



การศึกษาการใช้สื่อของครูในการสอนการอ่าน ภาษาอังกฤษเป็นภาษาต่างประเทศ
EXPLORING TEACHERS' USE OF MEDIA IN EFL READING INSTRUCTION

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาชนิดของสื่อที่ใช้ในการสอนการอ่านของครูไทยที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ (2) ศึกษาวัตถุประสงค์ของการใช้สื่อในการสอนการอ่าน (3) ศึกษาการใช้สื่อในการสอนการอ่าน (4) ศึกษาความคิดเห็นของครูเกี่ยวกับการใช้สื่อในการสอนการอ่าน (5) ศึกษาความคิดเห็นของนักเรียนเกี่ยวกับการใช้สื่อในการสอนการอ่าน กลุ่มตัวอย่างประกอบด้วยครูไทยที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศระดับชั้นมัธยมศึกษา ในจังหวัดตรัง จำนวน 127 คน และนักเรียนระดับมัธยมศึกษา จำนวน 398 คน เครื่องมือที่ใช้ได้แก่ แบบสอบถาม แบบสังเกตการสอน และแบบสัมภาษณ์ สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ สถิติบรรยาย และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า (1) สื่อที่ครูใช้บ่อยที่สุดในการสอนการอ่านคือ หนังสือเรียน กระดานดำ ซีดีรอม/วีซีดี และ อินเทอร์เน็ต (2) วัตถุประสงค์ของการใช้สื่อในการสอนการอ่านคือ ตรงกับจุดมุ่งหมายของเนื้อเรื่อง ช่วยพัฒนาทักษะของนักเรียน และเหมาะสมกับเนื้อหา (3) ครูที่สอนในโรงเรียนขนาดใหญ่ และขนาดกลางใช้สื่อสิ่งพิมพ์ในทุกช่วงของ กิจกรรมการอ่าน ครูที่สอนในโรงเรียนขนาดเล็กใช้สื่อทัศนูปกรณ์ในขณะที่นักเรียนทำกิจกรรมระหว่างการอ่าน และสื่อ เทคโนโลยีในขณะที่นักเรียนทำกิจกรรมหลังการอ่าน (4) ครูมีความคิดเห็นว่าสื่อช่วยให้ผู้เรียนเข้าใจเนื้อหาได้ง่ายขึ้น ช่วยให้ผู้เรียนได้รับประสบการณ์กว้างขวางยิ่งขึ้น และ ช่วยให้ผู้เรียนเรียนรู้อย่างมีประสิทธิภาพ (4) นักเรียนมีความคิดเห็น ต่อประโยชน์ในการใช้สื่อขณะสอนการอ่านว่า สื่อทำให้บทเรียนน่าสนใจมากขึ้น ทำให้การเรียนการสอนสนุกสนาน ไม่น่าเบื่อหน่าย และช่วยให้ผู้เรียนได้รับประสบการณ์กว้างขวางยิ่งขึ้น

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Abstract

The study aimed to explore (1) types of media used in English reading instruction, (2) purposes of using such media, (3) the ways of using media, (4) teachers' opinions toward the use of media, and (5) students' opinions toward the use of media. 127 Thai EFL teachers who taught at the secondary school level in Trang and 398 EFL students who studied at the secondary school level in Trang participated in this study. The instruments included the 'teacher uses of media' questionnaire, 'student uses of media' questionnaire, semi-structure interview and fieldnotes. The data were analyzed using descriptive statistics and content analysis. The results of the analyses revealed that (1) the most frequent uses of media were textbooks, blackboard, CD-Rom/VCD and the Internet, (2) the purposes of using media in reading instruction should be relevant, appropriate and useful to the lesson and reading skill development, (3) teachers from large and medium schools tended to use written texts during pre-, while- and post reading processes; on the other hand, teachers from small schools tended to use visual aids during the pre-reading process and technology during the post-reading process, (4) teachers indicated that using media led to better comprehension, provided extensive experiences and promoted reading achievement, and (5) students concluded that if teachers used media in the reading class, they would make the lesson more fun and challenging as well as offer more extensive experiences.

