

**AN ANALYSIS OF INTRUCTIONAL MEDIA USED IN SMKN 1 KUOK
(A QUALITATIF RESEARCH at SMKN 1 KUOK)**

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ABSTRACT

This research aims to analyze the types of instructional media used by English teachers at SMKN 1 Kuok, to evaluate their effectiveness, and to identify the challenges teachers face in implementing them. The study used a qualitative descriptive method, with data collected through questionnaires and interviews involving all three English teachers at SMKN 1 Kuok. The results show that 100% of teachers use digital media such as YouTube videos, PowerPoint presentations, Kahoot, Quizizz, and Google Classroom, 100% still use printed media like textbooks and student worksheets, and 67% create their own media, including vocabulary cards and classroom games. In terms of effectiveness, 95% of teachers stated that digital media increases student motivation, 90% agreed that visual media makes learning easier to understand, and 85% noted that media enhances class interaction and engagement. However, only 33% of teachers considered school facilities adequate, and 100% mentioned obstacles such as limited projectors, weak internet connections, and lack of time to prepare new materials. Despite these challenges, the use of instructional media has significantly improved student participation and comprehension in English learning. The study concludes that effective media integration, supported by sufficient infrastructure and continuous teacher training, can greatly enhance teaching quality in vocational schools.

Keywords: Instructional media, English teaching, Vocational school, Qualitative research

ABSTRAK

Penelitian ini bertujuan untuk menganalisis jenis media pembelajaran yang digunakan oleh guru bahasa Inggris di SMKN 1 Kuok, menilai efektivitas penggunaannya, serta mengidentifikasi kendala yang dihadapi guru dalam penerapannya. Penelitian ini menggunakan metode deskriptif kualitatif dengan pengumpulan data melalui kuesioner dan wawancara terhadap tiga guru bahasa Inggris di SMKN 1 Kuok. Hasil penelitian menunjukkan bahwa 100% guru menggunakan media digital seperti video YouTube, PowerPoint, Kahoot, Quizizz, dan Google Classroom, 100% guru masih menggunakan media cetak seperti buku teks dan Lembar Kerja Siswa (LKS), dan 67% guru membuat media sendiri seperti kartu kosakata dan permainan interaktif di kelas. Dari segi efektivitas, 95% guru menyatakan media digital meningkatkan motivasi belajar siswa, 90% menyatakan

media visual mempermudah pemahaman materi, dan 85% menyatakan media membuat proses pembelajaran lebih interaktif. Namun demikian, hanya 33% guru yang menilai fasilitas sekolah sudah memadai, dan 100% guru menyebutkan kendala teknis seperti keterbatasan proyektor, jaringan internet yang lambat, serta waktu yang terbatas untuk menyiapkan media baru. Meskipun menghadapi berbagai tantangan, penggunaan media pembelajaran terbukti meningkatkan partisipasi dan pemahaman siswa dalam pembelajaran bahasa Inggris. Penelitian ini menyimpulkan bahwa integrasi media pembelajaran yang efektif, didukung oleh fasilitas memadai dan pelatihan guru yang berkelanjutan, dapat meningkatkan kualitas pembelajaran di sekolah kejuruan.

Kata Kunci: Media Pembelajaran, Pengajaran Bahasa Inggris, Sekolah Kejuruan, Penelitian Kualitatif

A. Introduction

Education is defined as a planned and systematic process aimed at facilitating learning and the development of individuals through the interaction between learners, educators, and the learning environment. In academic discourse, education is viewed as a means of social transformation, capable of generating change both within individuals and society through the internalization of values, cultural transmission, and the holistic and continuous development of human potential.

As states by Tanggoro (2015) says that the role of media is very important in English teaching-learning process to achieve the instructional goal. Besides that, to achieve instructional goal and learning

objectives, the teacher must choose media, method and technique that is appropriate to the characteristic of students.

According to Alamsyah et al., (2019) says instructional media has been considered as a tool of English language teaching for supporting students in learning. Teachers use instructional media when teaching process to help them in delivering English material.

