THE USE OF TEACHERS' INSTRUCTIONAL MEDIA IN TEACHING ENGLISH: BELIEF AND PRACTICE

THESIS

Submitted by:

DIAH BUNGA NASTITI

The Student of Department of English Language Education
Faculty of Education and Teacher Training
Reg. No: 140203027

FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM - BANDA ACEH
2018 M/1439 H

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry

Darussalam Banda Aceh as a Partial Fulfillment

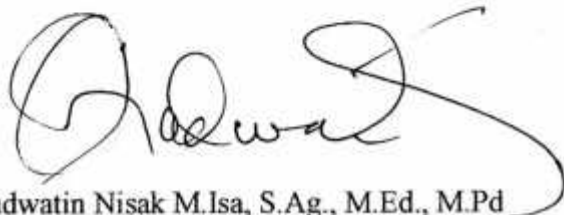Of the Requirement for Sarjana Degree (S-1)

On Teacher Education

By:

DIAH BUNGA NASTITI

The Student of English Language Education Department

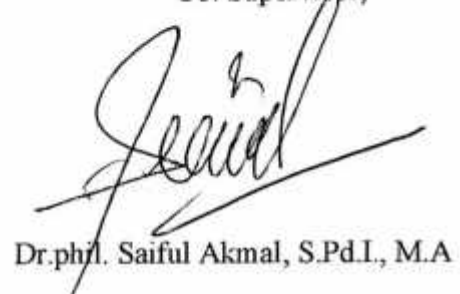**Faculty of Tarbiyah and Teacher Training**

Reg. No. 140203027

Approved by:

Main Supervisor,   Co. Supervisor,

Qudwatin Nisak M.Isa, S.Ag., M.Ed., M.Pd   Dr.phil. Saiful Akmal, S.Pd.I., M.A

It has been Defended in Sidang Munaqasyah in front of
The Council of Examiners for Working Paper and
Has been Accepted in Partial Fulfillment of
The Requirements for Sarjana Degree (S- 1)
On Teacher Education

on:

Thursday, $\dfrac{\text{June 7th, 2018 M}}{\text{Ramadhan 23rd, 1439 H}}$

Darussalam - Banda Aceh

Chairperson,

Qudwatin Nisak M.Isa, S.Ag., M.Ed., M.Pd

Secretary,

Chairul Iqbal, S.Pd

Member,
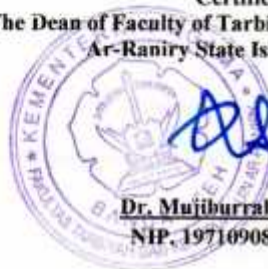
Khairil Razali, S.Pd.I., MA., MS

Member,

Siti Khasinah, M.Pd

Certified by:
The Dean of Faculty of Tarbiyah and Teacher Training
Ar-Raniry State Islamic University

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

All praise be to Allah, The Almighty, who always gives me blessing, health and opportunity to write and finish this thesis entitled: The Use of Teachers' Instructional Media in Teaching English: Belief and Practice. I would like to thank to all who have given help and support in doing this thesis.

First, I would like to express my deepest gratitude to Qudwatin Nisak M.Isa, S.Ag., M.Ed., M.Pd as my first supervisor, and Dr.phil. Saiful Akmal, S.Pd.I., M.A as my second supervisor, for guiding and supporting me throughout my thesis with the tremendous patience, insightful comment, and amazing advice.

Furthermore, I would like to express my deepest love and gratitude to my beloved parents, Jamadi and Cutti Nurul Qamariah, for their remarkable affection, great love, complete care, and amazing support in my life. I also dedicate my love to one and only brother, Dian Hakiki (the late), and big thank to my big family of H. Abd. Muin (the late) and Teuku Tjoet Muhammad Hoessin (the late) for supporting and loving me.

Then, thank you to Qudwatin Nisak M.Isa, S.Ag., M.Ed., M.Pd as academic advisor, Head of department of English Language Education, Dr. T. Zulfikar, S.Ag.,

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama	: Diah Bunga Nastiti
NIM	: 140203027
Tempat/Tgl. Lahir	: Meulaboh/ 01 Januari 1996
Alamat	: Jalan. Inong Balee, Darussalam, Banda Aceh
Judul Skripsi	: The Use of Teachers' Instructional Media in Teaching English: Belief and Practice

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 5 Juni 2018
Saya yang membuat surat
pernyataan,

Diah Bunga Nastiti
NIM. 140203027

vi

ABSTRACT

This study was conducted to find out the way teachers used instructional media and their beliefs in teaching English using the media. It took place at MTsN 2 Aceh Besar and MTsN 7 Aceh Besar. The research participants were two English teachers from the schools. Researcher used observation and interview to get the data and after analyzing, it presented in qualitative narrative. From this study, it can be concluded that teachers used pictures, whiteboard, overhead projector, flash cards, and TC2's students in teaching English. The way they used the instructional media were showing the media, explaining the material using the media, and giving exercise. The teachers believed that instructional media increased students' interest, supported the learning process, helped to achieve teaching and learning objective. They believed that they should make a consideration in choosing media that should be based on curriculum and the topic. Furthermore, they also believed students' feedbacks, attending seminar/workshop, self-discovery, new curriculum can change their beliefs.