คำสำคัญ : สิ่งพิมพ์ / ทัศนูปกรณ์ / โสตทัศนูปกรณ์ / เทคโนโลยี / การสอนการอ่าน

Keywords : Written texts/ Visual aids/ Audio-aids/ Technology/ Reading Instruction

Introduction

Reading plays an important role in the process of language learning. It is one of the most important skills for students to ensure success in learning. Meanwhile, since reading plays a very important role in the process of language learning, the teacher needs to be selective in developing his/her instructional reading media and materials. Teacher should carefully select tools and strategies to support learning to read. In facilitating L2 reading comprehension, the use of sound, pictures, and electronic texts assisted teachers to develop reading instruction in vocabulary acquisition and text comprehension (Anderson, 2008, Chun & Plass, 1996a, 1996b; Cohen, 1987; Hanley, Herron, & Cole, 1995; Grabe, 2009, Omaggio, 1979; Secules, Herron, & Tomasello, 1992). Using media can provide a density of information and richness of cultural inputs which are not possible in the traditional reading classroom. Thus, media may assist teachers from giving excessive explanation because it offers the contextualization and solid point for designing reading tasks and activities.

There are many ways in which EFL teachers can use media creatively in the classroom. Mollicca (as cited in Brinton, 2001) suggested that media can help students to process information more readily. Media such as audio, video, computer and internet sources have been proved as effective tools to develop students' language competence so that they can interact with others comfortably and successfully in real-

life situations. Brinton (2001) suggested two effective ways to use media in class. First, teachers can use media alone or use together with other media in a multimedia environment. Second, teachers have to consider the purposes for which these media are being used; for example, to aid in presentation, to provide practice and stimulate communicative interaction, or to provide feedback. In addition, Brinton (2001) claimed that the preparation of teacher-made media materials needed an excessive investment of time and energy. As a result, some teachers are not willing to use media tools to support their reading instruction because the tool requires a great time and energy to prepare. However, integrating the use of media may facilitate teachers to prepare a meaningful reading lesson in order to meet the needs of all students at the small, medium and large school levels. Therefore, the findings of this study can give information about the uses of media in the classroom. It will also be useful for reading teachers to make guidelines in the uses of media in their English reading classes. Using media in the reading class may assist EFL students to overcome their difficulties in reading such as lack of reading strategies or lack of motivation.

Purposes of the study

This study was conducted to (a) investigate Thai EFL teachers' use of media in reading instruction, (b) explore Thai EFL teachers' opinions towards the use of media in reading instruction at the small, medium and large secondary schools and (c) explore students' opinions towards the use of media in reading instruction in the Southern part of Thailand, particularly, Trang Province. The findings of this study can give information about the uses of media in the classroom. It will also be useful for reading teachers to make guidelines in the uses of media in their English reading classes. Using media in the reading class may motivate EFL students to engage themselves in reading English materials and other sources.

Research Methodology

Participants

The participants were 127 Thai teachers of EFL who taught at the small, medium and large secondary school levels in Trang and 398 EFL students who studied at the secondary school levels in Trang. The large secondary school refers to school with more than 1,500 students. The medium secondary school refers to school with 501-1,500 students and the small secondary school refers to school with a number of less than 500 students.

The number of the participants at each level was calculated by using Yamane (1967)'s formula with a 95% confidence level and a 5% of precision level sampling selected. In this study, there were 52 teachers at the large secondary school sizes, 67 teachers at the medium secondary schools and 8 teachers at the small secondary school.

Instruments

There are four instruments used in this study which are the teacher uses of media questionnaire, student uses of media questionnaire, semi-structure interview and fieldnotes

Teacher Uses of Media Questionnaire

The teacher uses of media questionnaire consisted of three parts with 24 items. The items asked participants to mark a number that applied to them using a five-point Likert scale ranging from 1 to 5. The higher the number, the more frequent the participants reported their use of each media in reading instruction. In the first part, it aimed at asking for personal information.

