficulties of Using Instructional Media in Teaching English

Despite several benefits of using instructional media in English language teaching and learning, several difficulties or obstacles concerning in teaching English to young learners at Islamic junior high schools in Blora Regency have been identified and categorized accordance with (Songbatumis, 2017) stated that teachers face several hurdles, such as inadequate training, difficulties with language competency, limited understanding of teaching techniques, lack of acquaintance with technology, and time restrictions**.**

This study revealed several difficulties faced by English teachers in teaching English to young learners at Islamic junior high schools in Blora Regency as follows: (1) kinds of instructional media as teachers selected inappropriate selections of instructional media, (2) teaching loads such as teachers taught in the big class size consist of 23-30 learners 6 classes in a week, (3)time constraints including teachers took time to prepare instructional media before presenting in the classroom and teachers took time-consuming around 20-30 minutes to set up in the classroom, (4) cost as like teachers paid expensive costs to provide instructional media, (5) lack of school facilities included schools had limited LED Projectors, laptops, and speakers or sound systems, and (6) rapid development of instructional media as teachers can't follow the rapid development of instruction media, teachers' competence was still lacking and teachers still focussed on routine.

5.3 The Strategies to Overcome Difficulties in Using Instructional Media

Moreover, several strategies to overcome difficulties in using instructional media in teaching English to young learners at Islamic junior high school in Blora Regency has been found, such as (1) the appropriateness of selecting instructional media includes analyzing learning objectives, considering material suitability, school resource availability, choosing ease of use, interactive media, testing and evaluating in line with study (Akmal et al., 2024) said that select the relevant material to the learners' interest and another study conducted by (Sukavatee and

Khlaisang, 2023) explained for using varieties of media to learning objectives, (2) time management included preparing 1 to 3 days before implementation and appropriating to the teaching module, (3) resource availability included providing primary and additional devices of school facilities and using personal resources for support in teaching activity, and choosing easy to use, (4) overcoming rapid development of instructional media included training, workshops, webinars, or e-learning platforms, collaborating and sharing experiences with colleagues, and joining a teachers' community (MGMP) in line with study (Ratminingsih et al., 2018) explained that the teachers gave positive perceptions towards this teacher training program, collaboration and sharing experiences with colleagues, joining a teachers' community (MGMP), and innovating instructional media.

Additionally, different people discussed their experiences, difficulties, and strategies for learning English and practicing English-language skills using learning media. This study contributed a simplicity references to the corpus of knowledge already in existence.

VI. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions about the use of instructional media in teaching English, the difficulties of using instructional media in teaching English, and the strategies to overcome difficulties in using instructional media at Islamic junior high schools. In addition, it also offers some recommendations for EFL teachers and future researchers.

6.1 Conclusions

In conclusion, numerous initiatives have been undertaken to reduce traditional English teaching techniques such as lectures, rote memorization, reliance on a single educational medium, textbooks, and question-and-answer sessions. In today's world, instructional media have had a wide-ranging influence on many elements of life, including education in general and, more particularly, the study of English as a foreign language. The proliferation of expectations on teachers to employ instructional media for Islamic junior high

school learners has made it a requirement, resulting in a shift in certain repetitive learning routines. When textbooks and rote memorization were insufficient to suit learners' requirements, they become bored, sleepy, and unmotivated. Understanding that the aims of both traditional and current English teaching and learning optimized English skills for English learners, it was critical to provide experiences and facilitate learners' grasp of the subject.

The use of instructional media in the classroom was not only offers students with an uncommon sensory experience, but it also sought to encourage learners' ideas, attention, and feelings in order to help the teaching-learning process. Thus, by implementing student-centered learning, English language learners were encouraged to take responsibility for their learning because there were several advantages to employing instructional media in language learning that may be used to develop their English language abilities.

Therefore, instructional media played important role in increasing learners' learning motivation when teachers used it to explain concepts in the classroom, fulfilling the advancements of modern education. This study emphasized several benefits of using instructional media in English classes and some difficulties English teachers face, as well as encouraging these teachers to overcome the obstacles in using instructional media in their classrooms.

6.2 Recommendations

This study recommends that need for ongoing support from school administration to promote a culture of innovation and engagement with instructional media. In addition to giving teachers access to contemporary tools and resources, school administrators should also create an atmosphere that encourages them to try out new media and integrate them into their lessons. In addition to providing schools with the newest technology, teachers must be empowered through opportunities for ongoing professional development that center on the effective use of these media. These opportunities could include workshops, peer collaborations, and online courses to make sure that teachers are prepared to integrate different kinds of instructional media in a meaningful

way. Furthermore, the administration should encourage the school community to share successful case studies and best practices so that instructors may benefit from one another's experiences and increase trust in the efficacy of instructional media. Schools may make sure that instructors are prepared to increase student engagement, improve learning outcomes, and remain in line with contemporary educational methods by continuously reiterating the benefits of instructional media through focused support, training, and cooperation.

It was addvised that English learners and teachers continued to be encouraged to actively participate in the use of instructional media in their learning and teaching English, since this could assist learners become independent or group learners. Furthermore, English learners may be more extensively introduced to and familiarized with numerous forms of instructional media, hence improving their English proficiency and ensuring they stayed current and develop into skilled English users who could adapt effectively. To reduce many difficulties, it was recommended to maximize the usage of learner-centered and lifelong learning instructional material. Furthermore, teachers should attend more training, seminars, or workshops to become more involved in active, innovative, creative, and exciting teaching for their colleagues.

This research employs a qualitative method approach. Other research may consider different methods in similar studies in developing countries. Furthermore, this research is limited to English teachers at Islamic junior high schools. Subsequent research could involve English teachers at public junior high schools in other developing countries. Once again, this research only uses the depth-interview technique as data collection. Future research could consider data collection using both depth-interview and observation techniques. Furthermore, this study only used eight respondents from six Islamic junior high schools in four sub-districts of Blora Regency. Therefore, future research in this field can take a larger sample size than the researchers currently do.

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UNIVERSITAS MUHAMMADIYAH MALANG

APPENDIXES

APPENDIXES 1: Interview Guideline

Interview Guideline

The Use of Instructional Media in Teaching English To Young Learners at Islamic Junior High School in Blora Regency

No	Theme	Indicator	Questions (Items)
1.	Instructional Media	The use of Instruction Media in the teaching process	1. Have you ever used Instructional Media in teaching English in the classroom? 2. What is your experience in teaching English using Instructional No Media? 3. What do you know about Instructional Media?
2.	The implementation of Instructional Media	How to implement Instructional Media	4. How did you implement the use of Instructional Media in teaching EFYL? 5. What did you do before you implemented using Instructional Media in teaching English?
3.	The various kinds of Instructional Media	Kinds of Instructional Media used in teaching English skills	6. What media did you use in teaching Writing skills? 7. What media did you use in teaching Reading skills? 8. What media did you use in teaching Speaking skills?

			9. What media did you use in teaching Listening skills? 10. Why did you choose those media for teaching EFYL?
4.	The teachers' perspectives	The result of using Instructional Media in the learning process	11. How did your learners feel when you used Instructional Media in teaching English? 12. What was the result of the student's assignment after using a certain Instructional Media? 13. What are the differences between teaching English using Instructional Media and without Instructional Media?

RQ 1: What instructional media do the teachers use in teaching English to young learners at the Islamic Junior High School in Blora?

1. Have you ever used Instructional Media in teaching English in the classroom?
2. What is your experience in teaching English using Instructional Media?
3. What do you know about Instructional Media?
4. How did you implement the use of Instructional Media in teaching EFYL?
5. What did you do before you implemented using Instructional Media in teaching English?
6. What instructional media did you use in teaching Writing skills?
7. What instructional media did you use in teaching Reading skills?
8. What instructional media did you use in teaching Speaking skills?
9. What instructional media did you use in teaching Listening skills?
10. Why did you choose those instructional media for teaching EFYL?

11. How did your learners feel when you used Instructional Media in teaching English?
12. What was the result of the student's assignment after using a certain Instructional media?
13. What are the differences between teaching English using Instructional Media and without Instructional Media?

No	Theme	Indicator	Questions (Items)
1	Type of Instruction	Time spends in implementing Instructional Media	1. How long did you spend to prepare before using Instructional Media? 2. How long did you spend to teach English using Instructional Media? 3. How long did you learn how to use a certain Instructional Media before you implement it?
2	Class size	A number of class/learners	4. How many classes do you teach in this academic year? 5. How many learners are in the class? 6. Do you use Instructional Media in teaching English in all classes you teach?

			7. What do you feel about teaching all classes using Instructional Media?
3.	Cost	The cost spends in conducting Instructional Media	8. How many costs do you spend on conducting Instructional Media? Hey Cortana
4	Accessing	The teachers/ learners access the Instructional Media	9. Are the learners familiar with using Instructional Media in the learning process? 10. Have you had an experience using instructional Media but it could not work?
5	Teachers' workload	Time to share and check the learners' assignments	11. When did you share or check the learners' assignments?
6	Rapid Development of Instruction	The information on new Instructional Media	12. How do you know the Instructional Media that can be used in teaching English? 13. Do you have experience that you are interested in a certain Instructional Media but you couldn't do it?

7	Availability	The availability of facilities	14. Is there school facility access available in your school to support Instructional media during the learning process? 15. How many devices of school facilities are available?

RQ 2: What are the difficulties faced by English teachers in teaching English to young learners at the Islamic Junior High School in Blora?

1. How long did you spend to prepare before using Instructional Media?
2. How long did you spend to teach English using Instructional Media?
3. How long did you learn how to use a certain Instructional Media before you implement it?
4. How many classes do you teach in this academic year?
5. How many learners are in the class?
6. Do you use Instructional Media in teaching English in all classes you teach?
7. What do you feel about teaching all classes using Instructional Media?
8. How many costs do you spend on conducting Instructional Media?
9. Are the learners familiar with using Instructional Media in the learning process?
10. Have you had an experience using instructional Media but it could not work?
11. When did you share or check the learners' assignments?
12. How do you know the Instructional Media that can be used in teaching English?
13. Do you have experience that you are interested in a certain Instructional Media but you couldn't do it?
14. Is there school facility access available in your school to support Instructional media during the learning process?

15. How many devices of school facilities are available?

No	Theme	Indicator	Questions (Items)
1	Training	The training is needed by the teachers	1. Have you joined a training in using Instructional Media for teaching English for Young Learners before? 2. What do you do if there is an interesting Instructional Media for teaching English skills? 3. With whom do you usually share using a certain Instructional Media for teaching English?
2	Values of Instruction	The impact of the teachers' working activity	4. What is the impact of using Instructional Media on the teachers themselves? 5. Do your teaching activities influence your career? 6. How do you manage time in teaching English in your classes especially when using Instructional Media?

3	Accessing	The teachers/ learners access the Instructional Media	7. What do you do if several learners cannot support using a certain Instructional Media? 8. What are your strategies if you know that one of your learners is not familiar with the Instructional Media? 9. What did you do when you found out that your learners' results in assignments were still low after using Instructional Media? 10. What do you do if you do not know how to use a certain Instructional Media? 11. What do you do if you will be teaching English using Instructional Media, but your school facility does not support it? 12. Do you ever innovate or modify steps of

			instructional media used as long as you know?

RQ 3: What are the strategies for overcoming Instructional media difficulties in teaching English to young learners at the Islamic Junior High School in Blora?

1. Have you joined a training in using Instructional Media for teaching English for Young Learners before?
2. What do you do if there is an interesting Instructional Media for teaching English skills?
3. With whom do you usually share using a certain Instructional Media for teaching English?
4. What is the impact of using Instructional Media on the teachers themselves?
5. Do your teaching activities influence your career?
6. How do you manage time in teaching English in your classes especially when using Instructional Media?
7. What do you do if several learners cannot support using a certain Instructional Media?
8. What are your strategies if you know that one of your learners is not familiar with the Instructional Media?
9. What did you do when you found out that your learners' results in assignments were still low after using Instructional Media?
10. What do you do if you do not know how to use a certain Instructional Media?
11. What do you do if you will be teaching English using Instructional Media, but your school facility does not support it?
12. Do you ever innovate or modify steps of instructional media used as long as you know?