Keywords: Instructional media, teachers' beliefs, teachers' practices

CHAPTER I

INTRODUCTION

This chapter designed to present introduction that consists of the background of study, research questions, research aims, significances of study, research terminologies.

A. Background of Study

In teaching English, one of the crucial elements is instructional media. Sadiman, Rahardjo, Haryono & Rahardjito (2005, p. 6) classify part of instructional media into: graphics media, audio media, still projected media. Moreover, Seels & Glasglow (1990, pp. 181-183, as cited in Arsyad 2004, pp. 33-35) divided media into: traditional media and modern technological media.

Instructional media will play a big role to build student's motivation in learning English, afterward they will be more attractive in learning. Furthermore, it is a prominent aspect to employ the media that can increase student's interest to learn English with the appropriate media related to the students. Sadiman, et al. (2005, p. 17) divide the advantages of media towards learning and teaching process: material that provided by teacher will be clearer, can overcome the limitation, and can attract student's motivation in learning. In addition, enhancing teachers' knowledge about instructional media is crucial. Ruis, Muhyidin & Wahyono (2009, p. 1) stated that

students are not interested in learning, it is suggested that teachers have to use media in teaching and learning activity to build students' interests in learning, the class's atmosphere will be fun and valuable.

In teaching practice, there is one factor that influences teacher in practicing the teaching process, it is called belief. Xu (2012, p. 1397) states that belief is the crucial element to increase and develop educational process. It gives the guidance to teacher in adopting the teaching strategies. Gilakjani & Sabouri (2017, p. 78) state that beliefs give help to teacher to increase thought and principle of the teacher. Utami (2016, p. 135) stated that teachers' beliefs control teachers practice in classroom. Belief is applied by teacher when they create a plan, comprising; media, strategy, and material. Specifically, this research will come across teachers' beliefs in using instructional media in teaching English.

Regarding the instructional media in teaching English, there are several studies that have been carried out. One study was conducted by Aini (2013), it has been carried out in elementary schools in Kuningan, Jakarta, Indonesia. This study reveals that teachers used several instructional media in teaching English, comprising; books, board, realia, and pictures. Besides that, another study has been conducted by Sukmahidayanti (2015), it is a qualitative study, shows that teachers used the available instructional media in school. Teacher faced the difficulty in employing the media, comprising the difficulty in selecting the media due to lack of the availability of instructional media, and time limitation. On the other side, there is also a previous study about teachers' beliefs and practice that is conducted by Utami (2016) describes

about the relationship between teachers' teaching practices and beliefs of EFL teachers. Another previous study about belief conducted by Gilakjani & Sabouri (2017), this study is a review of literature of English teachers' beliefs that shows teachers' principles in their classroom is the effect of their beliefs.

Based on the preliminary study that has been done by researcher in two English teachers from MTsN 2 Aceh Besar, and MTsN 7 Aceh Besar about instructional media. It is found that teachers use picture, video, card, invitation card, and authentic media, which are related to the material as the instructional media in teaching English.

Thus, in this research, the researcher wants to find out the way teachers utilize the instructional media and their beliefs in teaching English using instructional media in junior high schools.

B. Research Questions

According to the background, researcher formulated the research question as follows:

1. How do teachers of Islamic junior high schools use the instructional media in teaching English?
2. What are teachers' beliefs in teaching English using instructional media?

C. Research Aims

The purposes of this research are:

1. To explore the way the media used by English teacher in teaching English.

2. To find out teachers' beliefs in teaching English using instructional media.

D. Significances of the Study

This study may give the reference to teacher to know some instructional media for teaching English and the benefit of using it. Moreover, it can be the reference to inform reader about the instructional media which are used in English language teaching.

E. Research Terminologies

To avoid misunderstanding, researcher states several terms in this research:

1. Instructional Media

Sadiman, Rahardjo, Haryono, and Rahardjito (2005, p. 6) state that the term media is the plural word from medium which is taken from Latin language. Arsyad (2004, p. 3) states that media in learning process is the means, graph, and photograph, to process and arrange the visual and verbal information. The

instructional media in this research are modern media and traditional media that are used by teacher in MTsN 2 Aceh Besar and MTsN 7 Aceh Besar.