The second part of the teacher uses of media questionnaire consisted of 3 sections with 20 items which were related to the use of media and how to use media in reading instruction. The first section of this questionnaire included 9 items based on the results from the exploratory study which asked about the current uses of media in reading instruction. The second section of this questionnaire focused on the purposes of using media in reading instruction. In this section, the questionnaire items were adapted from Wassanasomsithi (1998). The third section of this questionnaire, which was based on the results of the exploratory study as well as adapted from Brantmeier (2003), assessed how teachers used media in reading instruction.

For the third part of questionnaire, it consisted of 4 items which were related to teachers' opinions about using media in EFL instruction. In this part, the items were adapted from Wassanasomsithi (1998).

In order to construct the teacher uses of media questionnaire, five steps were designed as follows. The first step was to review previous studies (Brantmeier (2003), Epstein and Ormiston (2007), Ludwig, Daniel, Froman, and Mathie (2004), and Wasanasomsithi (1998). The review of related studies pointed out about the use of media in EFL classrooms.

The second step was an exploratory study which was conducted with 15 teachers at the secondary schools in Trang province. In this step the open-ended questions were designed in order to explore what, when and why teachers used media in reading instruction. The open-ended questions consisted of 10 questions. Findings indicated four types of media in three reading processes to promote students' reading skill and strategies. The types of media included (a) written texts, (b) visual aids, (c) audio-aids and (d) technology and the internet. The reading processes referred to the prereading, while reading and postreading. The purposes of using media were to motivate students, facilitate teachers and develop students' reading skills and strategies. Thus, all information emerging from the open-ended questions were taken for the second part of the teacher uses of media questionnaire.

The third step was to validate the content of the questionnaire by experts in the field of language teaching using the IOC index. Findings showed that 3 items that were lower than 0.5 were modified; for example, “Item 9: the criteria of using media was changed to focus on the purposes of using media”. Item 14: the phrase “to direct a reading strategy” was revised to “guide reading strategies, such as to find main idea, scan, skim, and summarize”.

The fourth step was to pilot test in order to check its reliability. 15 Thai EFL teachers participated in this study. The finding indicated that the reliability of the Teacher Uses of Media Questionnaire was 0.983. Finally, the teacher uses of media questionnaire were revised for the main study.

Student Uses of Media Questionnaire

Student uses of media questionnaire consisted of 4 sections which were related to students’ opinion about what and how teacher used media in EFL reading instruction. The first part of the student uses of media questionnaire consisted of 1 item, the second part consisted of 4 items, the third part consisted of 9 items and the last part consisted of 4 items. The items were constructed based on the previous studies (Ludwig, Daniel, Froman, and Mathie, 2004). The items also asked students to mark a number that applied to them using a five-point Likert scale ranging from 1 to 5. There were three steps to construct student uses of media questionnaire as follows. The first step was to review Ludwig, Daniel, Froman, and Mathie’ study (2004). The second step was to validate the content of the questionnaire by experts in the field of language teaching using the IOC index. Findings showed that all items were accepted. The last step was to pilot test in order to check its reliability. Six students who studied at the secondary school participated in this study. The finding indicated that the reliability of the student uses of media questionnaire was 0.826. Lastly, the student uses of media questionnaire was revised for the main study.

Semi-Structured Interview

The semi-structure interview consisted of 12 open-ended questions to elicit the information concerning the interviewees’ current practices as well as their experiences, and their opinions towards using media in their reading classroom. Two teachers from each school were selected based on the most frequent and the least frequent use of media from the questionnaire (n =12). The interview was conducted in Thai and audiotape recorded to capture all information and for further content analysis.

Fieldnotes

The fieldnotes were applied to observe the reading classroom and to triangulate data from the questionnaire on what materials and how teachers used media in reading instruction during the class

observations. The participants in the observation were 6 teachers from the small, medium, and large secondary schools in Trang Province. The participants were observed 3 times for each class throughout the semester and outside of the class. In order to collect data from the field observation, the fieldnotes were designed as the instrument. It consisted of two parts. The first part was the introduction, including name, date/month/year, timeframe, and school name. The second part was an open-ended log including what and how teachers used each media in EFL reading instruction.