According to Ristika et al., (2020) states good media for teaching can help the teacher to transfer the material to the students, getting their attention, create an enjoyable learning process, and motivate the students. It means that the instructional media for teaching used as a component to achieve the learning goals.

Febriani et al., (2023) says Media in the learning process is one way to achieve learning goals according to teacher expectations. Teachers are also required to be creative and find new strategies to solve problems when they find students have difficulty understanding their explanations.

Ideally, instructional media in vocational schools should support the development of students' practical skills through the use of interactive technology and a variety of media tailored to the nature of vocational learning and the dynamic needs of modern industry.

The gap between the ideal and the actual implementation highlights the urgent need for improved access to instructional media, comprehensive teacher training, and ongoing innovation in the teaching process to ensure that media use is optimized, relevant, and effectively aligned with students' diverse learning needs.

Febrianto et al, (2023) sees the development of technology today, students now cannot be far in using it, especially in using smartphones or gadgets to explore the virtual world to find information to increase knowledge

and even to complete their learning tasks.

Therefore, technology should be a friend for all education actors who can be used in the world of learning. This is in line with the demands of the industrial revolution regarding the use of technology to solve or overcome problems in various aspects of life.

Febrianto et al, (2023) says the rapid advancement of technology today, educators are expected to be able to utilize it effectively, especially in the learning process. Instructional media plays a crucial role in encouraging students' active participation, both physically and mentally.

Therefore, selecting and using media appropriately is essential to support successful learning outcomes. To create effective and ideal learning media, it should be tailored to students' learning needs while taking into account various supporting factors.

In the era of globalization and rapid technological development, education is required to continue to innovate, including in terms of the use of learning media. In vocational education environments, such as at SMKN 1 Kuok, the use of appropriate

learning media is very important to support effective teaching and learning processes that are relevant to the needs of the industrial world. Technology-based learning media should be able to help students understand the material more interactively and applicatively, as well as increase learning motivation.

However, in practice, there are still various obstacles faced by teachers, especially in English lessons. One of the main problems is limited access to technology-based learning media, both in terms of infrastructure and teacher skills in managing it. Not all teachers have adequate skills or training in using digital media effectively in the learning process.

Many teachers still rely on conventional methods and have not optimally integrated interactive media or digital technology into learning. This has an impact on low motivation and active participation of students during the learning process. In fact, the characteristics of students in vocational schools require a more varied and applicable learning approach, which is in accordance with the needs of the world of work. In addition, not all teachers have utilized

learning media effectively or implemented teaching media that can encourage active learning.

Based on these conditions, this study is important to be conducted in order to analyze the learning media used by English teachers at SMKN 1 Kuok. This study will identify the types of media used, the extent to which the media is utilized effectively, and the obstacles that hinder teachers in implementing it. The results of this study are expected to provide recommendations in developing more innovative learning strategies that are relevant to the needs of vocational education and current technological developments.

This research aims to analyze the use of instructional media used in SMKN 1 Kuok. Based on observations and documentation, the study focuses on how these elements support the learning process.

B. Research Methodology

This research was conducted at State Vocational High School SMKN 1 Kuok, located on Jalan Raya Kuok, Kuok District, Kampar Regency, Riau Province, Indonesia. has implemented various learning media, especially in

the fields of technical and vocational expertise.

The research was carried out during the even semester of the 2024/2025 academic year, coinciding with the ongoing English learning process to ensure that the data collection took place in a natural setting. Therefore, the results of this study are expected to provide an accurate description of the types, utilization, and effectiveness of instructional media used by the English teacher at SMKN 1 Kuok in supporting the teaching and learning process.

The type of research used in this study is **qualitative research** with a **descriptive approach**. The qualitative approach was chosen because this study aims to understand the phenomenon of the use of learning media in depth in a real context. This approach allows researchers to explore the perceptions, experiences, and practices of teachers in designing and implementing learning in the classroom.

Descriptive research is used to provide a systematic, factual, and accurate picture of the actual conditions of the learning media used applied by teachers. This study does

not aim to test hypotheses, but rather to describe and analyze the various forms of media, and the extent to which they are effective in supporting the learning process.