This Interview Guide is adapted from Rintaningrum, (2023)

APPENDIXES 2 The Result of the Interview

Interview Transcription

The Use of Instructional Media in Teaching English To Young Learners at Islamic Junior High School in Blora Regency

Date : 23rd Nov-14th Des 2025

Subject : Teacher KS, MRA, DI, DPS, SM, NMD, ARH, and KR

Place : School and Zoom Meeting

RQ 1: What instructional media do the teachers use in teaching English to young learners at the Islamic Junior High School in Blora Regency?

1. Have you ever used Instructional Media in teaching English in the classroom?

KS. "If asked whether I have ever used it using instructional media, I have done it in grades 7, 8 and 9. I only did it here in grade 7, grade 8 and 9, I was taught by one teacher, so there are two in this school." *(Ln.1)*

MRA. **.** "I apply it at all levels, namely class 789, coincidentally I have class 789 all of them, I have never used them all" *(Ln.2)*

DI. "yes I have already" *(Ln.3)*

DPS. "yes I have already" *(Ln.4)*

SM. "Yes, especially usually more than one and a half semesters, usually more than two, so that the children don't get bored like that, right" *(Ln.5)*

NMD. "yes I have already" *(Ln.6)*

ARH. "Yes, of course I have, sis, and often because I don't only teach written English." *(Ln.7)*

KR. "yes I have already" *(Ln.8)*

2. What is your experience in teaching English using Instructional Media?

KS. "If you use it, actually if you teach using media, in my experience, the children are more active, yes, it's easier to remember, it's easier to remember, for example, if our media is a picture, then what is remembered is the picture, later from that memory they will automatically remember what picture they are holding, for example, we memorize fruits or memorize animals, well, if they know that the picture they are holding is grapes, automatically the grapes will stick in their memory and we just have to direct the grapes to what English it is, like a flashcard instructional media." *(Ln.9)*

MRA. "For their first experience, the children were more enthusiastic because they were like a spark, a spark to make learning more exciting, so the children were curious, what is this, sir, what is this, sir, it's really good, especially if we show things that are related to their lives, they will be interested, how is that possible?" *(Ln.10)*

DI. "I think it's more interesting, children are more interested in the presence of media, usually I use media such as pictures like that, which are common, pictures, and like, can usually be used with a projector, but here it's not, it's not specific because there's only one projector here, so if you want to use the projector, you have to take turns in this room, which means this is for this meeting room, but once there's a projector, the weakness here is that there's no whiteboard, so when we want to explain, there's no whiteboard, right, it's also not comfortable" *(Ln.11)*

DPS. "Yes, I use a projector, yes, then I explain the material of sing a song sing a song with a projector, so after using a projector, there are pictures and writing, so the children are happy, so using PPT or via YouTube, later the children will join in singing and there will be writing, the important thing is that the children are enthusiastic." *(Ln.12)*

SM. "Actually, the children are interested, right, because for them, in the boarding school environment, there are few external media, so they are enthusiastic about it, but there are also obstacles because there are only two media in one school." *(Ln.13)*

NMD. "Actually, they are even happier with the use of media, especially since I use audio, sometimes I also use audio for listening, sometimes I also use what's it called for watching films, and then at the end they have to take something like a summary of the film." *(Ln.14)*

ARH. "If we use media or not, it's certainly different. If we use media, children are more enthusiastic and more curious. If we don't use media, sometimes children feel bored and sleepy, so our creativity is what makes them more active in class and Luckily my school also provides media for teaching in class." *(Ln.15)*

KR. "So far, because I have only been teaching English for a year or two, I haven't used too many media and most often I use PPT and short videos from YouTube, especially for junior high school students. Elementary school students might only use songs or regular drilling, but junior high school students usually use PPT. Later, I will explain the vocabulary, I will include the vocabulary there, I will explain its use, then later I will give examples from videos from YouTube for them to listen to and also understand a text." *(Ln.16)*

3. What do you know about Instructional Media?

KS. "Instructional media is a tool to make it easier for children to remember or understand what we teach" *(Ln.17)*

MRA. "Instructional media is like something called a device or something that is not a device, in simple terms it is a tool that can provide assistance to teachers when delivering learning materials so that the media or tool can help students learn more effectively and efficiently so that learning is easier." *(Ln.18)*

DI. "Instructional media that can help us to teach or deliver material to children to make it more interesting so they don't get bored, yes, that's right" *(Ln.19)*

DPS. "What I know is that media is to make it easier for students to receive material more quickly and make the children more enthusiastic, ma'am, that's what I know." *(Ln.20)*

SM. "Instructional media is something we use to help our teaching process, besides using the main media, which is books, other instructional media such as videos are supporting media to support the main book." *(Ln.21)*

NMD. "Instructional media is a medium that supports student learning so that learning is more effective and also more varied, not monotonous like normal learning" *(Ln.22)*

ARH. "Yes, instructional media is a tool that can help teachers to be more active in the class, not only with what is called, not only with media, media, talking, or speeches, not only speech media is used, not only lecture media, but we also use other tools because if we only lecture, sometimes children feel bored, sleepy and the learning process does not go in, they are even left to sleep." *(Ln.23)*

KR. "In my opinion, instructional media is an intermediary or tool used by a teacher to explain the material brought to support the method used, for example, teaching aids may only be used briefly, for example, we demonstrate something, we only use it for a few minutes of learning, but if we use the media fully for one learning, so we display a ppt, display pictures or ppts about anything, used from the beginning of the lesson to the end of the lesson, so it's not like teaching aids, so it helps a teacher to deliver learning better." *(Ln.24)*

4. How did you implement the use of Instructional Media in teaching EFYL?

KS. "The use depends on the media, if it's cards, we can make groups, then one by one we take out the cards, we can guess together, so one child takes out a card, the others answer what card it is, if it's for individuals, it means one student by one student, one by one, we are in front of the teacher, meaning the control is in the hands of the teacher, the teacher is the one who lifts the card, all the students answer." *(Ln.25)*

MRA. "For the application of instructional media in teaching English, there are no major difficulties, but sometimes it's just small obstacles, such as the projector sometimes takes a long time to sell out or maybe from the teachers who are initially complicated in preparing it, but once it's running, everything is fine because when it's running in the classroom, they're all focused on the media we use." *(Ln.26)*

DI. "It depends on the class, miss, if the class is active, they can, yes, we can use media, but if the child is passive, our media is wasted, unused, I have, yes, the child is in grade 8, the child is definitely really just quiet when we come in, hey hey good morning like that, they answer, but when they go into the lesson, they are very satisfied, there is no passion to want to be able to speak English, there is none, so the media we bring is just flat for them, maybe it is not interesting, maybe I was wrong in choosing the media, it could be, but the child is still flat, I am surprised that when he enters grade 8, that is grade 8, yes" *(Ln.27)*

DPS. "Yes, I apply it in class by using a projector, yes, with a projector, I don't think it's difficult for me because maybe it's often done here, it's already facilitated, so it's more like it's not." *(Ln.28)*

SM. "Actually, no, ma'am, in my opinion, maybe the obstacle is that we have to take turns continuously, but there are also obstacles, we have to prepare beforehand, so we have to find media that really makes him interested, if it's monotonous, he might get bored, sleepy, especially since the children at the boarding school don't have enough sleep, so if they're bored, they have to sleep, so we have to be smart in finding media that will be more interesting to him. I made a ppt with a little video, after that, maybe there will be something like a jamboard or something." *(Ln.29)*

NMD. “Actually, it's not complicated, it's not difficult, it just needs preparation, you can't do it suddenly, so prepare.” *(Ln.30)*

ARH. "If I have difficulty when using an infocus, yes, ma'am, because I can't install the details, so sometimes when using an infocus, I contact the school administration first to help me install the details, sometimes when using my focus, why do I provide videos about the learning that I will convey, oh when using our projector, this projector, yes, the projector, I don't really understand how to install the details and fortunately my school is lucky again, yes, my school is very supportive for any media that you want to use, they support you to help, then besides the LCD and projector or infocus, I also use that, ma'am, what is a speaker for listening media because I often use it more often than the speaker for listening, so besides children knowing how to write, they also know how to pronounce it" *(Ln.31)*

KR. "From my personal experience, because I am still young and have a lot of time and have not taken care of household activities, I think it is not too difficult to prepare media, although every learning process certainly requires a variety of media so that children do not get bored in class. The media must be the same all the time, they will definitely get bored, so the media needs to be a bit varied, and for me, who is still young, preparing media like that is quite easy." *(Ln.32)*

5. What did you do before you implemented using Instructional Media in teaching English?

KS. "First, we introduce the purpose of this media, why we have to use this media, so that students also know the purpose of using this media, so that beforehand it's like being baited first, so that they go straight into class so that there is a warm-up" *(Ln.33)*

MRA. "If there is a special preparation, of course, we must prepare the media first, the second is we must prepare the instructions or directions, later we will provide media instructions, the name is also media instruction, there will be instructions, well, the instructions or deadlines that we prepare must be really prepared so that the child also understands what we will do in it, what we understand, then maybe the preparation tools, the tools needed, namely the projector, the laptop, must be really prepared so that it takes time, like he said earlier, technical obstacles and so on, that's what needs to be anticipated, while if the lesson is in class, it means two hours, it's not 120 minutes, right So don't let it be that when we prepare, it takes like 30 minutes to be used up in preparation later." *(Ln.34)*

DI. "Yes, if we want to enter the class using media, our preparation will automatically take longer and be more complicated, miss. That's why every time I enter, I don't continue using the media because preparing it also takes a long time. Yes, of course, instructional media is used to support mastery of the material, right" *(Ln.35)*

DPS. "Previously, I was like usual without media, yes, maybe just a book, just a regular teacher, and it turned out that the children were bored, yes, then I used media, the children were more enthusiastic and more active, and the results were and the media was called this, yes, I said that this was called media, what is the learning instructor, just instructional media, so that the name is this so that the children understand, yes, there is already a trigger and oh, we will use this media in this way later" *(Ln.36)*

SM. "So prepare first if our material uses PPT, that means make a PPT first and then look for a video, maybe if we look for a video, usually we search using YouTube videos or maybe sometimes in ESL that's also possible, basically prepare for the next day like that" *(Ln.37)*

NMD. "Before using it, we must first observe the field to see what lessons are up to, what lessons are being taught, and what media is suitable for the learning and also to adapt to the students, and there are students." *(Ln.38)*

ARH. "Yes, the main thing is of course the material, then what are the questions and also the assessment sheets? I usually prepare them the night before for everything." *(Ln.39)*

KR. "Before that, I will definitely project the material first, for example, if I use descriptive text material, I will map out what will be discussed in the meeting, for example, the location and time are only one lesson hour, it is impossible for me to discuss from adjectives to vocabulary about physical characteristics, to be in one lesson, it is impossible because the time allocation is not enough, so I map it out, for example, today I will discuss physical characteristics, it automatically requires a lot of vocabulary so that the children understand, so I determine the material, later I will determine what the media will be like" *(Ln.40)*

6. What instructional media did you use in teaching Writing skills?

KS. "If I use writing more, I use it, yesterday I had a chance to learn, yesterday I had a chance to learn to write, I also use pictures, so the picture theme is like cleaning, so there are pictures of people cleaning, some are carrying brooms, some are carrying shovels, some are carrying scissors or grass shears, so the way they write is to write the story that is in the picture, so they are free to write whatever they want, but the theme is in the picture."If the descriptive text is usually not asked to describe the object or friend that is closest to it, such as an object or object, for example, sitting, what are there next to you, those tables, the simplest thing is what is the shape like, what is the picture, what is the shape like, what is the color, what is it made of, then later when it is simple, they can know the vocabulary, then later they are asked to describe something else." *(Ln.41)*

MRA. "For writing, I often use textbooks or if not textbooks, I use printed ones so that they also have the ability to write. Apart from that, sometimes for assessments, the assessments often ask the children to type and then make them on Canva or something." *(Ln.42)*

DI. "When writing, I usually use help like flashcards like that, miss. I use flashcards. Sometimes I also encourage them by using this or that picture, then I ask them to look for the Indonesian and English versions from you. Basically, I encourage my child to be active." *(Ln.43)*

DPS. "For writing, I usually also use a projector because I prepare what is called the text, the text is also in the form of a song but there are gaps and dots, then they will listen to the song, then I ask them to write according to what they hear, then they write it themselves, usually in my textbooks there is listening, I just turn it on using an active speaker, it has been read, they listen while writing what is in the text that is heard." *(Ln.44)*