2. Belief

Haney, Lumpe & Czerniak's study (1996, as cited in Utami 2016, p. 136) stated that beliefs in teaching process is the teacher perspective about teaching and learning In this research, this belief is focus on teacher's belief about using instructional media in MTsN 2 Aceh Besar, MTsN 7 Aceh Besar.

3. Practice

Practice is the process of teaching English in the classroom. Practice in this research focuses on how teachers used media in teaching English in MTsN 2 Aceh Besar, MTsN 7 Aceh Besar.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review related to this study. It provides theory about instructional media, classification, advantages, criteria, strategy of instructional media, teachers' beliefs and practices.

A. Teaching English in Indonesia

Indonesia as the country located in Asian has the serious responds to the growing need to foster communicative proficiencies in English because English is taught as a foreign language Indonesia (Wati, 2011). Lie (2007., p. 1) states that "English is taught and used as a foreign language in Indonesia."

In addition, Mistar (2005, p. 71) highlights that, "the teaching of English in Indonesia can be classified chronologically into three major phases. The pre independence phase covers the period before 1945, and the early independence phase includes the years 1945 to 1950. The third phase, the development period, covers the years from 1950 onwards."

1. Pre Independence Phase

In 1907 western style primary school was introduced, and Indonesians learnt English for the first time when the establishment of junior high school in 1914 (Lauder, 2008, p. 9). Afterward, Thomas's study (1968, as cited in Mistar, 2005, p.

71) stated that the first phase in 1942, teaching English and Dutch were banned by Japanese army, and every written material of English or Dutch were destroyed by them.

Moreover, teaching English in this period did not go well. As Groeneboer (1998, as cited in Mistar, 2005, p. 72) highlights that in this phase teaching English was done secretly in several areas because no formal teaching and learning activity.

2. The Early Independence Phase

In the early independence phase, as Mestoko, Bachtiar, Sunityo & Arif (1986, as cited in Mistar 2005, p. 72) believe that teaching and learning activity was not effective in this phase and the schools were closed, because students joined the Tentara Pelajar. Mistar (2005, p. 72) states that Ministry of Education established the inspectorate of English Language Instruction.

According to Sadtono (1997, as cited in Mistar 2005, p. 72), Mr. Fritz Wachendorff was the Chairman of ELT revealed the aim of teaching English as Foreign Language (ELT) is English as a foreign language in Indonesia, and it cannot be the second language or social language in Indonesia. Thomas's study (1968, as cited in Mistar 2005, p. 73) highlights that in order to make teacher as a professional teacher, standard training centers (STC) were established in Jogjakarta and Bukittin ggi in 1954, and students took an education class in English literature and English language.

3. The Development Phase

In development period, specifically in 1960, Sadtono (1997, as cited in Mistar, 2005, p. 73) stated that faculty of education and teacher training of Airlangga University established English Language Teacher Training Program. This program aims to make a fellowship of English Language teacher of ELT in Indonesia.

Related about English syllabi, Thomas (1968, as cited in Mistar, 2005, p. 73) stated that English syllabi was published for the first year in 1956, and in 1958 also was published for second and third years of junior high schools. Mistar (2005, p. 74) stated that in 1975 the curriculum in Indonesia was standardized and was revised in 1984 and 1994, and the revision focused on approach, syllabus, and the objectives of instructional.

After revision in 1984 and 1994, Wahyuni (2016, p. 77) highlights that the curriculum developed into competence-based curriculum (CBC) and there are four elements which included in this curriculum: standard competence, basic competence, subject, and indicator. Moreover, government gave the new curriculum called school based curriculum (KTSP, 2006), as Wahyuni (2016, p. 77) said that this curriculum is the curriculum that is developed by the school. Furthermore, there was a new namely *Kurrikulum 2013*, and in this curriculum, the development of the components is developed by government (Wahyuni, 2016, p. 78). Then, curriculum 2013 becomes curriculum 2013 revision.

B. Instructional Media

National Education Association as cited in Sadiman, Rahardjo, Haryono, & Rahardjito (2005) state that media is the components of communication as a printed, audiovisual. In addition, media is means that can be used to deliver information from sender to receiver that can attract students' interest and attention to learn. Gagne's study (1970, as cited in Ruis, Muhyidin, & Waluyo, 2009, p. 2) stated that media is learning element that support student learning process.