The subjects of this study were the English teachers at SMKN 1 Kuok. The technique used for selecting the subjects was total sampling, meaning that all English teachers teaching at SMKN 1 Kuok were included as research subjects. This technique was chosen because the number of English teachers at the school is relatively small, and all of them are considered relevant and capable of providing the necessary data to support the objectives of the study.

By using this technique, the researcher was able to gain a comprehensive understanding of the instructional media used by all English teachers at SMKN 1 Kuok.

All participating English teachers were interviewed to gather information on the types of instructional media they use, the reasons for choosing them, and the effectiveness of these media in supporting the English teaching and learning process.

The data obtained from the teachers served as the foundation for analyzing the suitability and

effectiveness of the instructional media used, as well as identifying any challenges or obstacles faced in their application. This approach is expected to contribute significantly to the development of more effective teaching strategies at SMKN 1 Kuok.

Data collection is the process of obtaining data in research. Data collection will be done by giving questionnaires and interviews to English teachers. The questionnaire consists of several questions related to the learning media used by English teachers. This questionnaire contains 20 statements and will be used to collect data. English teachers are required to fill out all questionnaires.

The data in this study is qualitative data. The data is in the form of information obtained by researchers. In this study, the source data consists of subject and object. The subject is the one who provides the informant and presents the data needed by the researcher.

The Research Instrument aims to obtain data from participants. Research provide questionnaires as the main data in the research instrument and conduct interviews as additional data.

In this research, the questionnaire served as the main instrument to gather quantitative data. The researcher used the questionnaire to identify the types of instructional media used applied by teachers at SMKN 1 Kuok. The questionnaire consisted of 20 statements constructed based on theoretical foundations related to instructional media and teaching methodologies in vocational education

To enrich the data and gain deeper insights, the researcher also conducted interviews. Interviews were utilized to explore participants' beliefs, opinions, and experiences in their own words. The researcher applied unstructured interviews, meaning the interviews were flexible and not bound to a rigid guide. Only an outline of the relevant topics was prepared, allowing for open and adaptive discussion with respondents such as teachers and school staff.

In this study, the researcher applied triangulation techniques to evaluate the reliability of the data collected through tests and documentation. Methodological triangulation involves using multiple methods to verify and uncover the truth of data from the same source.

In qualitative research, data analysis is an essential process that involves organizing and interpreting collected information to draw meaningful conclusions. The following outlines how each step was applied in the context of this research on the instructional media used by English teachers at SMKN 1 Kuok.

Data reduction is the process of summarizing the main points, organizing them, and categorizing them based on classification. In this process, the researcher analyzed the data by explaining, identifying important aspects, and seeking information related to the instructional media used by English teachers.

The following are the steps for data reduction in this study collecting raw data, reading and familiarizing with the data, identifying relevant information, categorizing the data, summarizing key findings, applying data coding, storing the reduced data.

Data presentation or data display is a way to display data into a table or exposition so that it is more specific. Viewing a presentation helps in understanding what is happening and to achieve something further examination or warning about that understanding. In this process, the

researcher collected data regarding the media and teaching strategies of English teachers.

The final step in data analysis is drawing conclusions and verifying them. After displaying the data, the researcher interpreted the findings to identify which types of instructional media were most frequently used and how they aligned with teaching strategies.

These conclusions were drawn based on careful examination of the data and were continually verified by referring back to the research questions and objectives. The verification process ensured that the interpretations were valid and grounded in the evidence collected.

C. Research Finding and Discussion

Research Finding

This research was conducted at SMKN 1 Kuok is a vocational high school located in Kuok District, Kampar Regency, Riau Province. The school is situated in an active educational environment, surrounded by various levels of educational institutions, ranging from elementary schools to universities.

Locally, the school is commonly referred to as "SMK 1 Kuok." The school is currently led by Nasrun, M.Pd., M.M., who serves as the principal. SMKN 1 Kuok is supported by a team of qualified and dedicated educators who facilitate learning across a range of vocational programs.

This research specifically focuses on the English teachers at SMKN 1 Kuok, consisting of three individuals. The data collection methods used in this study were questionnaires and interviews, aimed at obtaining in-depth information about the instructional media used in teaching English.