SM. "If it's writing, it's usually photocopied using pictures or flashcards, now it's liveworksheets and what else is being sold" *(Ln.45)*

NMD. "For writing, so far there is no special media because it is probably still being implemented and chasing material, so maybe the writing is still in the form of notes in the form of ordinary notes." *(Ln.46)*

ARH. "For writing, I only use that, eh, printouts for worksheets, right For writing and reading, I only use printed media for student worksheets, later we will discuss together about the material that I will discuss, usually it's about narrative learning competitions, folklore breakdowns, that's the procedure, I usually give printouts, for reading, I also use student worksheets, yes, for reading, it's mostly like that" *(Ln.47)*

KR. "If writing, I usually describe it verbally first, usually directly. If describing it by listening, I usually give an example first. For example, I ask them to make a procedural text. Later, I will include, eh, I will give an example of how to make fried rice. After I apply it, I will give important points. Later, I will jolt the students to make something similar to the points by including the important points that I listed earlier. If, for example, using a printout, maybe I have made it like a text but it is not complete, so later the children who explain continue. Oh, that means they need to use flashcards or pictures too or they can't. Usually, they rarely use LKS." *(Ln.48)*

7. What instructional media did you use in teaching Reading skills?

KS. "If reading is a text, I take the descriptive text from earlier so they don't just have to read it, we give it to first graders, which is more justification." *(Ln.49)*

MRA. "If it's reading, I usually use existing reading books. The first thing I usually add is reading while watching videos, like short narrative texts. If there are pictures, we show sketches, the children are more interested. Sometimes it's like that, but more often it's reading books, writing books, LKS books or package books." *(Ln.50)*

DI. "If I usually give reading material, if here I give texts that have pictures, sometimes the text already has sound, I can also use that, sometimes I also use pictures, what do you think about this picture, sometimes I try to write it in my book, I encourage you to do that too." *(Ln.51)*

DPS. "When it comes to reading, usually I don't ask the children to read according to what they hear. If they write it wrong, sir, they read it one by one. I check it and then grade it." *(Ln.52)*

SM. "It's the same as using a textbook, miss." *(Ln.53)*

NMD. "For reading, it is still in what it is called, reading the appropriate text that is in the textbook, the textbook uses Erlangga, LKS, there is no LKS, there is only Erlangga, in my opinion it is supportive because it also has one for listening, yes, sometimes it is on the barcode" *(Ln.54)*

ARH. "For writing, I only use that, eh, printouts for worksheets, right For writing and reading, I only use printed media for student worksheets, later we will discuss together about the material that I will discuss, usually it's about narrative learning competitions, folklore breakdowns, that's the procedure, I usually give printouts, for reading, I also use student worksheets, yes, for reading, it's mostly like that" *(Ln.55)*

KR. "For reading, maybe I use texts from children's books because sometimes when I use a projector, it is displayed in front because there are many students, so the students at the back can't really see it, so for example, if I tell them to read from

that place, they have to move forward first, so it actually wastes time, so for reading, I usually use worksheets that the children already have, then they read them together." *(Ln.56)*

8. What instructional media did you use in teaching Speaking skills?

KS. "Well, that's one of the practices of introducing yourself and introducing your friends or introducing the surrounding environment, so what he sees is what he introduces, that's for grade 7 material, right" *(Ln.57)*

MRA. "Okay, if it's media speaking, I usually use YouTube, our YouTube, I also show operators, so I show this video, people speaking, what if they talk like this, then after that they've seen, observed, it's connected, speaking and listening, it's connected, they listen, study, then they apply it, but the instructions are based on what, for example, I ask you to try styling this and this from what was found in the video, have you ever tried it like a dialogue between each other, oh, I have, that's the strategy I often use, think pare share, yes, so they discuss first, then later they pair up but don't pair up, then share with their friends in front of the class, if not, then group discussion, then I give a case or something, then the group will be like this" *(Ln.58)*

DI. "If as a result it is very difficult, it can be like a dialogue between friends, sometimes I assign children, oh, for example, with a picture of shaking hands, oh, that means this is an introduction, try introducing yourself to your friends using English, if you can't speak Indonesian, I sometimes do that. If the children here are private, right, private, honestly, right, it's different from being my child, it's really English, no, it's very difficult, right, if here my challenge here is extraordinary, like the word English, right, their second language, they don't know what it's called, they're not interested, they're not interested, so how can I arouse their interest in English?" *(Ln.59)*

DPS. "When speaking, two children usually don't ask to come to the front of the dialogue like having a dialogue without a text, so they memorized it themselves this afternoon, well, they made the dialogue themselves, but initially I had prepared the material for what was discussed, they made it themselves later if there were any shortcomings, I would." *(Ln.60)*

SM. "text and then audio media too because we have supported it in the past" *(Ln.61)*

NMD. "if for speaking, it is applied maybe only some daily vocabulary or ordinary daily conversations, sometimes it is applied maybe from permissions, what is it called permission to go out to go to the toilet or others, so dialogues between friends, sometimes if it's grade 7, there are still these, yes, conversations about introductions, so that refers to interdictions, it refers to some things to train speaking skills, well, if for example the dialogue, the theme is previously determined by the teacher or they are random, they want this one, for the time being it is still determined by the teacher, after that they memorize it, yes, I read hmm, as far as I remember, it's usually spontaneous" *(Ln.62)*

ARH. "If speaking, children immediately go forward to dialogue, usually both of them, for expressions of asking for opinion, agree, disagree and this agreement, usually the dialogue is made by us both, determining the theme, then later I ask my child to practice the dialogue they have made in front of the class, but we still accompany them, because junior high school students' vocabulary is still limited,

so we help them to make the correct dialogue and then teach them how to read it like this so they can practice in front of the class correctly and confidently." *(Ln.63)*

KR. "If speaking is given an example, then I will ask the child randomly, for example using a name picker from the internet, then we will randomly name the names that come up, then for example, for the first question, please describe your friend, your deskmate, then the name that comes up, he has to describe so that it can be shared among all the children." *(Ln.64)*

9. What instructional media did you use in teaching Listening skills?

KS. "7th graders don't have listening and in the LKS book it's more about writing if there's no listening but if you want to add it, it's usually more about songs or music, yes, I use music and then the lyrics are blank. Yesterday I tried using Twinkle Twinkle, it's very simple so they can understand it better." *(Ln.65)*

MRA. "If I were listening, I would be like, what's the name of the 9th graders? In the 9th graders, there was a song, a song or a poem, right Well, they didn't play music and then they filled in the gaps in the lyrics, they completed it based on what they used, meaning they used speakers and laptops, right" *(Ln.66)*

DI. "Listening usually I use songs if it's a song because it's very quick to catch it, it's for all classes or specifically for all classes I use songs so like empty lyrics or if it's not full, usually at the beginning I don't give it full first, try to listen to it, it could be that the child will take it off, sometimes there are those who use an audio learning method, once they hear it they immediately memorize it, but there are also children whose learning method is different from not using audio, yes, it also takes a long time to catch it, there are also those who use visuals, yes, various things" *(Ln.67)*

DPS. "Earlier, I listened to sing a song and there was a news story that was more like that, you know, using a sound system, there was something like a report text, that was a story podcast." *(Ln.68)*

SM. "Yes, so I teach 7th grade so maybe the material is still basic, so maybe a dialogue between two or three friends like that and using the media speaker just like for lyrics in a song like that but if the lyrics are usually missing, now looking for songs for children is a bit difficult, so you have to be smart in finding songs that are easy listening and easy writing and also have to be age-appropriate, right and maybe using the projector is fun, but using the projector, we take it later, there is a little time, we watch what we watch on YouTube, like what English can Nusantara (Nusa & Rara) have underneath the text, yes, because underneath there is English text, it's really fun”"*(Ln.69)*

NMD. "Listening is something we use audio for, sometimes we might listen to the song for songs that are missing lyrics or full lyrics or filling in empty lyrics, actually I want it, I want the lyrics to be empty and then filled in, but so far in practice, because of my lack of preparation, my media is only for listening, then later I ask them to remember what the vocabulary is called, even if it's a film, the film tends to be in English, yes, action is usually according to their request, sometimes they also look for vocabulary like that, yes" *(Ln.70)*

ARH. "Well, the speaker is used to listen to songs or for dialogue. If I usually have dialogue, they catch the meaning, ma'am, so it's a dialogue between several people or two people, then later if there are questions they don't understand, they can ask, for example, why did you say this, ma'am, what does it mean, later we'll

tell you. So for dialogue, there are also sometimes songs because if in grade 9 there is song material for the second semester, yes, in the second semester there is usually song material, there is also an introduction to the song, usually where to find the media, on YouTube or on TikTok references or any social media. I go to Google more often, ma'am, Google from blogs, blogs from teachers sharing like that, Bekasi websites, yes, from blogs like that, if for YouTube I listen to it, it's too long, so I prefer to just read the blogs of teachers who want to share knowledge, so I only rely on Google search, Google, and there are package books from the government, which is Merdeka Belajar, English for Nusantara, for Nusantara, rather than those from Erlangga which are more expensive." *(Ln.71)*

KR. "For listening, I use videos from YouTube so the children will listen and then the children who translate usually use English so later the children will be trained to listen to the text and then we translate it together if the lyrics are missing and we don't fill in the empty lyrics, I've never done that because my school doesn't support loud audio so I still use a mic so there's only one in one video and then there's a mic from the laptop if for example I have to use a song, it has to be really clear to the children's ears, but there's no facility for headphones like that so it's still lacking if I want to implement it" *(Ln.72)*

10. Why did you choose those instructional media for teaching EFYL?

KS. "Yes, that's because it actually makes it easier for us than explaining at length and writing it all on the board. They are more interested in what we bring." *(Ln.73)*

MRA. "Why is English because it's not their mother tongue, it's not their first language, but their second language, so to learn a second language, it requires a desire, first, there is a stimulus for them to want to learn a language, especially a foreign language, so if we can use interactive media that can attract their attention, they will automatically want to learn, they want to learn a language that is not their own, so that they can attract their attention to learn another language, and usually the stigma in children is that English is difficult and the teacher is fierce, even though it depends on the teacher, but for children here, when do they learn English because I often use media that is different from other teachers, so the children are waiting." *(Ln.74)*

DI. "Because yes, it is to attract children so that children are interested so that the material also reaches the children. Then how do students feel when mothers use instructional media? If children are interested, they will definitely be happy, yes, if my child says, let's go to our meeting room, we'll watch a movie. Yesterday I gave them a movie like a cartoon like that, yes, using English, they were happy, it was fun again, ma'am, I want to see it again, ma'am, but like that, in the middle of watching the movie, I asked what the vocabulary was, no, pause it first, right, yes, no, I asked who the characters were, what was the storyline like, try to let the children understand from the movie, it turns out that" *(Ln.75)*

DPS. "The children are more enthusiastic because they are bored with the monotonous learning system. Well, that means the children feel enthusiastic, happy, enthusiastic, there is no drowsiness because here it is called a dormitory." *(Ln.76)*

SM. "Yes, that's because one of the children is bored, right If we order books, the children get bored and lazy, maybe in half a semester we'll insert two or three times, we use media other than the main text." *(Ln.77)*

NMD. "For instructional media, it is not applied every day, yes, every day we still apply media, but it is not always based on electronic media, for example, for electronics, such as projectors and laptop audio speakers and friends, we apply it so that they don't get bored and it is more effective and in my opinion it is more interesting than monotonously listening to the teacher, so that it is more enjoyable and more enthusiastic." *(Ln.78)*

ARH. "I have explained that earlier because it is to spark the students' enthusiasm so that they do not feel sleepy because I teach at a boarding school, doc, if at the boarding school the children's sleep hours are irregular, sometimes they sleep at 11.00 midnight and Subuh must immediately wake up for Subuh prayers in congregation then there is tadarusan after Subuh they do not sleep again after Subuh and usually in the morning at half past 8 they already look sleepy, yes, so to anticipate them not sleeping in class, instructional media is needed. Hmm, so the students' feelings when you use that media, they are more enthusiastic, more what is it called, they don't get bored quickly and their sleepiness is reduced, they feel curious, miss, because they are curious, what did Mrs. Kiki bring, what is the material, so they have a sense of curiosity that makes their sleepiness delayed, but I don't know if they will sleep in the next hour, I don't know either." *(Ln.79)*