Scanlan (as cited in Ruis, Muhyidin, & Waluyo, 2009, p. 2) wrote that instructional media covers the means that the teachers use to facilitate the teaching and learning process for students' achievements. It encompasses handouts, slides, charts, overheads, real object, flash card, videotape, film, DVDs, internet. Sadiman, et al. (2005) point out that media was teaching aid in the past. The teaching aid is visual aid comprising picture, model, object, and other concrete aid. There was a technological audio in the middle of 20 century, moreover the visual aids is equipped with the audio aid, then came audio visual aids. Sadiman, et al. (2005) stated that various teaching aids can be utilized by teacher to deliver the information through vision and listening activity.

1. Classifications of Instructional Media

Instructional media has the classification. Based on the types of instructional media, Sadiman, et al. (2005, p. 28) classified part of instructional media, they are as follows:

a. Graphics Media

Graphic media is the media that work to deliver the information from sender to receiver by using vision, and the information is displayed on visual communication. Particularly, graphic is also benefit to draw attention, clarify the idea, illustrate the fact. In addition, the cost of graphic media is inexpensive and it is simple.

These are the types of graphic media, comprising

1) Picture/Photo

Sadiman, et al. (2005, pp. 29-31) state that picture and photo is the most commonly used instructional media in teaching. There are various advantage of picture/photo. Picture/photo is a concrete media, it is more realistic to reveal the idea that verbal media. It can overcome the limitation. Due to not all objects and accident can come to the classroom. For instance, teacher can provide the objects; including lake, sea, waterfall and events by revealing the picture of photo of those objects and events. This strategy is worthwhile. Picture/photo can solve the limitation of human vision. In addition, photo can clear up the problem in every subject and every age. It is easy to get, and inexpensive. It is also easy to utilize without adding particular aids. Sadiman, et al. (2005, p. 31) argue the drawback of picture/photo, comprising:

photo/picture is only focuses on the vision. For the big group, picture/photo is too limited.

Sadiman, et al. (2005, pp. 31-49) state that the requirements as an appropriate picture/photo to be used in teaching process.

a) Authentic: Picture should be clear to illustrate the real situation or condition of the object.

b) Simple: The ideas, components of the picture should be clear.

c) Relative size: If students have never seen the picture/photo yet, they will be difficult to imagine the size of the object. To avoid this possibility, teacher can provide other objects in one picture/photo, and student can easily compare and see the size of the object.

d) Picture/photo should include movement, to show the particular activity of the object.

e) Picture/photo should be good as an art, and it must relevant with the objectives in teaching and learning.

2) Poster

Poster is the media that can influence and motivate behavior of the person who see it. Poster can be created on paper, wood, cloth, and it can be put in the classroom or outside classroom. Furthermore, there are several aspects that indicate a good poster, comprising: poster should be simple, convey the idea and should achieve

the goal of the poster, poster should have color, poster should has brief slogan, poster should has a clear writing, poster should has vary design and motif.

      3) Flannel Board

Flannel board is the media that is designed to display the particular information. this media is covered by cloth is easy to utilize. It can be used many times because the picture or the material can be stick and removed. Teacher in primary school can use this media to stick alphabets and numbers.

b. Audio Media

Sadiman, et al. (2005, pp. 49) state that audio media is the instructional media that use listening skill. The idea from this media is showed in verbal and non-verbal. There are several instructional media of audio media, comprising:

      1) Radio

Sadiman, et al, (2005, pp. 49-52) state that there are several media advantages of radio, comprising: the cost is cheap and has many programs. Radio is portable mean that can be moved from one place to another place. It can attract students to become a good listener because they can draw, write, or sing. Radio can make students pay their attention about diction, sound, and the meaning, this advantage is good for literature material. Moreover, sound from radio is good to be used in language class, and it can provide the event or experience from outside the classroom, so student can listen the story directly from the radio.

In the other hand, Sadiman, et al. (2005, p. 52) classify several drawbacks in using radio as the instructional media, into; one-way communication, teacher cannot control the broadcast (the broadcast is centralized), problem comes from the timetable of streaming, and sometimes the radio streaming is quite arduous in teaching and learning process.

2) Language laboratory

Sadiman, et al. (2005, p. 54) write that language laboratory is the media that can train students in listening and speaking skill in learning foreign language. He also states every student sit in one chamber with the sound device, and students listen to the teacher by using headphone. When students imitate their teacher in producing the sounds, they can compare their sound with the teacher's sound, so they can fix the mistake.

3) Still Projected Media

Still projected media is the media that have the similarity with the graphic media that use visualization. Sometimes, this media also equipped with the audio recording (Sadiman, et al. 2005, p. 55).