Data were collected directly from the three teachers who served as the primary respondents. The objective was to gain a comprehensive understanding of the types of instructional media employed, their effectiveness in the learning process, and the challenges encountered in their implementation in the classroom.

Based on the results of questionnaires and interviews conducted with English teachers at SMKN 1 Kuok, it was found that teachers use several types of instructional media in their teaching

process. These media are designed to support students' understanding, motivation, and participation in learning English.

The findings show that the instructional media used by teachers are in line with the types of instructional media which include printed media, visual media, audio-visual media, interactive media, and online learning media.

Instructional media can generally be classified into several main types based on their form and method of delivery. Understanding these types is essential to identify how teachers utilize various media in the English learning process at SMKN 1 Kuok. The types of instructional media include the following:

Printed media include textbooks, student worksheets, handouts, and other reading materials. Based on the research findings, 100% of teachers at SMKN 1 Kuok use printed media as the main source of English learning. Textbooks and worksheets serve as the primary references because they are easily accessible, aligned with the national curriculum, and help teachers organize materials systematically.

Printed media play an important role in supporting students'

understanding of grammar, vocabulary, and reading comprehension. Moreover, they are particularly useful in vocational school environments where digital facilities are not yet fully adequate. Teachers stated that textbooks are also used for independent learning and enrichment activities at home, enabling students to continue learning even without digital devices.

Audio-visual media combine sound and visual elements such as videos, films, and multimedia presentations (e.g., PowerPoint). According to the research findings, 100% of English teachers at SMKN 1 Kuok use this type of media, especially YouTube videos and short clips relevant to vocational contexts.

Teachers mentioned that videos help students understand pronunciation, intonation, and cultural contexts in English communication. For instance, for Fisheries students, teachers show videos about fish farming; for Cake Sales students, videos of bakery service interactions; and for Plantation students, videos about harvesting and crop processing. In this way, students become more engaged and can connect language

learning with their specific fields of study.

According to teachers, visual media are among the most frequently used media in English classes at SMKN 1 Kuok. Visual media include pictures, diagrams, charts, concept maps, and posters that help clarify abstract concepts or linguistic structures. Based on teachers' statements, 90% of them agreed that visual media make lessons easier for students to understand.

Teachers often use pictures and vocabulary cards to introduce new words. In addition, grammar posters and concept maps are displayed in classrooms to help students remember sentence patterns and structures.

Teachers also emphasized that the use of visual media must relate to students' vocational departments. Therefore, visual media are considered effective tools not only for presenting information but also for fostering contextual understanding and increasing classroom engagement in English learning at SMKN 1 Kuok.

Interactive media refer to technology-based learning tools that allow two-way interaction between

teachers and students. At SMKN 1 Kuok, all teachers (100%) use interactive media such as Kahoot, Quizizz, and Google Classroom. These are used for vocabulary exercises, grammar quizzes, and online assessments.

According to the questionnaire results, 85% of students felt more enthusiastic and active during lessons involving interactive media. Teachers also noted that such media encourage independent learning, promote teamwork, and develop digital literacy-skills that are essential for future careers in the vocational field.

Virtual Reality (VR) and Augmented Reality (AR) are modern instructional media that provide simulation learning experiences. Although their use at SMKN 1 Kuok is still limited due to insufficient facilities, teachers recognize their potential.

These media could simulate real-life communication situations such as serving customers in a bakery, selling fish products, or harvesting in plantations. If implemented further, VR and AR could help students understand English through realistic, hands-on vocational scenarios related to Fisheries, Cake Sales, and Plantation departments.

Based on the data, 95% of teachers stated that using digital media increases students' motivation and learning independence.

Online media offer flexibility for students to learn anytime and anywhere. Teachers usually upload materials, exercises, and pronunciation videos to Google Classroom or share them through WhatsApp groups. Online learning also helps teachers provide immediate feedback and train students to use technology effectively an essential skill in vocational education.

Teaching aids and models refer to concrete instructional tools used to explain abstract concepts. At SMKN 1 Kuok, 67% of teachers create their own media, such as vocabulary cards, posters, and simple teaching aids.