KR. "Because in my opinion it really makes teaching easier because if we teach English with the usual method like just explaining and writing it down, the children just wrote down a lot of vocabulary and they already feel bored, so they feel English is difficult and it's different if we use varied media, even though the children don't understand at first, they will definitely be interested, "Wow, what's this, new?" so they are already interested at the beginning, then we just add interesting explanations that are easy for them to understand so that the lesson and explanation are easier." *(Ln.80)*

11. How did your learners feel when you used Instructional Media in teaching English?

KS. "happy, more interested in learning, more enthusiastic, more enthusiastic because they think it's a game, not a lesson, they tell me to study and say, 'I agree,' even though it's actually a lesson." *(Ln.81)*

MRA. "Yes, the students miss my learning, for sure, later when I teach, there will definitely be something, for example, later I will give you a try, what do you use Canva, then you try it, later you return it using a discussion group, you guys will be in pairs or something, so like every meeting, there will definitely be some movement, not every meeting, but every chapter one, chapter a, two, right, chapters one can be about this and that, meeting one, two, three, I will definitely have a different approach, so the children miss it, it will be more interesting if we can use the media properly and correctly." *(Ln.82)*

DI. "If asked about the students' feelings, I see that every time I enter the class, bringing or using instructional media, they are very lively and look enthusiastic and spirited 45" *(Ln.83)*

DPS. "feeling happy, definitely happy because it doesn't feel like studying" *(Ln.84)*

SM. "Because now there are many things on the internet, then there is ESL and YouTube, that's great because at the Islamic boarding school they are never allowed to watch YouTube, here they are not allowed to use cellphones, that's not allowed here, there is a lab only during lessons, maybe they have to do their

assignments, maybe they only have a little time, so that's something special for them." *(Ln.85)*

NMD. "Very happy, very, very happy, especially when watching, because maybe there are limitations here because they are boarding here, so they won't always use electronics, maybe also as a refreshing material" *(Ln.86)*

ARH. "the students' feelings look happy and certainly enthusiastic" *(Ln.87)*

KR. "So far, I'm very enthusiastic because other teachers might implement the usual teaching, for example history or whatever, previously history lessons, so they were bored from class, then English lessons use various media, so they are enthusiastic, right" *(Ln.88)*

12. What was the result of the student's assignment after using a certain Instructional media?

KS. "Yes, it's quite good because they get more vocabulary, what do they do? The results are better, for example, like writing a story, yes, it's true, it's still random, some are in Indonesian, but it's much better than if we didn't use the media, actually." *(Ln.89)*

MRA. "For junior high school students, if we expect too much, they can be very expert, right But we can see their progress based on when we give assignments, the children are excited to collect them, well, previously this assignment was not mine, so during my teaching I gave them treatment like that, if I gave assignments, the children would definitely collect them, it never happened, maybe because they found it interesting, and besides that, apart from what the assignment is, there must be something like the transition is still lacking, but it's okay, after that we reviewed it together, review it together, you know, the transition is lacking, it should be like this, this, the pronunciation should be like this, so there is also feedback for the children, besides that, the assessment, what is it called summative, from what, like from the process and the results, it seems like there has been an improvement, like when we introduce new material, at first they don't know, then we give them treatment, this method approach, they finally understand, the score is quite good, although there are some who are still below the minimum competency criteria, but it's natural, but in terms of progression, so overall there is an improvement." *(Ln.90)*

DI. "If you are in class 8, the results are the same, if you are in class 7 or class 9, you can improve depending on the conditions" *(Ln.91)*

DPS. "Yes, because without being asked, he memorized it himself, why? Because he was happy, he wanted to know the song, oh, he wanted to memorize the song, he looked for the vocabulary himself, he memorized it himself." *(Ln.92)*

SM. "The improvement is seen from the assessment results when giving assignments, for example, after implementing the media, usually they are given small exercises to test whether it works or not, but there is a lot of work, yes." *(Ln.93)*

NMD. "Because at the beginning, their interest was because they often came for refreshment, so the results were not optimal because they were in a hurry, the important thing was to collect it." *(Ln.94)*

ARH. "Eh, there is an increase in their understanding of the material that I convey because sometimes when I'm at home I don't have time to prepare instructional media or I don't have time to think about what tomorrow is, sometimes I only use lectures and rely on textbooks, once or twice like that, and I feel that it's very different when I only convey the material in the textbook with what I prepare at home and use instructional media, yes, it's different, yes, the results are still different, so the difference is far or maybe small, maybe how many percent, around 40-50%, there is an increase because we can't equate children's abilities, not all of them have the same abilities, so from what I took, for example, I took samples from children who are quick to grasp and understand." *(Ln.95)*

KR. "In terms of results, thank God there has been an improvement, especially in terms of vocabulary and writing usage, which has improved quite a bit compared to just explaining lectures as usual, which has improved a lot." *(Ln.96)*

13. What are the differences between teaching English using Instructional Media and without Instructional Media?

KS. "If you use the media, the children will be more enthusiastic and more interested, but if you don't use the media, they will tend to be sleepy and not listen, they will be bored with the lesson, especially at noon, earlier we were asked to practice, it's been a week since yesterday, last week, now we still haven't memorized it, so we really need to use the previous media." *(Ln.97)*

MRA. "Have you ever had a time when there was a lot of activity? I was just going to come and wait for the children to give them assignments, so it's like I'm sure there will be a lot of criticism in the children's class too, sir, it's better to just sleep like that, right Just sleep, sir, and that's it, right If there is no media that we use when learning, the children will definitely feel useless, what are they doing when studying, it's better if I sleep at home, it's better than going to school, it's okay. What are you doing like that? What's more, that's usually the time of August 17th. Yes, there are lots of competitions outside. The teachers also want to teach and of course they're lazy. There's only 5 or 3 students left, right That's why it's better if the teacher just waits and gives assignments. I see, that's the difference, if you use it, the children will be more enthusiastic in class, but if you don't use it, what's the name? lazy" *(Ln.98)*

DI. "The difference here is that children get bored quickly if they don't use media, the children are boring, sometimes they are lazy, then if they use media, they are enthusiastic, what is it, ma'am, what is it, they are already interested in what we bring, then from the results there is also a difference if in grades 7 and 9 the results are very visible." *(Ln.99)*

DPS. "The difference is that previously without media, the children were sleepy, sleepy, and bored, maybe because there was no media, there was nothing to make them excited, after I used the media, the children were excited, so when I prepared the media, the children were very excited and automatically the children were happy and the material was okay, so they were focused, sis." *(Ln.100)*

SM. "So if we don't use it, maybe it's simpler, right If we don't use media, it's simpler because in that class, I only have two, sometimes I change it, sometimes I install it, sometimes there's an error or something, so it takes a long time, sometimes there's an error or something, actually we can continue to lecture like the traditional ones in the old days, maybe the difference is, but sometimes the

children are taught monotonously like that, but if possible, we can use other media besides that." *(Ln.101)*

NMD. "When using media, they enjoy it more, they are more interested, when not using media, it is quite interactive between the teacher and the students, it is quite interactive, but sometimes if there is still time left, maybe 10 minutes or something, they rush to finish it, but in the end there is interactive." *(Ln.102)*

ARH. "It has been answered earlier because like media children are more enthusiastic, their curiosity is high, then their curiosity is also high, then if without it, children quickly get sleepy, bored, it's better to sleep like that, that's the challenge of teaching at a boarding school, the children sleep a lot because usually if the boarding school children wake up in the morning, not to pray, but at night too, because at night they also have to study the Koran until 10 o'clock, 11 o'clock, then they finish their activities, then if the girls usually don't go straight to sleep, but instead gossip, confide until midnight, they have to wake up in the morning, so they only sleep for a few hours in class and they're already sleepy, that's the challenge of teaching at a boarding school like that." *(Ln.103)*

KR. "If without using the media, children tend to get bored easily and are less enthusiastic and when they are assessed they tend to be lazy to give feedback because from the beginning of the lesson they are less enthusiastic during the lesson they are confused by the explanation because they are already bored so when the teacher asks for feedback they seem less enthusiastic because maybe they don't understand either but if using this instructional media at the beginning they are already enthusiastic in learning even though they may not understand everything but more than not using instructional media so when buying feedback they are also quite enthusiastic" *(Ln.104)*

RQ 2: What are the difficulties faced by English teachers in teaching English to young learners at the Islamic Junior High School in Blora Regency?

1. How long did you spend to prepare before using Instructional Media?

KS. “Two days to think about it, oh, the concept will be like this, two days because it’s not every day, it’s a shame because there are only two classes here.” *(Ln.105)*

MRA. "For me, I usually prepare the day before, for example, the lesson will be tomorrow night, if I have a lot of work to do, but if not, I usually prepare it three days before, 3-1 days before the lesson, I have to prepare the media, if I also prepare it that day, oh that's complicated." *(Ln.106)*

DI. "For example, like the pictures like that, one day before I have prepared, miss, tomorrow I will teach in class 9, oh, this material means one day before I have printed everything, then I will bring it to class 9, but if it's just a flashcard projector like that, it's easy, right At most, we will prepare the room in 10 minutes and it will be done." *(Ln.107)*

DPS. "It didn't take long because I only took it from YouTube because the song was full, if it wasn't from there or from the application, what's it called Merdeka Belajar which has videos, yes, basically, so far I've taken it from YouTube, I've never taken it from other places, for the material, for the English material, it's from Pinterest, it can continue, then from the SL collective, it's also from there,

from the homework book lessons that I use, there are already a lot of them, it's quite good" *(Ln.108)*

SM. "If it's Saturday afternoon, usually the night before, we've prepared to make a video." *(Ln.109)*

NMD. "There is preparation time as usual because every time before teaching I definitely have preparation even though I don't use electronic media, the important thing is when I go to school before I go to school I must be ready for about a few minutes, like 30 minutes or an hour, I have prepared the material for 30 to an hour." *(Ln.110)*

ARH. "Yes, usually at night I prepare the material, yes, for the media, it has been prepared by the school, so when I want to use an infocus or projector, it's already there, I want to use a speaker, it's already there, there's someone who helps to install it too, so the obstacles are not too big, yes, when using instructional media, last night, the mother had thought about oh, what media to use, then the material was delivered from the beginning to the end, what are the exercises, what are the assignments, that means that night it was cleaned from the eyes so that the next day it was like there was no duplication, yes, that's right, usually later at night I prepare it for several meetings, so not only one meeting but several meetings, later the meeting, for example, there will be opinion material, for example, tomorrow the first meeting will be an opinion about this, then later on the second day, the assessment on the third day will be summative like that." *(Ln.111)*

KR. "For media preparation, making the media itself, making the PPT, looking for videos, maybe two or three days because we need to see what the teaching module is like, what method will be used later, so we have to adjust the vocabulary later, what videos are suitable, maybe for research like that, 2-3 days before the lesson" *(Ln.112)*

2. How long did you spend to teach English using Instructional Media?

KS. "one and a half hours, 30 minutes, what is the function of this card, how do I use it, there are 30 minutes" *(Ln.113)*

MRA. "If that's for sure, because we've already arranged it in what's called a module, we've already made a module, so we teach it must be structured like that, without necessarily opening then what's called an opening first, then later we give the media and then the children practice it, it must be structured like that, if it's for delivering the media, for delivering the media, I usually depend on the material, but the fastest is 10 minutes, that's enough, but if the material is really heavy, there's a lot of reading or what, then at most 25-30 minutes for one JP, almost one JP" *(Ln.114)*

DI. "Usually at the beginning, miss, after the perception is like that, then I give today we will learn like this, this Indri has media like this, this picture, what is the picture, usually only at the beginning I fish for children, its use is for fishing, then after that we go into the material, I explain it, then usually when I practice the questions, the primary is also in the form of pictures again, well, in the form of pictures again, then at the end I give questions again, there I go back and forth, I often practice the questions, miss, yes, so that it's like reviewing, yes, oh no, so there is repetition, like even though it was taught yesterday, but it's repeated, repeated, and so on until" *(Ln.115)*