He classifies the still projected media, are as follows:

a) Overhead Transparency

Sadiman, et al. (2005, p. 61) point out that this media is designed to project transparency to the screen. Picture that is projected by using this media will look clearer and it is healthier that the black board.

b) Television

Sadiman, et al. (2005, pp. 71-72) state that television is the media that provides the information with the movement of the object. Television is a modern and interesting media, this media is the famous media for children as learners because the know it from outside classroom. Television can increase teacher knowledge. In the other side, he also claims that the drawback from television, as follows; one-way communication, difficult to adjust the television program and the teaching material/topic.

c) Video

Sadiman et al. (2005, p. 74) claim that video as the audio-visual media shows the information about news or event.

In addition, another expert in Instructional media divided instructional media, as Vernon's study (1996, as cited in Ruis, et al. 2009, pp. 4-6) classified six types of instructional media:

Table. 2.1 Types of instructional media

No	Instructional Media	Definition
1	Drawing of teacher mode drawings	This media can be prepared by the teacher at home, then she/he can use this media in the classroom to support the objectives and goal in teaching and learning process.
2	Still Pictures	Still pictures is a record, copy of a real object or event, for instance: photograph, bulletin board,

		material, brochure.
3	Audio Recording	Audio recording is available on disc, magnetic, or soundtracks. Sound shows the actual event unless it is edited.
4	Motion picture and TV	Motion picture or video is the moving object that is presented in color or black and white.
5	Real object, simulation, and models	Real object or realia, this media is not contrasted by the artificial object. Simulation is replication a real situation which has been set. A model is a replication, and it may be in miniature.
6	Programmed and computer-assisted instruction	Program and computer-assisted instruction is designed that is showed in programmed textbook.

Moreover, still about the types of instructional media, Ruis, Muhyidin & Wahyono (2009, pp. 6-9) point out several audio visual media in teaching, into:

1. Pictures

Ruis, et al. (2009) state that pictures including photograph of places, things, people which utilized in printed media.

2. Realia or real objects

Ruis et al. (2009) also note that realia is real things or object comprising tools, plants, animals, artifacts that teacher bring in learning process as a media to illustrate material to be more clear, and easy to remember.

3. Drawings or teacher-mode drawings

Ruis et al. (2009) write that drawing is a simple media that yet provides a lot of information, and it is quickly to make.

4. Chart, poster, and cartoon

Chart is the media that provide the information in diagram, map of sea, or sky. In addition, poster is a notice in public places, usually as an advertisement in a large printed picture. Cartoon is a funny drawing that contain in newspaper or magazine (Ruis, et al., 2009).

5. Black board or white board

Ruis et al. (2009) claim that black or white board is the most common media that is used in the classroom to present the drawing, diagram, and writing for many purposes.

6. Audio Media

Ruis et al. (2009) state that tape recorder is the media that is very useful in learning as language for learners. Cassette is one of audio media that can be used for listening session. Teacher can use the recording from radio as the authentic material, or using recorder to create teacher own material.

7. Over Head Projector (OHP)

OHP allows teachers face the students and provide the students a common focus of attention, and it is suitable for large classes, less messy than chalk in white board (Ruis, et al., 2009).

8. Liquid Crystal Display (LCD) Projector

This media is similar with OHP which need to be connected to computer to show the material. This media is popular media in this era because it is practice and efficient media (Ruis et al., 2009).

2. The Advantages of Instructional Media

Instructional media will play a big role to build student's motivation in learning English, afterward they will be more attractive in learning. Furthermore, it is a prominent aspect to employ the media that can increase student's interest to learn English which is the appropriate media related to the students. Sadiman, et al. (2005) divided the advantages of media towards learning and teaching process:

a. Material that provided by teacher will be clearer.

b. To overcome the limitation, for example: The big object can be replaced by realia, model, picture, or film. The small object looks clearer by micro projector, film. Slow and fast motion can be helped by using time lapse or high-speed photography. Film, video can help to present the history that happened in the past. Model and diagram can help teacher to show the

machines as the complex object. Volcano, earthquake, and other widest objects can be showed by film, picture, photo, and other appropriate media.

c. Media can attract student's motivation in learning if teacher employs the appropriate and interesting media, build the good relation between student to the environment and reality, and increase student to learn related to their interest.

3. The Functions of Instructional Media

Levie & Lentz's study (1982, as cited in Arsyad, 2004, p. 17) classified the function of visual media as the instructional media:

a. Attention Function

Attention function is the function to attract students' attention to contribute in learning process. Students often do not interest to learn in the beginning of the class. Picture media that is displayed by overhead projector can attract students motivation and attention to learn.

b. Affective Function

This function can be seen from the students' interest in learning pictorial text. Picture or visual media can evoke students attitude, for instance is about the social information.

c. Cognitive Function

Cognitive function in visual media points that visual symbol or picture can achieve the objective fluently to memorize and comprehend the information in the picture.

d. Compensatory Function

This function in visual media helps student who has a limitation in reading to organize and remember the information. In other words, this media can overcome the problem from students who have a limitation in comprehending the material that is presented in text and verbal.