Data Collection

The teacher uses of media questionnaire was distributed to teachers who taught at the small, medium, and large secondary schools in Trang. (3, 5 and 10 questionnaires were sent to each schools), 127 (85% of the 148 questionnaires) were returned for descriptive analysis. The student uses of media questionnaire was distributed to the secondary school students (15, 25 and 35 questionnaires were sent to small, medium and large schools, respectively), only 76.77% of the 499 questionnaires were returned for descriptive analysis (n = 398).

The fieldnotes was used to observe 6 teachers from the small, medium, and large secondary schools in Trang Province. Each participant was observed randomly in class and out of the class 3 times throughout the second semester of Academic Year 2009 (18 classes). Each class lasted 50 minutes for the field observation.

The semi-structure interview was conducted after analyzing the data from the teacher uses of media questionnaire in order to select those who reported using media the most frequent and the least frequent. Two teachers were selected from each school based on their reported use of media at the most frequent and the least frequent use (n =12). The interview was prompted by a list of questions. All interviewees preferred to use Thai because it was easier for them to express their opinions. Each interview session lasted from 20 to 30 minutes. All the interviews were audiotape recorded while being interviewed.

Data Analysis

The exploratory survey data was analyzed using the descriptive statistic. The data obtained from the teacher uses of media questionnaire and students uses of media questionnaire were calculated using the frequency percentage, group mean scores and standard deviation on each item of the statements. Later, the fieldnotes from the field observations and the information from the semi-structure interview were analyzed using content analysis.

Findings

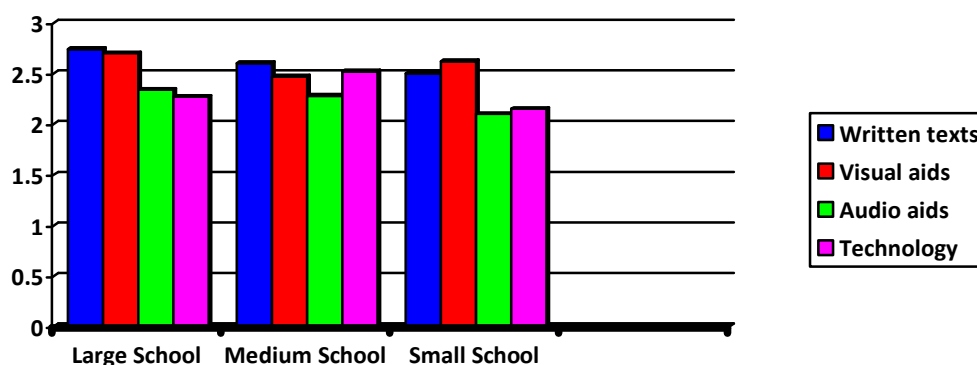
The findings were analyzed into 3 aspects (1) Thai EFL teachers' use of media in reading instruction, (2) Thai EFL teachers' opinions towards the use of media in reading instruction at the small, medium and large secondary schools and (3) Students' opinions towards the use of media in reading instruction.

1. Thai EFL teachers' use of media in reading instruction

1.1 The current uses of media in the reading instruction

The group means scores and standard deviations of media use by EFL teachers at all school levels in reading instruction was presented in Figure 1. It was reported that the written texts was used the most frequently at the large and medium schools. However, teachers at small schools tended to use visual aids more frequently than any other media.