DPS. "I teach with 2x4 hours of teaching time, so if I want to use media, I'm automatically busy, I have to study first, it takes a long time, right If I study at

home, it doesn't take long before I leave, because it's just what, we just prepare the projector, then the songs are already there, then we just prepare the vocabulary that he wrote, that's all, so I mean, there are already facilities on the internet, then it's directly applied to the child without changing it, without adding anything else, even if it's edited, I usually edit it myself on Canva, I don't edit it normally, oh on a regular laptop" *(Ln.116)*

SM. "The teaching hours here are 4 hours divided into 2 hours, 2 hours for 80 minutes, that's not certain, there will be oh, how many minutes will the attendance be, then use the usage, maybe 20 minutes, 30 minutes earlier, it just seemed like it, right" *(Ln.117)*

NMD. "It's still the same, I think two hours of lessons here are 120 minutes, more or less 120, meaning yes because there is only one meeting a week and English at school is 4 hours, yes, that's why it's direct, oh yes, one meeting a week but direct, meaning the implementation is from the beginning to the end using media continuously or maybe okay, first maybe the media is limited to maybe one hour, then another hour for assessment or oh not full because maybe the assessment is sometimes half, well, that's it" *(Ln.118)*

ARH. "If English there is 1x1 hour, it is 45 minutes, if I'm not mistaken, it is 45 minutes, so one meeting is two hours of learning, two hours means 90 minutes, yes, and one week is 4 hours of learning, one week is two meetings." *(Ln.119)*

KR. "For me, because in one day I have three hours of lessons, so I don't use the children and for two hours, two hours of lessons, after that, two hours of lessons, I just use media, so because it's impossible, that means two hours are used to use media, one hour is like an icebreaker, so is there much more time" *(Ln.120)*

3. How long did you learn how to use a certain Instructional Media before you implement it?

KS. "Three days and preparing it takes three days now, there are lots of media, so it's just a matter of whether we want it or not." *(Ln.121)*

MRA. "From me as a teacher, I think that when we are making something, we should learn at the same time, so if possible, when we teach it to children, we should already know, don't learn it at that time, so learn it directly while remembering, listening or while preparing to learn. The most appropriate time is 2-3 hours and it's done." *(Ln.122)*

DI. “"Yes, I do it the day before, at least I'll prepare, later I'll just give you a range, then I'll convey this first, this first, this first, just like that, just step by step." *(Ln.123)*

DPS. “1 to 3 days” *(Ln.124)*

SM. "Because I am self-taught, I don't know how long it will take, but at most one day if it is making a PPT, the most important thing is that I already know what material I will include in the PPT, so it doesn't take long, and there is Canva media too, just look for material that is in accordance with the material we are teaching, then we just type a little, 2-7 minutes" *(Ln.125)*

NMD. "More or less, it's still around 30 minutes to an hour, make sure you observe first, okay" *(Ln.126)*

ARH. "If the instructional media that takes a long time is when we use that instructional media, you know, no infocus, no speaker, but what do you use papers like that, you know, live worksheets, live worksheets use worksheets like that, use what

like paper like that, if for those who use quizzes, I haven't, I haven't because I haven't learned this, if live works are more like a lot of practice, but they are made like questions but they are made uniquely, you know, if yes, we need to learn, yes, I haven't, I haven't, I haven't had time to learn how to make quizzes, then on Canva, Canva too, if I can also edit Canvas, I usually edit it to, uh, to decorate the class, if for instructional media I haven't used that, if I use PPT like PPT pores, yes, that uses that infocus, oh yeah, that also edits it via Canva or manually on a laptop, the manual one is Word, you know, the Microsoft PowerPoint one." *(Ln.127)*

KR. "At the beginning of the implementation, it really took time because we had never used such varied media before, so when we first wanted to implement it, we were really confused because we thought, oh, this seems good enough, but when it was implemented, it turned out that the children were actually confused by the media, so for the next meeting, research was needed and to determine it so that it really fit the children's learning methods and learning styles, so at the beginning of using the media, it really took time." *(Ln.128)*

4. How many classes do you teach in this academic year?

KS. "Grade 7" *(Ln.129)*

MRA. "I teach grades 7, 8, and 9. Grade 7 has two classes. Yes, there are two classes per class, so there are 6 classes that don't hold it." *(Ln.130)*

DI. "7 8 9 means there are three classes" *(Ln.131)*

DPS. "grade 8 and 9 totals around 100" *(Ln.132)*

SM. "grade 7" *(Ln.133)*

NMD. "three 7 8 9 yes" *(Ln.134)*

ARH. "grade 8 9" *(Ln.135)*

KR. "grade 7,8,9" *(Ln.136)*

5. How many learners are in the class?

KS. "In class 7 A there are 25 students, while in class 7 B there are 20 male students" *(Ln.137)*

MRA. "oh students, the total number of students is around 150 okay" *(Ln.138)*

DI. "Actually, there is a boarding school here too, miss. This is the regular one. In total, there are 81 students here. If it's all the boarding school and the regular ones, there are 81, but if there are only 38 students here." *(Ln.139)*

DPS. "grade 8 and 9 totals around 100" *(Ln.140)*

SM. "There are 57 (23,19,15) in class 7" *(Ln.141)*

NMD. "The estimate is more or less, yes, one hundred, 110 or 100, how much, more or less, one hundred, that means the quota is 110, yes, around that much" *(Ln.142)*

ARH. "In total, there are approximately how many students, for class 9 there are 32 students, for class 8 there are around 35, in total there are two classes, for class 8 there are two classes, for class 9 there is one class because of space limitations, because it was just built there, most of them are girls but there are also boys, for boys the class above, miss, is it really separated from the girls, for those below are girls" *(Ln.143)*

KR. "approximately 150" *(Ln.144)*

6. Do you use Instructional Media in teaching English in all classes you teach?

KS. "I only teach grade 7" *(Ln.145)*

MRA. "If the use of media, I often do not equate it, but the treatment that does not use is different, for example, like 9a and 9b, 9a children are easier to manage, 9b is difficult and tiring, just from the class conditions, 9a is easier, 9b is difficult, for example, like that, so the approach that does not use different media is the same but the approach is different, like managing clashes, it's different for children, for example, if 9a is like this, let's learn this media, try to see, pay attention, we give search, that's enough, but for class 9b, I really have to go around making sure this child pays attention, so the treatment is different, if 9a has been given instructions, they listen, at most we just do it a little bit." *(Ln.146)*

DI. "Usually yes, miss, I'll take turns, usually chapter one will be in grade 7 first, like that, no, not directly together in one day, no, I honestly object to preparing it, I'm confused, miss, I have to do it one by one, otherwise it'll be all over the place and I won't be able to convey it optimally." *(Ln.147)*

DPS. "Yes, I use instructional media for all classes" *(Ln.148)*

SM. "grade 7" *(Ln.149)*

NMD. "Yes, I use instructional media for all classes" *(Ln.150)*

ARH. "Yes, yes, sometimes I also give visual images like that for advertising materials or procedural materials, I also give visuals." *(Ln.151)*

KR. "Yes, for all classes without distinguishing between classes" *(Ln.152)*

7. What do you feel about teaching all classes using Instructional Media?

KS. "The fun part is because earlier we went back to the students, if we keep teaching, the students are enthusiastic, so they are happy, but if we keep teaching, the students are sleepy, so they are also sleepy." *(Ln.153)*

MRA. "So if we want our children to make an effort, we also have to make an effort, so we will definitely be more tired if we use rapid media, but we can reap the results, the first is definitely satisfaction, the children are happy and excited, we are also happy, the children are happy, we are happy, oh, it turns out that media can motivate children to learn, that's right, so it depends on us too, if we want children to be excited, we also have to be tired, yes, it's tiring if we teach, not tired, not excited, yes, with the results, the children don't get anything, like that." *(Ln.154)*

DI. "It's dizzy, yes, it's dizzy if we do it together, but if we do it one by one, it's not a problem, in fact, I'm happy, I also feel excited, you know, conveying that we bring something new to the children, like wow, tomorrow I'll meet the 7th graders, I have new material with new media too." *(Ln.155)*

DPS. "Because the time is not one time because in one day sometimes not all classes are there, sometimes two classes, sometimes one class, so it's a different day so it doesn't make me tired, because my mother teaches and it's still fun" *(Ln.156)*

SM. "Because I only teach English in grade 7, it's not too hard and tiring because there are only 2 meetings a week." *(Ln.157)*

NMD. "No, no, no, it's just that sometimes if you're not prepared, the problem is in the preparation, the installation, sometimes it's either the laptop has a problem or whatever. Yes, it's just a technical problem, yes, technical, but it doesn't last long." *(Ln.158)*

ARH. "a little tired but it pays off "if to see the results, it's nice, but when we prepare, we do have to take the time to prepare the instructional media, the material we

deliver, yes, that's our obligation too, so we do have to prepare the material beforehand, so we have to take the time, but to see the results when using instructional media, it's also nice because what we deliver can be maximally received by the students" *(Ln.159)*

KR. "happy" *(Ln.160)*

8. How many costs do you spend on conducting Instructional Media?

KS. "For pictures, it depends on the students. For 7 A, 5 sheets, eh, 25 sheets, just make a thousand, that means 25,000, that's the picture media. For cards, I usually use groups, one class has 5-4 groups, for boys, 4 groups, for girls, 5 groups, so one group has 5. If you don't make a lot, it's only 5,000, you only need to buy the tape, actually you can use cardboard." *(Ln.161)*

MRA. "I've never done it because the school has provided all the facilities, so it's like just making it, and for example, making a PPT or Canva means using the internet facilities, yes, using the school, so if you're not at school at home, yes, there's Wi-Fi at home, so it's like spending your own money, the PPT already has all the projects, the LCD is all there, which means students are used to instructional media." *(Ln.162)*

DI. "Here, if you print it from the school, yes, sis, but for flashcards, sometimes I usually buy them on Shopee for Rp. 30,000, which can be used in all classes, if you have internet access, use the one at school or the school pays for it yourself." *(Ln.163)*

DPS. "If it wasn't me, they would be here. If it was about the lyrics on the paper, it was from their own class, then I told them to write it themselves because it was included in writing. If they printed it out, they wouldn't write it." *(Ln.164)*

SM. "Everything has been covered by the school, such as printing or photocopying one of the school facilities" *(Ln.165)*

NMD. "There aren't any, there aren't any, everything has been covered and covered at school" *(Ln.166)*

ARH. "Of course there is for photocopying when I use photocopy printing instructional media. If for printing, the initial one is printed at school, but for 32 children, it is impossible to print at school, so I have some who photocopy myself, around 5000 at most per class, so what do you feel?" *(Ln.167)*

KR. "If the cost is probably rare, yes, because the projector and others are already provided, maybe we only need an internet quota to create media and use websites for simple games for children, only the most that requires a bit of cost is when using printing, for example for writing, printing questions, maybe there is an estimated price there, not above 10,000 or below 20 or approximately below two for one class, not up to 20,000 hmm" *(Ln.168)*

9. Are the learners familiar with using Instructional Media in the learning process?

KS. "You could say they are used to it because the children are very excited when I enter the class bringing and using instructional media." *(Ln.169)*

MRA. "Yes, all students are familiar" *(Ln.170)*

DI. "Waiting, waiting, yes, children, yes, ma'am, what are we going to do today, what are we going to do, later we'll sing, yes, with their jokes, later we'll watch the film again, wow, basically the child is waiting for what media will be given to the child next, but sometimes I say, ma'am, I haven't had time to prepare it,

tomorrow, next week, yes, I already feel excited, yes, so wow, I definitely have expectations." *(Ln.171)*

DPS. "But I don't give them media every day, right Of course they won't wait because they are happiest when there is media because it's not like regular studying, yes, that's right, it's relaxed." *(Ln.172)*

SM. "I'm used to it because now it's not just English, it's a learning medium, so it's almost all subjects, yes, if it's a general subject, Indonesian, English is more common, how come because it's said that Arabic is included in the local content subject and is not included in the report card" *(Ln.173)*

NMD. "For the time being there are even those who are smart enough to be asked to become operators, so they are already experts" *(Ln.174)*

ARH. "At the beginning, they were surprised, especially for the 8th graders, at the beginning of the 8th grade when I was teaching because the 7th graders were not the same as me, the 8th graders, I didn't really know how to teach them. The 7th graders were a bit surprised when I used listening as a learning medium, they were a bit protested, ma'am, the conversation was too fast, ma'am, they couldn't catch what was being said. At the beginning, I gave them listening, I also gave them the printed text so it wasn't just the conversation from the recording because they couldn't catch it, I also gave them the printout. Well, for the recording, where did you get the source from? On Google, English for Nusantara, there was a recording that had something like a barcode, yes, the barcode, yes, it was there, it was very helpful, sometimes there was also a block spot, blog spot, teacher sharing, there were also many, or from YouTube, if for recordings, I also use YouTube." *(Ln.175)*