Kemp & Dayton's study (1985, p.28, as cited in Arsyad, 2004, p. 19) classified the three main functions of instructional media, comprising: Motivate the interest (Instructional media can be applied in role-play that can produce students in), present the information, and provide the information.

4. **The Criteria in Choosing the Media**

Sadiman, et al. (2005, pp. 85) claim that in choosing the media, teachers have to consider the media based on the learning goals and objectives. Dick & Carey's study (1978, as cited in Sadiman, et al. 2005, p. 86) classified four aspects to be considered in choosing the media:

a. The availability of the instructional media should be considered. If the media is not exists in that particular place, the media must be created or purchased.

b. The next factor is how to buy or produce the media, it about the funding, and facility to buy or producing the media.

c. Instructional media can be used everywhere, and portable.

d. The last factor that needs to be considered is cost effective in long term. The media can be used for long term.

5. **The Strategy in Using Instructional Media**

Sadiman, et al. (2005, p. 197) state that media is utilized to achieve the goal in teaching and learning process. He classifies three steps to use the instructional media efficiently:

a. Preparation Before Utilizing the Media

Sadiman, et al. (2005, p. 198) state that teacher should prepare the media before teacher uses the media. When teachers use the media, the possibility of error will not occur, because teachers do a preparation before it.

He also said that the media should be put in correct place so students and teacher can see and hear the media. Moreover, if the media for a group work, the placement of media should be easily to access by all members of the group.

b. The Activity in Using the Media

Sadiman, et al (2005, p. 199) stated that the tranquility in the classroom while using the media should be maintained. The disturbance while using the media should be avoided. Classroom should have enough lighting, so students write the points that include in the media. He also states that media that is used in group should be maintained well. Students in the group have to maintain the tranquility, so none of student feels disturbed. Due to in learning process, teacher will ask students to answer the question, and arrange the sentence.

c. The Next Activity

Sadiman, et al. (2005, pp. 199-200) state the next activity aims to measure students' understandings about the material that is supported by the instructional media. Exercise is needed to provide to students based on the material. He also states that if they learn in group activity, they have to do a discussion to answer the question that is provided by teacher.

C. Beliefs

One important element in teaching process is belief. Researchers that have the research interest in belief have defined in their researches. This can be illustrated by the research from Rokeach (1972), Pourhosein Gilakjani, (2012), as cited in Gilakjani & Sabouri, 2017, p. 79) notes that belief is the terms that begins with "I believe that".

Further theory about belief, as Kunt (1997, Wang, 1996, as cited in Gilakjani & Sabouri, 2017, p. 79) stated that several words as "opinion, idea, and view" are refer to the term belief. Typically, it might be said that belief has the similar meaning with opinion, idea, and view.

Furthermore, another expert, Xu (2012, p. 1397) states that belief plays a vital role in teaching process. He also states that "beliefs dispose or guide people's thinking and action." Raymond (1997, as cited in Gilakjani & Sabouri, 2017, p. 79) defined belief is built by experience that becomes personal judgment.

1. **Teachers' Beliefs**

Discussing about teachers' beliefs, Clark (1988), Pajares (1992) as cited in Chu (2014, p. 101) defines teachers' beliefs have the similar definition with: viewpoint, thought, personal practical knowledge of the teachers. As a sequence, Chamorro & Rey (2013, p. 55) explain that teachers' beliefs influenced every action that teachers take in classroom.

In addition, William & Burden (1997, as cited in Chamorro & Rey, 2013, p. 55) write that belief is difficult to define, but it plays a big role of what teachers do in classroom. According to Cabaroglu & Roberts (2000, as cited in Gilakjani & Sabouri, 2017, p. 79) beliefs play a role as guidance to personal thought and action.

Therefore, Hampton (1994, as cited in Richards, Gallo & Renandya, n. d., p. 2) described that teachers' approaches in their teaching practice is determined by their

beliefs. According to Richards, Gallo & Renandya, (n. d.), activity, and material that they employ in classroom practice are affected by teacher belief.

2. Teachers' Beliefs and their Practices

Haney, Lumpe & Czerniak (as cited in Utami, 2016, p. 136) noted that beliefs in teaching as the teacher perspective about teaching and learning. Shavelson and Stern (1981, as cited in Utami 2016, p. 135) describe that "what teacher do in the classroom is said to be governed by what they believe and these beliefs often serve as a filter through which instructional judgments and decision are made."