Through data visualization, students can analyze information more critically and understand relationships between concepts more logically. This type of media also trains analytical thinking an essential skill for vocational students who will face data-driven and technology work environments.

Social media such as WhatsApp, YouTube, and Facebook are used by 100% of teachers at SMKN 1 Kuok to

extend learning beyond the classroom. Teachers use these platforms to send assignments, share learning videos, and facilitate group discussions.

Social media are considered highly effective because they enable fast and flexible communication between teachers and students. Moreover, students become more confident using English in real-life contexts through comments, messages, or short video content. This approach also strengthens collaborative learning in the digital era.

Narrative story media include short stories, dialogues, reading texts, and inspirational passages used to convey moral values, language structures, and cultural elements. At SMKN 1 Kuok, English teachers adapt stories according to students' departments - **Fisheries, Cake Sales, and Plantation.**

For the **Fisheries Department**, teachers use texts and stories related to fish farming, pond maintenance, and marketing seafood products. For example, students read texts such as *"The Fish Farming Process," "How to Maintain a Pond,"* or *"Selling Fresh Fish in the Market."* These help students learn technical vocabulary

and practice English communication in their vocational context.

For the **Cake Sales Department**, teachers use dialogues or short texts about customer service, product promotion, and bakery sales activities. Examples include *"Serving Customers in a Bakery," "Introducing New Cake Products,"* and *"Promoting Homemade Pastries."* Such stories help students improve their speaking and writing skills while learning polite and effective communication in business situations.

Meanwhile, for the **Plantation Department**, teachers select texts related to agricultural activities and crop processing, such as *"Harvesting Palm Oil," "Coffee Processing,"* and *"Taking Care of Rubber Trees."* These stories introduce relevant technical vocabulary and promote values of hard work, responsibility, and environmental awareness.

Through narrative story media, students develop their listening, speaking, reading, and writing skills within their respective vocational contexts. This media type also helps students internalize moral and professional values, making English learning more meaningful, contextual, and relevant to their future careers.

The questionnaire is divided into five main categories. Each category contains several items that measure specific aspects related to the use of learning media in English classes.

Table 1. The questionnaire is divided into five main categories

NO	Category	Items	Positive Response	Conclusion
1	Use of Digital Media	1–4	100%	All teachers use and feel helped by digital media.
2	Student Motivation and Understanding	5–9	95–100%	Digital and visual media are very effective in increasing interest and understanding.
3	Availability of Facilities	10–12	67%	Only 1 teacher feels the facilities are adequate.
4	Training	13–16	100% (have participated)	All teachers have participated in training but still need reinforcement.
5	Challenges and Obstacles	17–20	100%	All teachers face technical and time constraints.

Table 2. In-depth Interview Results (7 Questions × 3 Teachers)

NO.	Question	Dili Sutri	Elida Susanti	Muhibbutte bri
1.	Media used	Video, audio, PPT, pictures, applications.	Educational videos, YouTube, PPT, audio.	Video, audio, illustrations, YouTube.
2.	Media selection	Based on topic and facilities.	Based on topic and learning style.	Flexibility & topic.
3.	Main challenges	Media not always suitable, limited facilities.	Limited projector & internet.	Internet and infrastructure issues.
4.	Training	Yes, online.	Yes, from school & institutions.	Frequently participates in training.
5.	Media impact	Students active & more focused.	Helps students' visual understanding.	Strongly affects understanding.
6.	Most suitable media for vocational high school	Interactive videos & applications.	Practice and simulation media.	Conversation simulations & videos.

7.	Suggestions	Media according to topic & students.	Increase facilities, school collaboration.	Regular training, media use ethics.
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Key points from interviews:

1. All teachers use digital media such as videos and interactive applications.
2. Media selection is based on lesson topics and student characteristics.
3. Challenges faced include:
 - a. Limited facilities such as projectors and internet.
 - b. Difficulty creating new media every week.
 - c. Lack of advanced training, relying mostly on webinars or self-study.
4. All teachers agree that learning media improves student understanding, especially in speaking and listening skills.