KR. "Thank God, yes, because maybe at first they never found anything like that, but once they found it, they were interested, so from then on, thank God, they got used to it." *(Ln.176)*

10. Have you had an experience using instructional Media but it could not work?

KS. "It happened yesterday, maybe it was because it was the last hour, maybe the child was bored first, but when it came to reading, you know, the media used was paper, so reading seemed like it was because it was the last hour, maybe it could be possible." *(Ln.177)*

MRA. "Yes, it has happened, for example, when we don't apply it in class A, the children listen, when we don't apply it in class B, but it turns out that 25 percent of them listen, the others don't care, it works, but if all of them don't listen or don't apply the media or use the media that we have prepared, it's not like that, at most, the problem is that a quarter of the class members use the others, it doesn't mean that the media itself is definitely successful, like tomorrow the projector can definitely be used, like the speaker, it's definitely normal, it means that it wasn't confirmed beforehand." *(Ln.178)*

DI. "Yes, in grade 8 it often doesn't work, it's like the feedback is there, when I ask what is this picture, I just keep quiet, it feels like I'm teaching myself, if Thoriq doesn't come in, I feel like I'm talking to myself, and here there is a special class, in grade 7 we started having an inclusive class, they also if I chase English, automatically they also can't do it, right, sis, yes, just ordinary language, they don't understand, they can't even write, that's why I only teach English, at most counting from 1-10, I tell them to just repeat what I said, then go to this fruit,

what fruit, what is orange, what is the English, just like that, like what's the name, if it's like an introduction like that, they still can't do it" *(Ln.179)*

DPS. "In my opinion, it's only one or two people who are successful, but in my opinion, if 80% or above is already successful, it's not possible that it's 100%. It's not certain that there will be one, sis, his name is also a child." *(Ln.180)*

SM. "I don't think so" *(Ln.181)*

NMD. "Thank God, there haven't been any so far, it seems like it's still safe according to the concept." *(Ln.182)*

ARH. "At first, it was in the 8th grade when I entered, at first I didn't pay attention to my own print out, I was tired of explaining this, saying this, saying this because they were not used to the native speaker in the recording, then I learned from experience, oh this means they are not used to hearing fast English speech, so I gave them the print out, after that, that was the beginning of me using instructional media for listening." *(Ln.183)*

KR. "There was a time when I used an example from a YouTube video but it turned out to be too complicated for children, so I used a descriptive test example but it was too long and used language that was too complicated, maybe so the children had difficulty understanding it so they needed to explain it again." *(Ln.184)*

11. When did you share or check the learners' assignments?

KS. "next week yes next week" *(Ln.185)*

MRA. "When it comes to distributing assignments, usually at the end of the session there are assignments, right The time to distribute them is that day at the time that is close to the end of the hour, but when it comes to correcting them, if it happens that my schedule is full that day, I will correct it the next day, but if it's not full that day, I don't correct it right away, I give it to the child that day too, if not, I give it the next day." *(Ln.186)*

DI. "Yes, usually at the back, if it's to check students' assignments, if it's like that, usually when they're working I go around, I'm the type of teacher who can't sit still, Miss. Here I'm quite young when the children are working, they can see which ones are having difficulties, later if there are any difficulties I'll explain again, oh that's how it is, I'll guide them, I'll still guide them, Miss. Here if you let them go straight away they can't do it" *(Ln.187)*

DPS. "The next meeting, if we correct it, then yes, but we will share the lesson at the next meeting." *(Ln.188)*

SM. "If you share it, you share it for one day and check it, after that, maybe if it's in text form, that means it's direct" *(Ln.189)*

NMD. "After the lesson is over, usually right after it's over, meaning that in the two hours, okay, for example, there's still 15 minutes or 20 minutes, well, that's given like an early assessment, like to review whether, for example, the media is usually not enough until the end of the lesson, yes, so actually, after they go out, that's it, yes, I mean earlier they gave them an assignment, oh yes, the assessment will be later when they've gone out, well, for example, the daily assignment in the textbook because Erlangga is in the form of direct activity, how much, how much, they do it right away, usually I'll grade it straight away, then after that it's discussed right away, so I don't wait until the next day to give them an assignment, so that's the day" *(Ln.190)*

ARH. "Next week, maybe the next meeting, usually for the first meeting, I define it first, explain our material, for example this, then I give a little quiz, at the end I

give a little quiz, but to get the score, it will be at the next meeting so that they also have time to study first, study what I said earlier." *(Ln.191)*

KR. "sharing and checking assignments for assignments at meetings, for assignments at meetings here, for assignments, they are applied at the end of learning to evaluate children's understanding, so my teacher corrects them after learning, they can be shared at the next meeting, so when he shares the assignments on that day, it's only on that day, okay" *(Ln.192)*

12. How do you know the Instructional Media that can be used in teaching English?

KS. "Searching Google, if not googling on the media, there are many social media now, we just have to choose the one that suits the class conditions, the number of students, and our material, right Just on that platform, there is social media, there is TikTok, right. Just search for it, now it's easy, it just depends on whether the teacher is lazy or not." *(Ln.193)*

MRA. "There are many social media, there are TikTok, IG, YouTube, there are many, what are they like, inspired by watching videos or maybe creating media for themselves, sometimes I make media from things I didn't learn in college, and besides that, sometimes there is TikTok, TikTok, for example, is really fast, especially algorithms that don't use learning, learning becomes like oh there's this inspiration, like making mind mapping and so on, it often doesn't come from suspense, so it's like snakes and ladders, yes, it has, then like crosswords, in college, it's been taught the results or not, those who search for words, yes, it has" *(Ln.194)*

DI. "usually seen from the results oh yes this media is successful but sometimes if the score is bad oh that means I chose the wrong media right usually I usually look for the media where I usually on the internet LKPD there are lots of them right sis I often find them on TikTok yes that's right on TikTok there are lots of English LKPD there are various materials I like when I open TikTok I look for something like this so what's the name can be for my illustration oh yes later my class I will give this material like this" *(Ln.195)*

DPS. "If the problem comes from where, there are many now, what I mean is that information no longer needs to be asked, from every Tuesday at the mgmp in Blora, I gather with others, there is a lot of information coming in, like sharing, then social media, I always follow it, I apply whatever is on YouTube, Instagram, TikTok, there is" *(Ln.196)*

SM. "Because media can be like a supporter, what is it really? So if we get a narrative, maybe it's called the same thing in Indonesian, sometimes people tell stories or watch videos, right" *(Ln.197)*

NMD. "Maybe with social media or by sharing with friends based on my personal experience"*(Ln.198)*

ARH. "Yes, we search for a lot of sources, sis, yes, so we actively search for more, oh, this is suitable for me, this is suitable for English, this is not suitable, so we search more on Google or YouTube, so like it or not, teachers must always be productive, creative and willing to continue learning, especially since the curriculum is changing, yes, so we must not be left behind, especially now that technology is increasingly developing and advancing." *(Ln.199)*

KR. "Personally, I research content creators who teach English using various media, whether from TikTok or Instagram, so I take inspiration, so I research content creators who teach English, in my opinion, oh, this uses interesting media, maybe

it can be tested, so I take inspiration from them, but I look at Instagram more often." *(Ln.200)*

13. Do you have experience that you are interested in a certain Instructional Media but you couldn't do it?

KS. "The experience when I was interested in a certain media and then I couldn't use it, I don't think it's ever happened because whatever media I use means I have studied it and thought about it carefully" *(Ln.201)*

MRA. "Never, so if you don't have time to say that, if we want to use media then we have to really master it, yes, if not, we can't master it, we'll teach it to children like that, right then there will be a stigma that teachers can't do it, but we have to be able to do that, so it's like the spirit of it." we will be the teachers and come down later" *(Ln.202)*

DI. "Yesterday, I said, sis, when it came to reading, especially with long texts, this child always failed. I mean, a child is lazy to read, right, sis, if it's discussed, they're automatically down first, when I've shown the Report text reading, wow, there's a lot of them, they're already lazy first, let's try to translate it, usually you look for difficult words, then look them up in a dictionary so you can add vocabulary like that, and not all children bring a dictionary, right That's our challenge, children sometimes don't have a dictionary, especially in my opinion, the children here are underprivileged children, sis, when I emphasized to bring a bonus, I also felt that if I had their parents' money, I had this thought, let's open a donation, unused dictionaries at home, please give them to me, I'll donate them to my children-I got like that" *(Ln.203)*

DPS. "Because for example, there are ways to use a cellphone now, there are many ways to answer using a cellphone, there are some here, some can't, why is that because in Islamic boarding schools you don't bring cellphones, that's the reason, so it's like a rule, yes, that's right, you're not allowed to bring cellphones." *(Ln.204)*

SM. "I was interested but it seemed difficult so I didn't use it because I didn't want to make things difficult for myself." *(Ln.205)*

NMD. "Hmm, there might be time constraints or time because we are too focused on the material, yes, and I am afraid that what I mean is too much, like the material is also important, but I am so busy using the media that I might forget where the material is and here the English hour is at the beginning at the end or in the middle of the middle, sometimes there are students who feel that if the English hour is at the end it makes them feel heavy and sleepy, and some think that there is flexibility, it's the same whether it's at the beginning in the middle at the end because I feel all of them because there is a change there is a difference, no, it's just the same. " *(Ln.206)*

ARH. "In-focus, my projector couldn't install the details and I was also afraid of damaging the device, so to be safer I asked for help and I also felt like trying the viral instructional media, AI and Google Sheets, I have a desire to learn but I haven't realized it because I don't have this because I really have to set aside time to learn it." *(Ln.207)*

KR. "There are some that might use sound, need to use voice, so they have to be listened to, that's not possible yet, and images that are very varied, that's not

possible yet because I can't make media like that because of my own shortcomings actually." *(Ln.208)*

14. Is there school facility access available in your school to support Instructional media during the learning process?

KS. "So far it's been supportive because we use simple media, not too complicated, if you've never used a projector before, it's complicated to install the cables." *(Ln.209)*

MRA. "Yes, the school facilities support the instructional media that I will use to teach English" *(Ln.210)*

DI. "Yesterday I had a suggestion that the name should be used in English for the library office. Please provide it in English with lots of stickers so that when children pass by, they can read it." *(Ln.211)*

DPS. "Yes, it supports all Wi-Fi, there is a projector, but yes, cellphones are not allowed." *(Ln.212)*

SM. "If you use a laptop, use your own and the school provides laptops too." *(Ln.213)*

NMD. "Everything is available here, there are speakers, there are laptops, there are projectors, there are laptops too" *(Ln.214)*

ARH. "Yes, it is very supportive, thank God, the director at the school seems to have two projectors in the office, so when a teacher wants to borrow one, is there a projector in the class? There is also one projector, not yesterday, thank God, I got that, miss, what kind of assistance is a chromebook, miss Zirex, Zirex Chromebook, the small one, thank God, my school got that assistance, around 25 if I'm not mistaken. So it can also be used for instructional media, yes, when they want to watch YouTube videos related to the material, children can use the chromebook, of course, with monitoring, yes, because if it is not monitored, later they will open strange things and there is also a computer lab there, around 15 computers, but I still use the direct from book one more often than the one in the computer lab because there are a lot of cables there, so if I want to invite students there, I have to be even more anxious, so if there is a chromebook, I prefer to use the chromebook and can monitor the children using it in class." *(Ln.215)*

KR. "So far, yes, because I only use a projector and ppt, maybe because the English lab at school has been provided, so it's not enough if the speaker is also provided by the school, speakers or sound systems, right If there is a sound system, there is a sound system, there is a microphone, but it can't be used for listening because even though there is a sound system, it's lacking, what's the name, it's not clear enough for the children, because there are a lot of children, unless there are only a few children, maybe if you use a sound system, it can still be heard clearly, but if there are too many children, either some are too noisy or not loud enough, it can't be done, but for speaking, it's only for speaking, one person, one person, coming forward, it still supports it." *(Ln.216)*

15. How many devices of school facilities are available?

KS. "So far one LED projector, one speaker, and three laptops in the school." *(Ln.217)*

MRA. "Yes, For LED projectors have three, little speaker has five, three big one speaker, three laptops for teacher and 20 laptops for students with six classes." *(Ln.218)*

DI. "For about two LED Projectors in the lab room and meeting room, one laptop and one big speaker." *(Ln.219)*

DPS. "LED Projector has three, the speaker has three and for the laptop by own teacher." *(Ln.220)*

SM. "If LED Projector has two, laptop and computer in the lab school has around thirty, and speaker has five more or less."*(Ln.221)*

NMD. "There is one LED projector, three laptops, and one set of speakers" *(Ln.222)*

ARH. "As I know, the school has two speakers, two LED Projectors, more or less fifteen Chromebook laptops, and also there are ten computers in the lab room." *(Ln.223)*

KR. "here, there is one LED Projector, one laptop, and one speaker." *(Ln.224)*

RQ 3: What are the strategies for overcoming Instructional media difficulties in teaching English to young learners at the Islamic Junior High School in Blora?