Figure 1: Means of media use by EFL teachers at all schools



When considering to the detail about each type of media used in reading instruction, it was shown that teachers in the large and medium schools used the textbook the most in reading instruction ($\bar{x} = 4.20$ and 4.12) and used the theater program the least ($\bar{x} = 1.73$ and 1.96). In the small schools, teachers used the textbook the most ($\bar{x} = 3.90$) and the novel and timetable for bus the least ($\bar{x} = 1.60$). For the visual aids, teachers at all levels reported that they used the blackboard more frequently than other types of media. When considering the most and the least frequent use of audio aids, teachers at the large schools used the CD-Rom ($\bar{x} = 3.25$) more often than any other types of media and they rarely used the talk show while teaching reading ($\bar{x} = 1.46$). However, the VCD was used the most frequently ($\bar{x} = 3.16$) and the filmstrip was used the least frequently ($\bar{x} = 1.35$) in the medium school. In the small school teachers used the CD-Rom and VCD ($\bar{x} = 3.20$) the most frequently and the radio broadcast, filmstrip, talk show and clip

video the least frequently ($\bar{x}=1.10$). Among four types of technology, teachers at all schools reported using the internet the most frequently and the e-mail the least frequently in reading instruction.

According to the semi-structure interview, the results showed that media that teachers used in reading instruction were based on these four types of media as illustrated below:

“I always use textbook when I teach reading.”

“Media that I used very often is textbook or sometimes I bought newspapers like Student Weekly to teach in the classroom.”

“I always use media while teaching but I will not use the same media because students might get bored. I sometimes use CD or VCD.”

“Mostly, I search information from the internet, find out the interesting topic and print it for my students.”

“Sometimes I choose computer or internet so they can read a story from the internet.”

To summarize, teachers sometimes use four main types of media in their reading instruction which are the written texts, visual aids, audio-aids and technology and the Internet. They used the textbook the most frequently in reading instruction and the blackboard, CD-Rom/VCD and internet, respectively. On the other hand, they used the theater program/timetable for bus, novel, puppet, clip video and e-mail the least frequently.

1.2 The purposes of using media in reading instruction

Table 2 indicated different purposes for using media in reading instruction. Most of the teachers at the large school agreed to select media according to its relevance of the lesson ($\bar{x}=4.54$). The teachers at the medium school responded that they chose media because it developed students’ reading skills ($\bar{x}=4.50$). Teachers in the small school also had different purposes. They chose media because it was appropriate with the content and developed students’ reading skills ($\bar{x}=4.60$). All teachers at all schools agreed that they did not choose media because they were worthwhile with time and tasks.

Table 2: Means, Standard Deviations of Purpose of Using Media in Reading Instruction

Purpose of using media	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
1. It helps students develop reading skills.	4.36	0.80	4.50	0.74	4.60	0.52
2. It is appropriate with the content.	4.52	0.66	4.49	0.63	4.60	0.52
3. It is relevant to the lesson.	4.54	0.66	4.41	0.80	4.30	0.48

Table 2 (continued)

Purpose of using media	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
	4. Saving time/ It helps students understand lesson easier.	4.16	0.85	4.21	0.94	4.50
5. It is worthwhile with time and tasks.	3.68	0.94	3.79	1.02	3.00	1.15
6. It is clear and not too complicated.	4.50	0.57	4.29	0.84	4.10	0.74
7. It motivates students' attention.	4.16	0.93	4.35	0.79	4.50	0.53
8. It helps students participate in the activity.	4.30	0.81	4.44	0.69	4.00	0.67
9. It helps students remember what they had learnt.	4.09	0.90	4.15	0.86	4.40	0.52
10. It is not too expensive.	4.25	0.81	3.96	1.00	4.20	0.79
Overall	4.26	0.53	4.26	0.62	4.22	0.31

1.3 The way of using media in reading instruction

EFL teachers used media in reading instruction for three aspects, including the roles of media, reading processes and media evaluation. For the roles of media, teachers at the large school, medium school and small school reported that the written texts played the most important role in reading instruction. On the other hand, teachers at the large and the small schools agreed that the audio aids played the least important role in reading instruction. Moreover, teachers at the medium school size reported that the visual aids represented the least important role in reading instruction. Most of the teachers at all schools agreed that the written texts were useful resources for students to learn to read efficiently (the large school $\bar{x} = 4.09$, the medium school $\bar{x} = 4.34$ and the small school $\bar{x} = 3.70$). In addition to the roles of media, the responses from teachers provided a strong indication that the written texts were essential media for teachers in reading instruction.