According to Richard(1998, as cited in Liao, 2007, p. 47) teachers' beliefs including assumptions about teaching and learning is considered as the main source of the teachers' classroom practices. Moreover, Pajares (1992, as cited in Utami, 2016, p. 136) says that teacher's experience as a learner is the factor that shape teacher belief in teaching.

Furthermore, Williams and Burden (1997, as cited in Chamorro & Rey, 2013, p. 55) claimed that teachers' beliefs play a big influence when teacher prepare the class, teachers' decisions, and their classroom practice. Zeichner (1980, as cited in Gilakjani & Sabouri, 2017, p. 80) claimed that the power in effecting teachers' beliefs emerge when teachers teach in school.

Kindsvatter, Willen, & Isher (1988), Abdi & Asadi (2011) as cited in Gilakjani & Sabouri, (2017, p. 80) classified the sources of teachers' beliefs, comprising: the experience as a language's learner. Teachers recognize that they were

taught when they were a student and it supported teacher in forming their belief. In addition, the experience from teaching is the major source of their beliefs, when teacher employ the particular method or approach for their students, it leads to the belief about the method or the approach.

The next source that Kindsvatter, Willen, & Isher (1988), Abdi & Asadi (2011) as cited in Gilakjani & Sabouri, (2017, p. 80) stated is the personality of the teachers. For instance, teacher use the method or approach in teaching process that suit to their personalities. The last source is education-based or research-based principles. Teachers may obtain their beliefs by learning the fundamental aspects of research in second language acquisition, education, psychology.

Chamorro & Rey (2013, p. 53) argue that teachers' beliefs affect the use of technology in their classroom. Chamorro & Rey (2013, p. 45), in reporting a study conducted by Parr (1995, p. 15), explained that when teachers utilize computer in their classroom, it is influenced by the beliefs' of the teacher about the computer itself. As we know, computer is one of modern instructional media in teaching and learning process.

Utami (2016, p. 137) sees that teachers' beliefs as the main point when teacher prepare the instruction, manage and evaluate. It also influences teacher to choose the media, teaching methodology, material. She (2016, p. 141) also states that teachers' belief and teachers' teaching practices have a relationship and connection.

Thus, belief influences the teaching practice in the classroom, how they make a decision about selecting the method, and instructional media as well for teaching and learning process in their classrooms.

D. Relevance Studies

The related previous study about instructional media in teaching English to young learners that have conducted by Aini (2013) shows that the teachers in elementary schools in Kuningan. She also states that the teachers in those elementary schools utilized five types of instructional media, are as follows: boards, realia, pictures, and books. The researcher used observation and interview section to collect the data.

In addition, the next previous study that have collected by Sukmahidayanti (2015) that used qualitative method to collect the data using observation, interview, and data analysis. In this research, researcher states that teachers face the difficulty in using the instructional media because they think a suitable media were expensive.

Other relevance studies on teachers' beliefs and their practices in the classroom have been conducted by Gilakjani & Sabouri (2017) and Utami (2016). Gilakjani & Sabouri (2017, p. 78) highlights that accomplishment in teaching is affected by teacher' beliefs because it provide a guidance to adopt the strategy in teaching process. In addition, Utami (2016, p, 135) claims that belief of the teacher as a factor that involves teacher in using different strategies, and media.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of some aspect of research methodology, are as follows: research design, research participant, method of data collection, method of data analysis, and brief description of research participants.

A. Research Design

This study used qualitative research to explore instructional media that are employed by teachers in teaching English. Philosophy of positivism is the foundation of qualitative research method that is used to investigate natural setting (Sugiyono, 2016, p. 16). Creswell (2012, p. 16) stated, "The feature of qualitative method is the process to explore the problem and develop a detailed understanding of a central phenomenon."

B. Research Participants

Researcher used purposive sampling technique in choosing the research participant. Creswell (2012, p. 206) states that the individuals and site are selected purposefully by the researcher to find out the phenomenon. In this research, researcher chose two Islamic junior high schools as the participants, specifically they are two English teachers from MTsN 2 Aceh Besar, and MTsN 7 Aceh Besar.

Researcher chose the schools because the schools exist in the Aceh Besar, but in different sub-districts, namely Tungkop and Kuta Baro.

C. Methods of Data Collection

The data are collected by using:

1. Observation

The first method of data collection is observation. In this research, researcher played a role as a nonparticipant observer. Creswell (2012, p. 213) states that when a nonparticipant observer observes the activity, she/he does not involved in research participants' activities.

In this research, each classroom with the instructional media that used by teacher are observed in two meetings. Researcher collected the data about instructional media used, and the way teachers used instructional media in teaching English.