1. Have you joined a training in using Instructional Media for teaching English for Young Learners before?

KS. "I have never been to this school before, I just got experience from when I was in college and when I was teaching in Pare." *(Ln.225)*

MRA. "Yes, there have been webinars, online workshops, and sometimes from our own school, there have been things called IHT training, IHT also often brings in practitioners from the learning desk." *(Ln.226)*

DI. "Oh, this is training on instructional media and stuff, usually there is one from the office at the beginning of the year, usually Miss, maybe there is another one at IHT, sometimes later in front of Mr. Wisnu, we are usually also taught about instructional media discussed by the victim members, if instructional media with cellphones here, you are not allowed to bring cellphones here, you are allowed here, every time if it is for learning, but if so, when the bell comes, all cellphones are collected, so immediately the children's learning is not allowed to hold cellphones unless later if the new teacher says they need a cellphone, then their student ID is taken. Yesterday I also attended a webinar about what the media and learning methods are called, what is the name of this zoom, Miss, usually I join like that" *(Ln.227)*

DPS. "I often attend training during mgmp" *(Ln.228)*

SM. "I've been to the mgmp and workshop before on the use of class points" *(Ln.229)*

NMD. "never or never had a workshop like that" *(Ln.230))*

ARH. "Yes, I joined mgmp there too, we learned together about yes, we were introduced to more innovative and more creative instructional media, yes, apart from mgmp, I also joined others through that, miss, the teaching and learning application, yes, there is also one, sometimes there are invitations to attend training, also for two days and three days yesterday, also when the introduction of the independent curriculum was also called to attend the training at the Ministry of Education, if IHT is like that, sometimes there is, maybe there is, there is always there, every year, every year there is always there, thank God, also the supervisor from the Ministry of Education to our school is very

informative, always checking our school, there is not always IHT before the beginning of the year, spending"*(Ln.231)*

KR. "I have never participated in the use of instructional media, but I often watch tips like that on YouTube. I just take my own initiative, oh yes, I used to participate in the one at the Ministry of Education, there was something like class point, like a learning application." *(Ln.232)*

2. What do you do if there is an interesting Instructional Media for teaching English skills?

KS. "waiting for the right time, so maybe we'll find it now, but it turns out that tomorrow is the time for practice or taking the semester grades, so it can't be done, so it has to be adjusted." *(Ln.233)*

MRA. "For example, if we can finish the material quickly, we can't see it, wow, this is interesting, let's try it, but we still have to study it first, this is how it works, okay, this is how it works, so we have to find out what the obstacles are so we can overcome them, then after that we can apply it." *(Ln.234)*

DI. "Yes, usually I wait for the chapter to match the chapter. If it's that chapter, it means we have to look for a suitable media again. Usually I save it first, oh, this is for the next one."*(Ln.235)*

DPS. "At the meeting, I first told them whether they were excited or not with the material. If they were excited, it was okay, I would go. But if they were not interested, it would be useless, so I offered it first. No, because I myself said yes, it would be useless. Later, I would tell them, but the children were not ready. It's the fault of the children at the Islamic boarding school, it's hard to predict, there are many programs, lots of memorization, lots of assignments, so we have to have a discussion to find a middle ground." *(Ln.236)*

SM. "adjust the chapter that is suitable, if it is suitable, then we will submit it first and wait, maybe this is suitable in this chapter, maybe it is suitable in this material because not all chapters have to use media, yes, sometimes students also include media, students ask for or jump in, jump out movements, that is also included in media" *(Ln.237)*

NMD. “I might study first, then I’ll see what the right timing is, but I won't apply it straight away."*(Ln.238)*

ARH. "Yes, usually I wait for the right chapter because not all instructional media can be applied to learning certain materials, so I found this, oh, this seems suitable for the material I will present tomorrow, maybe I will use it." *(Ln.239)*

KR. "I applied it directly because the materials were mapped out, so I had prepared the media beforehand, so during the learning process I applied it directly, so I had already looked for media that were suitable for using this and this, so it was like oh, when I got this material, I immediately executed it." *(Ln.240)*

3. With whom do you usually share using a certain Instructional Media for teaching English?

KS. "There is this English teacher, oh yes, they are both English teachers, yes, they are in charge of class 9 and class 8" *(Ln.241)*

MRA. "If we share, it's usually with fellow English speakers, if not with young teachers, because if the old teachers are sometimes invited to share, so like with the

teachers here, most of them are young teachers, so they say, try, what media do you want to use? So I also get feedback from other subject teachers, especially those in language subjects, Indonesian or Javanese, try using this, try using this, like yesterday I used a puppet package media, well, I got puppet media from a Javanese teacher, well, I didn't apply it, I was nervous about teaching, so the sharing is with English teachers, besides that with other subject teachers, usually we get interesting ideas from young teachers, but the old teachers said they were just happy." *(Ln.242)*

DI. "Oh, I have this media, maybe it can be used in Maple, so I share it with teachers who are ICT, usually they are agile, agile, right, ma'am, what applications are there, sometimes I am taught ma'am to use this one, ma'am, so that it is interesting, here most of the teachers are still young or still young, I am one of the old ones, usually if they are still young, they are still enthusiastic about using media, but then again, sometimes they don't work here, ma'am, sometimes they also have other jobs, basically it's like freeland somewhere else, ma'am, so they don't want to" *(Ln.243)*

DPS. "colleagues across maple teachers because the name of the media is just usage" *(Ln.244)*

SM. "with other teachers, English, Indonesian, social studies too, crafts too, yes" *(Ln.245)*

NMD. "Usually start with a senior teacher and continue to consult, meaning if the teacher is young, like oh, surely the senior teacher has a lot of experience" *(Ln.246)*

ARH. "So usually I share it with other subject teachers." *(Ln.247)*

KR. "Usually I work with another English teacher who may be more experienced than me – I decide whether this is a good fit or not." *(Ln.248)*

4. What is the impact of using Instructional Media on the teachers themselves?

KS. "It is easier for us to introduce the material we teach" *(Ln.249)*

MRA. "For teachers, according to teachers, the positive impact is that we are happy to see our children excited when we teach them, but the negative impact or the bad impact is that we are more tired, we want our students to progress and develop, but later on, the results will be like seeing the children in the class excited and welcoming them warmly." *(Ln.250)*

DI. "For me personally, yes, I am also enthusiastic about teaching. That is my enthusiasm. If I have new media, I will be enthusiastic. I want to give it to the children. In return, I am also enthusiastic. I am happy like that. I don't get bored, I don't just listen to the blackboard and books like that, right. They will get bored, right" *(Ln.251)*

DPS. "I am more creative, so I automatically look for materials and then I don't miss out on information and don't get technologically challenged." *(Ln.252)*

SM. "Too often, maybe busy taking care of the children, I'm afraid there will be external obstacles" *(Ln.253)*

NMD. "The impact is good, right In the end, the teacher wants to look for other alternatives so that the students can understand English."*(Ln.254)*

ARH. "negative or positive impacts, if the positive ones are as mentioned earlier, children's understanding is more optimal when we use instructional media, their enthusiasm is also greater, hmm, what are the negative impacts? I don't think there are any, for children, yes, for teachers, it's not negative, it's just more about

the preparation that takes time, well, if you apply media, it takes more energy, it's impossible to apply energy and thoughts, energy and time, maybe"*(Ln.255)*

KR. "Yes, in terms of learning, it is indeed easier, but during preparation it is quite draining on the mind. During preparation for learning, it is quite different from usual. Usually, you just have to study the material and explain it, but if you use a PC, it is quite draining on time, mind and energy as well." *(Ln.256)*

5. Do your teaching activities influence your career?

KS. "No, no, let's just focus on creativity first because it's only for the students" *(Ln.257)*

MRA. "Oh, if that's the career of a teacher, yes, oh, if that's not, no, I mean no, no, no, like I don't know, what's important is that we teach according to our responsibilities, right Our responsibility is to teach and educate children, that's what we have to do, later on, we'll have a promotion, a promotion, a salary increase, that's a later matter, what's important is that we continue to teach, the children are also happy, the children are happy with us and continue to respect us, that's enough." *(Ln.258)*

DI. "Mostly I also go back to my children, so it's like I really like using this and I'm sincere for my children. I'm happy if the children are enthusiastic about learning English. I want to break the children's words that English is difficult, but English is easy, maybe they haven't found the key to how to dive into English." *(Ln.259)*

DPS. "Actually it should be yes if it is actually yes because now all teachers must be able to use instructional media immediately, they must not be technologically illiterate because every 6 months they have to do assignments from PMM" *(Ln.260)*

SM. "Yes, that also had an effect" *(Ln.261)*

NMD. "If there is an increase or anything, maybe there is none, but because I like teaching, I feel that it is beneficial and I like to provide benefits to people, especially to children. Sometimes when we have knowledge, we want to share it, right" *(Ln.262)*

ARH. "affecting my career, yes, maybe there are additional promotions or maybe something like that, maybe when commented on by the principal, yes, not for career, no, but what is it called, miss, if checked by the principal, what is it called, I forgot what it is, miss, monitoring, yes, monitoring, there is monitoring from the principal, from the supervisor, I am also very active in monitoring, participating in class learning, miss, that supervisor, yes, not a career, yes, to influence a career, not only giving advice when ma'am, earlier it was lacking, this ma'am, earlier it was good, ma'am, earlier it sparked students' enthusiasm, sparked students' curiosity, so for a career, it was never threatened, yes, because the environment is supportive, when we make mistakes, we are not judged, but we are directed to something better like that." *(Ln.263)*

KR. "For me, thank God, there is because maybe previously I was not too involved in English and when I got involved, I tried to really upgrade my English skills and other things so that I can use it as an additional point when, for example, someone asks about my skills, so that can be a way to get interested." *(Ln.264)*

6. How do you manage time in teaching English in your classes especially when using Instructional Media?

KS. "We have prepared beforehand, miss, if we use media, there are preparations, so automatically the time will be adjusted, so how many minutes do we introduce it, how many minutes do they apply it, how many minutes do we take samples or whether it is successful or not, our media is already there." *(Ln.265)*

MRA. "per hour 40 minutes means two hours means 80 minutes, that includes everything, then the introduction of the media and the delivery of the material, right, and the evaluation, usually it's already been arranged by the parent, everything is up to it." *(Ln.266)*

DI. "Usually, when I open it, it's 10, I take attendance, ask how you are, make small talk first, then go into perception, yes, 5 minutes, then later the instructional media, sometimes it's up to 15 minutes because we're waiting for feedback from the child, for example, a picture, oh yes, it's explained what the picture is, 15 minutes every time we enter the class, we teach for three hours, for one hour we do 35 minutes, sometimes it's really tight, miss, it doesn't catch up, sometimes the child asks a lot of questions, I don't understand yet, ma'am, this, ma'am, please explain it again, like that, sometimes critical children like that, well, children who are careless, well, the important thing is that there are no problems" *(Ln.267)*

DPS. "If I don't turn it on for the full 40 minutes, maybe the 20 minutes for the last assessment means 40 minutes, yes, 40 minutes." *(Ln.268)*

SM. "The trigger is 10 minutes, the media usage is 50-60 minutes, meaning the assessment is 15-20 minutes, if the media requirement is more informative, so at that time the results can be obtained immediately" *(Ln.269)*