With respect to the use of media in reading processes, findings indicated that at the large and medium schools, the written texts were applied to all reading processes: pre, while and post reading instruction. On the contrary, teachers stated that using the visual and the technology were the most successful media in reading instruction at the small school. In order to evaluate the use of media in reading instruction, teachers used the interview, questionnaire, short quiz and tests. Based on the findings, teachers at the large school often evaluated their use of media by interviewing students after using visual

aids. In contrast to the medium and small schools, teachers tended to examine their use of media by interviewing students about the appropriateness of the written texts.

2. Teachers' opinions towards the use of media in reading instruction

According to teachers' opinions towards the use of media, teachers at the medium and the large schools agreed that using media in reading instruction was the most useful way to help students learn the lesson better. Furthermore, teachers at the medium school reported that students gained extensive experiences while teachers using media in reading instruction. For the different purposes of using media, teachers at the small school reported that using media could help students learn to read efficiently.

Moreover, teachers pointed out to the limitation of using media in reading instruction in three aspects, including the preparation and provision, quality and quantity of media and services. According to the aspect of the preparation and provision, teachers at the large school indicated that using media was limited to inconvenient use of media in the reading classroom. However, teachers at the medium and small schools indicated that the most serious problem was due to insufficient budgets allocated to purchase media. For the quality and quantity of media, teachers at all schools agreed that the amount of media was not sufficient for all students to use in the reading instruction. Also, some kinds of media at the small school were not ready to be used. Finally, when focusing on media services, the findings indicated that teachers at the large school did not have an opportunity to share ideas with schools with respect to what media should be purchased. Meanwhile, teachers at the medium and small schools reported that they were unable to find the suitable media that was relevant to the lesson.

3. Students' opinions towards the use of media in reading instruction

Students showed a strong preference for the use of media in reading instruction since more than half of them agreed that using media was essential in reading instruction. According to students' opinion towards the use of media in reading instruction, it was found that most of the students showed positive opinions on the effects of using media. They agreed that media made learning more interesting ($\bar{x} = 4.32$), learning with media was fun, as well as they ($\bar{x} = 4.28$), gained extensive experiences ($\bar{x} = 4.18$) in reading instruction.

Discussion

This present study explored media use in reading instruction and teachers and students' opinions towards the use of media in reading instruction. The findings demonstrated that teachers from all schools used media in reading instruction. This revealed that most of the teachers needed to use a variety of media in the classroom due to its important roles in reading instruction. The findings of this study were also consistent with Epstein and Ormiston (2007) in that teachers at the small, medium and large secondary

school levels agreed that they might apply the following media, such as newspapers, magazines, and journals, novels, storybooks, short stories, cartoons and textbooks as external sources for reading materials.

In addition to the audio aids, the CD-Rom and VCD were also used in reading instruction at each secondary school level in this study. For example, teachers at the large schools used the CD-Rom ($\bar{x}=3.25$) more often than any other types of media; likewise, the VCD was used the most frequently ($\bar{x}=3.16$) at the medium school. At the small school, teachers used the CD-Rom and VCD ($\bar{x}=3.20$) the most frequently. According to Hayati (2005), he pointed out that audio visual devices, such as tape-recorders and video-tape were frequently used in language classes. Chen (2004) also claimed that reading difficulties resulting from lack of reading strategies could be overcome to some extent by using audiovisual aids as it was proved that audiovisual aids served as an effective way to hold students' attention. In similar to the study of Coffee (2007), students preferred to use visual aids and audio aids rather than the lecture and demonstration. He concluded that visual aids and audio aids were the efficient media that led to improve students' learning because they encouraged students' involvement and participation in reading class. Finally, the internet, one of the technologies, was used the most frequently in reading instruction. The finding from this study were relevant to what Chun and Plass (1997) in that using media, such as technology added both visual and auditory features to a text and ultimately improved comprehension. It was suggested that technology assisted teachers to create interaction in classroom (Lee, 2000; Warshauer & Healey, 1998). Therefore, media offered students more chances to read extensively and exchange knowledge with others.