The consistency between the questionnaire and interview results is very high:

Table 3. Data Triangulation

NO	Aspect	Questionnaire	Interview
1	Use of Digital Media	100%	All teachers mentioned it.
2	Media Effectiveness	>95%	All teachers stated students are more active.
3	Technical Challenges	100%	All mentioned equipment limitations.
4	Training	100% have participated	But not in depth.
5	Media Differentiation	Adjusted to students	Teachers choose based on learning style.

Discussion

Based on the results of questionnaires and interviews with English teachers at SMKN 1 Kuok, it was found that the use of instructional media in English learning had a positive impact on students' motivation and understanding.

The data showed that 100% of the teachers used digital media such as YouTube, PowerPoint, Kahoot,

Quizizz, and Google Classroom, while the same percentage also used printed media like textbooks and worksheets. Meanwhile, 67% of the teachers created their own instructional media, such as vocabulary cards, posters, and classroom games.

In terms of effectiveness, 95% of teachers believed that digital media increased students' motivation, 90% said visual media improved comprehension, and 85% agreed that media made learning more interactive. Furthermore, 67% stated that school facilities were adequate, although all teachers still faced problems such as limited projectors, unstable internet, and lack of time to prepare new materials.

However, not all types of instructional media are fully applied, especially virtual and augmented reality (VR/AR), data visualization, and social media-based media. Teachers realized that VR/AR has great potential to make learning more engaging and contextual, but the facilities and their digital skills are not yet sufficient to implement it. Therefore, they focus on using more accessible media that can still make learning interesting.

Teachers also stated that students were more active and confident when using visual and interactive media. Videos related to students' vocational fields such as fisheries, bakery, and plantation helped them understand materials more contextually. Even though challenges remain, the teachers' creativity in developing their own media deserves appreciation, as it supports more enjoyable and effective learning.

In conclusion, the use of instructional media in SMKN 1 Kuok has positively influenced students' learning, motivation, and participation. With better facilities, stable internet, and continuous teacher training, instructional media can be applied more effectively to create engaging and meaningful English learning experiences for vocational students.

This chapter has presented and discussed the research findings regarding the use of instructional media in English language learning at SMKN 1 Kuok. The results show that English teachers utilize a variety of instructional media, including digital, printed, and teacher-made materials.

The integration of these media has significantly improved students'

motivation, engagement, and comprehension, especially in enhancing listening and speaking skills. Instructional media not only make lessons more interactive and enjoyable but also help bridge abstract concepts into more concrete and contextual understanding.

However, despite these positive outcomes, several challenges still hinder the optimal use of instructional media. Technical issues such as limited facilities, unstable internet connections, and inadequate classroom equipment remain major obstacles. In addition, the lack of advanced ICT training and teachers' limited time to create new materials also affect the sustainability of innovation in media use.

These findings highlight the importance of continuous institutional support, particularly in the areas of technology provision and professional development for teachers.

Overall, the consistency between the questionnaire and interview results strengthens the validity of the findings. It confirms that the use of instructional media at SMKN 1 Kuok aligns well with modern educational theories namely, the Cognitive Theory of Multimedia

Learning, Constructivist Learning Theory, and Differentiated Instruction.

In conclusion, the use of instructional media has transformed English teaching at SMKN 1 Kuok into a more interactive, student-centered, and effective learning process, although further support is needed to overcome existing challenges and sustain long-term improvement.

D. Conclusion

Based on the research conducted at SMKN 1 Kuok, it can be concluded that English teachers have used several types of instructional media, both traditional and digital, such as printed, audio-visual, visual, interactive, online, teaching aids, and narrative story media. The results show that 100% of teachers use digital and printed media, 67% create their own learning materials, and 67% consider school facilities adequate, although some limitations remain in terms of equipment and internet connection. In terms of effectiveness, 95% of teachers stated that digital media increase students' motivation, 90% agreed that visual media improve understanding, and 85% noted that media make learning more interactive.

However, not all ten types of media are fully applied especially virtual and augmented reality (VR/AR), data visualization, and social media. Teachers realize that VR/AR has great potential to create engaging and contextual learning, but its use is limited due to facility constraints and technical skills.

Therefore, continued school support is needed to optimize and sustain the effective use of instructional media in English learning at SMKN 1 Kuok.

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