NMD. "I've never set the time, approximately 60, yes 60, 60 minutes" *(Ln.270)*

ARH. "About how much for instructional media, I use about 30-45 minutes, then the rest I use for lecture media, what we learned earlier was this, this, and then there will be a quiz for about 10-15 minutes before the lesson ends." *(Ln.271)*

KR. "Oh yeah, earlier it was like 2 hours is 80 minutes, so that means 80 minutes of using media" *(Ln.272)*

7. What do you do if several learners cannot support using a certain Instructional Media?

KS. "I tell them (students) to memorize at least 10 vocabularies" *(Ln.273)*

MRA. "If that's the treatment, don't get close, don't get close, we'll persuade him, at least you pay attention, it's okay to pay attention first, it's okay to forgive, the important thing is that you pay attention rather than being indifferent, right We have to be beside him or accompany him so that he will pay attention to the media we use in class." *(Ln.274)*

DI. "I have an approach material, but it's not like me, I approached her, I asked why you didn't do it, I can't do it, ma'am, what do they usually do, that's their excuse, ma'am Indri doesn't ask for anything, ma'am Indri doesn't ask for you, the score is 100, 80, 90, no, what's important is that you want to try, ma'am Indri, the score comes from your efforts, if you want to try to follow the lesson, that's a plus for you, that's why I ask that if I enter this class, please follow what I teach, it's okay if the score is bad, it's okay, what's important is that you try, if you have the will, that's already Alhamdulillah" *(Ln.275)*

DPS. "I called him and asked him why he usually has his own problems because he is not enthusiastic that day. He should definitely be enthusiastic and then he will have his own problems."*(Ln.276)*

SM. "do it so approach first, what I mean is ask first like why" *(Ln.277)*

NMD. "What, but thank God, so far everyone has participated. If someone is sleepy, oh if someone is sleepy, we will reprimand them, maybe they will be moved to a place closer to me, so far there has been no problem, it's still soft" *(Ln.278)*

ARH. "When sick, most students who do not participate in learning are sick, what I do is maybe in the next meeting I will explain the review again before entering the next activity, usually 10 minutes or 15 minutes I use to review yesterday's material and the mother brought the media, no media back, no no or just review, usually I only do it once when the initial material is like that, so sometimes if the child doesn't come in, 'whose fault was it yesterday?' watching this and that, so sometimes if the child says if he wants, for example, the next meeting, there are those who are curious, ma'am, tomorrow use the media again, no ma'am, tomorrow watch a movie, no ma'am, tomorrow listen to a song, no, so the child feels curious and they try to come in when there is learning" *(Ln.279)*

KR. "If there are children like that, maybe only a few, I approach them and then I give them questions or whatever, or just regular approaches that make them enthusiastic again, but if it's half-hearted, there are already many, half the class, there are many, I give other variations, for example, I insert exciting games in the middle of the lesson that may not be too related to English so that they can get their language back, so if they are enthusiastic again, then we can continue with the previous media." *(Ln.280)*

8. What are your strategies if you know that one of your learners is not familiar with the Instructional Media?

KS. "memorizing 10 vocab in the middle of the field is punished" *(Ln.281)*

MRA. "If that's the treatment, don't get close, don't get close, we'll persuade him, at least you pay attention, it's okay to pay attention first, it's okay to forgive, the important thing is that you pay attention rather than being indifferent, right We have to be beside him or accompany him so that he will pay attention to the media we use in class." *(Ln.282)*

DI. "I said that, ma'am. Basically, sometimes I also scold them, depending on the situation. Sometimes my child asks first, are you sick? Sometimes the child is not interested. Sometimes, whether it's a headache or a fever, I ask first about their condition. Yes, ma'am, I'm sick. Oh, okay, if you're sick, just rest in the health unit. Basically, there are various things, ma'am. If you're a teacher here, you have to be talkative. Basically, I ask the child's reason first. The reason is that they can't or whatever. It's an unreasonable reason, you know, it means they're lazy, it means they're not interested." *(Ln.283)*

DPS. "I called him or her and asked why he/she usually has his own problems because he is not enthusiastic that day. He/She should definitely be enthusiastic and then he will have his own problems." *(Ln.284)*

SM. "If we don't punish him, maybe we can give him additional tasks so that he has his own responsibilities." *(Ln.285)*

NMD. "It's the same as before, yes, we were reprimanded and advised, then asked to sit together, yes, we were directed to pay more attention." *(Ln.286)*

ARH. "I still follow along, sis, when I use media, rarely do anyone fall asleep, only when they do, they still listen because they use sound, so it's rare for them to fall asleep, oh yeah" *(Ln.287)*

KR. "If there are children like that, maybe only a few, I approach them and then I give them questions or whatever, or just regular approaches that make them enthusiastic again, but if it's half-hearted, there are already many, half the class, there are many, I give other variations, for example, I insert exciting games in the middle of the lesson that may not be too related to English so that they can get their language back, so if they are enthusiastic again, then we can continue with the previous media." *(Ln.288)*

9. What did you do when you found out that your learners' results in assignments were still low after using Instructional Media?

KS. "That means we use the media to test whether it actually works or not. If it doesn't work, that means we have to try other media. There are lots of media." *(Ln.289)*

MRA. "Usually we evaluate, like evaluating using this media is not suitable, try using another one, for example, PPT, PPT, it seems like the children want to be open, try using it in the next meeting, eh, this discussion is a discussion, they are shy, try it, ah, we make pairs, then what else do we use, then try, our children prepare paper to make a summary, oh, it turns out it works, so that's why I said that for each chapter I use various media so that I also know what is effective for children, and at the same time introduce children to how to use this media, how to use it, so it's more attractive, varied." *(Ln.290)*

DI. "That means we chose the wrong media, miss. It means it didn't work, so I changed it to another media that were more interesting and easy to understand, but with the same material, I repeated it, miss. Basically, they did it until they understood." *(Ln.291)*

DPS. "For example, if in my opinion it doesn't work, then change the media automatically, change the chapter, don't be enthusiastic, maybe you're bored and don't understand"*(Ln.292)*

SM. "Observe first whether it is because my media is not innovative enough or change media to attract their attention by using media but the content is different" *(Ln.293)*

NMD. "Evaluation, evaluation, roughly where is lacking, is it because of the media or because of the child, so that's just a factor, right" *(Ln.294)*

ARH. "Oh, usually I filter, I filter the children who are still under 50, usually I filter them and then I sit them in a different place, I ask where their difficulties are when I already know where their difficulties are, but not only for them, but for the whole class so that the others are also more mature in understanding the material." *(Ln.295)*

KR. "Of course there will be an evaluation, what are the errors in the media, maybe the media is lacking or maybe my explanation is lacking or maybe the children are not paying attention enough, so for the next meeting I can fix it, for example, the shortcomings in the media, so the media is a bit more varied or maybe the explanation is a bit less clear" *(Ln.296)*

10. What do you do if you do not know how to use a certain Instructional Media?

KS. "No, I'm the type of teacher who doesn't like something, I don't try it, I don't want to try it because I think it's appropriate for the child, because the teacher is the

one who knows the child's condition, so if the child is put in this media, will it fit or not?" *(Ln.297)*

MRA. "For example, if we can finish the material quickly, we can't see it, wow, this is interesting, let's try it, but we still have to study it first, this is how it works, okay, this is how it works, so we have to find out what the obstacles are so we can overcome them, then after that we can apply it." *(Ln.298)*

DI. "I usually browse first to find out how to do it. Basically, I try to learn, learn and learn, for example, if I can't use this media, I ask other teachers who have used this before, how to do it, for example, demanding that children want to learn, which means the teacher has to learn too." *(Ln.299)*

DPS. "You have to be able to study, why can't you? In this day and age, on the other hand, maybe this is the right thing to do, inspiring, try studying it first. If I were to study it first."*(Ln.300)*

SM. "If I can, I can, I want to, sometimes if I really want to use this, I can search on YouTube, I can use it, but if in the end I find a dead end, then in the end I look for something else."*(Ln.301)*

NMD. "study, study, yes, we find out, we still have to update, yes, so we want to learn" *(Ln.302)*

ARH. "Yes, I'll find out, miss, if I can't, but usually I use media that I have mastered, using instructional media that I have mastered so that when I deliver it in front of the class I can deliver it well, so if there is something I don't know, usually I postpone it for a while, I don't learn about this first, so that later when I'm in class, the results are maximized."*(Ln.303)*

KR. "It depends on the level of difficulty. If it's not too complicated, I'll look for a tutorial and try to apply it. If there are still some mistakes, I'll look for the tutorial again to make it perfect. But if it's complicated and I try and it doesn't work, I won't use it." *(Ln.304)*

11. What do you do if you will be teaching English using Instructional Media, but your school facility does not support it?

KS. "We use very simple media, yes, it goes back to the teacher, what kind of creativity is that, it's not that difficult, actually, you can actually just use a pencil." *(Ln.305)*

MRA. "I have had it before, like I have invited my children to study with native speakers, but the school doesn't provide videos like zoom, so I took the initiative to rent a zoom myself. The regular one is only 30 minutes and it's good, so I rent it later to study with native speakers. So if we want to be good, we'll find it ourselves, but maybe that's all, the other facilities are already there, that's all." *(Ln.306)*

DI. "That is, we are confused, yes, ma'am, like that, yes, like I want to teach listening, yes, our listening doesn't have a speaker, how do we automatically teach children listening, sometimes it's me who reads, for example, I sing first, ma'am, yes, my voice is so it's difficult, yes, there are no speakers in the meeting room, there are 3 large speakers but sometimes they are also used for other subjects." *(Ln.307)*

DPS. "Maybe I will coordinate first with the principal, maybe if there are funds it can be budgeted (ACC) so there is no reason not to use the media because my focus is on how to make the child understand and so that the stigma that English is difficult will gradually disappear." *(Ln.308)*

SM. "How can we make our wishes come true, but if not, never mind, it's okay, we'll just leave it for now, but usually" *(Ln.309)*

NMD. "try to facilitate with personal facilities but not in a way that is burdensome, for example or the child moves the teacher" *(Ln.310)*

ARH. "give advice to the school to complete at least one to support instructional media in the classroom because if we only rely on lecture media, it will not be optimal to give advice or maybe if the school has limited funds, they don't have FUNDS to prepare instructional media, we can try it ourselves*" (Ln. 311)*

KR. "Maybe I use media that doesn't need special tools, maybe like songs or I tell stories to the children in my own way or maybe other media that doesn't need special tools." *(Ln. 312)*

12. Do you ever innovate or modify steps of instructional media used as long as you know?

KS. "It can be like that, you can also change the media if the child doesn't understand how to use it, okay, but so far it's just cheating on TikTok." *(Ln.313)*

MRA. "maybe creating media for myself sometimes, sometimes I create media from what I have learned in college and besides that, yes, sometimes there is TikTok, TikTok, for example, is really fast, especially the algorithms that are not used for learning Learning so like oh there is this inspiration, like making mind mapping and so on, like often I don't also get it from suspense so like snakes and ladders, yes, that's happened, then like crossword puzzles, in college, we have been taught the results or not, which are looking for words, yes, that's happened" *(Ln.314)*

DI. ""Yes, there is usually I, if from TikTok, I don't change the word, sometimes I change the sentence or by changing the word or replacing it with a picture, the main thing is related to my material and adjusting the situation otherwise it will be zonk again, the intention is to use it so that there is a change, yes, I always evaluate it, then if I usually add to the child's vocabulary when I am absent, I call the child by name, for example Rasya, I have said from the beginning that if I call your name, please mention the name of the animal if not fruit in English, if not, then the same verb in Indonesian so that your friends hear and know so that we are together. together learn sometimes also objects in the hobby class usually don't ask like that to increase their vocab including today's words." *(Ln.315)*

DPS. "So far, it's still like looking at adopting, yes, not innovating, yes."*(Ln.316)*

SM. "I usually make a variety of things, sometimes there is a template, but we fill in the students' needs ourselves" *(Ln.317)*

NMD. "Innovating or modifying, I have never tried" *(Ln.318)*

ARH. "all instructional media that I ever used, I am still adapting, imitating from social media*" (Ln. 319)*

KR. "Modifications may be in the procedure text material that I have seen on Instagram videos practiced for crafts but I tried to use it for English and Alhamdulillah it worked." *(Ln. 320)*

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