In the present study, most of the teachers at all schools agreed that they chose media according to its relevancy and assistances to develop students' skills as well as its appropriateness with the content. One of the most important purposes in using media in reading instruction focused on the development of students' reading skills. Mollicaa (as cited in Brinton, 2001) suggested that media facilitated students to process information more precisely. Media from the audio, video, computer and the internet served as effective tools to enhance students' language competence. This finding was consistent with the study of Hsiu-Chin (2008). In this study, it was revealed that the written texts and visual aids improved students' knowledge of sentence patterns, increased comprehension, stimulated imagination, and allowed students to make links with prior knowledge. These media aids also have positive effect on improving language skills as well as motivating and drawing students' attention which led to create a meaningful learning environment. The findings were also consistent with the study of Lomicka (1998). She investigated the effects of the multimedia reading software on reading comprehension. The study indicated that

computerized reading with full glossing promoted a deeper level of text comprehension. This might be due to the data that audio-aids, such as video cassettes and the digital versatile discs (DVD) offered students an overall understanding of the learning materials, and thus enhanced their comprehension and memory, increased their motivation and promoted their concentration on the content.

In order to examine how teachers used media in reading instruction, three reading processes were included which were pre, while and post reading. Based on the findings from the questionnaire, it revealed that written texts played the most important role in reading instruction. Using written texts in classroom was able to facilitate students to achieve their learning objectives (Epstein and Ormiston, 2007). Most of the teachers in this study reported higher use of written texts before, during and after teaching reading. Moreover, some teachers used visual aids in the pre-reading process and used technology in the post reading process. These findings appeared to be consistent with Brantmeier (2003). In her study, Brantmeier found that the computer could be effectively integrated into the prereading, during reading and postreading of the comprehension processes.

The data gained from students' opinions on the questionnaire revealed that media made learning more interesting; in addition, learning with media was fun and challenging. Most significantly, students got extensive experiences while teacher used media in the reading classroom. These findings implied that using media was necessary for students to engage in reading tasks and activities. Therefore, the use of authentic materials increased comprehension and motivation as well as fulfilled the needs of students since they were related to students' interests (Brinton, 2003; Graves, 2000). Moreover, visual aids could help students understand what teachers explained because images and diagrams were able to convey messages and information for students. Visual aids were also a good way of maintaining students' interest and attention. It has been proved that audio-aids such as CD-ROM, e-books, and audio books may serve as an effective way to hold students' attention.

Pedagogical Implications

The findings in this study suggested that media plays an important role in reading instruction at all schools. There are some implications which can be drawn from the research findings of this study. First, teachers should be aware of the important role of using media in reading instruction so that they may search for local community-contact media as a reading material. Second, the principle should pay attention to the meaningful role of media in reading instruction. With the limited budget, a reasonable budget should be given to purchase relevant media. Before purchasing any media, the principle should share ideas with teachers of what media that should be purchased. Third, before using media in classroom, teacher should practice how to use media prior to find out whether media is relevant to the lesson. Fourth,

teacher should be prepared to integrate media into their reading instruction. For those teachers who do not have any experiences in using new trends of media, such as technology, they should be prepared how to use media so that they will be familiar with media and feel confident enough to use media in reading instruction. Lastly, teachers should search for opportunities to design or make their own media. As proposed by Brinton (2001), the preparation of teacher-made media materials requires a great deal of time and energy. Thus, teachers should organize a team to develop reading materials using local media, such as using local newspapers for the written texts, school pamphlets for the visual aids, filmstrip or clip video for the audio aids or other useful websites from the Internet.

Recommendation for further studies

It is recommended that future studies may extend to include a broader sample of students and teachers in different levels, like elementary, or other educational settings to better determine the roles of media in reading instruction. Finally, other studies should explore whether the use of media in reading instruction improves the student's reading ability.

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