2. Interview

Interview is the second method to conduct the data in this study. Researcher used semi-structured interview. Fontana & Frey's (2000, p. 645, as cited in Creswell, 2012, p. 46) study highlights that semi-structured interview as "one of the most powerful ways in which we try to understand our fellow human beings". In this research, teachers were interviewed once to gain the information about their beliefs in teaching English using instructional media, and interview sections were taken in the

schools. Interview consisted of eight questions that related to this research that aim to answer the second research question about teachers' beliefs in teaching English using instructional media.

D. Method of Data Analysis

The data that have been collected by employing observation and interview are analyzed by using steps from Creswell (2014, p. 247), the steps are divided into:

1. Organizing raw data (transcripts, field notes),

2. Organizing and preparing data for analysis,

3. Reading through the data,

4. Coding the data,

5. Interpreting the meaning of themes/descriptions that that will be displayed in qualitative narrative.

In this research, researcher coded English teacher in MTsN 2 Aceh Besar as TC1, and English teacher in MTsN 7 Aceh Besar as TC2.

E. Brief Description of Research Locations

1. MTsN 2 Aceh Besar

MTsN 2 Aceh Besar is one of public schools in Aceh Besar, located in *jalan* Tgk. Glee Iniem, Tungkop, Darussalam. The accreditation of this school is A. It has 58 teachers (retrieved from siap-sekolah.com), including five English teachers.

2. MTsN 7 Aceh Besar

MtsN 7 Aceh Besar is one of public schools in Aceh Besar, located in Lamceu, Kuta Baro, Aceh Besar. This school has B accreditation. MTsN 7 Aceh Besar has 41 teachers (retrieved from mtsnkutabaro.com), including four English teachers.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, researcher analyzed the data that have been collected through observation and interview in MTsN 2 Aceh Besar, and MTsN 7 Aceh Besar. This chapter aims to answer the research questions of this research.

A. The Way Teachers Use Instructional Media

In this section, researcher presented the data from observation in order to answer the first research question about the way teachers used instructional media in their classrooms in MTsN 2 Aceh Besar and MTsN 7 Aceh Besar.

1. Teachers Showed the Instructional Media to Students

In the opening activity, teachers in MTsN 2 Aceh Besar and MTsN 7 Aceh Besar presented the instructional media in the classroom. The first observation in MTsN 2 Aceh Besar, teacher used pictures, flash cards, and whiteboard to teach past tense. In the second observation, teachers used white board and flash cards to continue the pervious material about past tense. TC1 showed to the students the instructional media for learning and teaching activity in that day, and asked students to look at the instructional media that were used in teaching and learning process.

In line with TC1, TC2 showed the instructional media to her students in classroom. In the first observation, she used pictures to teach noun phrase. She began using this media in the opening activity by preparing the media showing the pictures to her students.

Moreover, in the second observation, she used liquid crystal display (LCD) projector to show the pictures, students, and laptop to teach descriptive text. She showed the media in classroom by preparing LCD projector and connected it to the laptop, and she prepared laptop and LCD projector to be used in teaching and learning process.

This is the summary of instructional media used by in classrooms.

Table 4.1 The Instructional Media Used by TC1

No.	First Observation	Second Observation
1.	Pictures	White Board
2.	White Board	Card
3.	Flash Card	

Furthermore, the instructional media used by TC2 are presented below.

Table 4.2 The Instructional Media Used by TC2

No.	First Observation	Second Observation
1.	Pictures	Liquid Crystal Display (LCD) Projector
2.		Laptop
3.		Students
4		Pictures

2. Teachers Explained the Material by Using Instructional Media

In the first observation, TC1 taught about past tense by using pictures, flash cards, and white board. First, she used pictures of human activities to explain about past tense around 20 minutes. She directed the students to see the pictures, and she explained some activity in the pictures that related to past tense, for example: teacher explained about past tense (regular and irregular verb) of buy, play, and was.

Furthermore, teacher wrote about the formula of past tense in white board. She used white board as the media to deliver and explained about further information and example about past tense to her students. When students get confused, TC1 re-explained about the simple past tense using the picture, and wrote additional example in white board.

Then, she used flash cards to support the teaching process about simple past tense. There were two flash cards that written the words "yesterday" and "last night", this flash card is made by TC1. She explained about time signal (yesterday and last night) to the students using that flash card.

In the second observation, teacher continued the previous material. She provided the information about it on white board, and explained about the material that she wrote on white board. In this, observation, she also used card that written the topic about simple past tense.

Moreover, in the first observation, TC2 utilized pictures to teach about noun phrase. She explained the material and example of how to make noun phrase using the pictures. For instance, TC2 explained about the adjective of stuff to her student, and explained how to make that noun phrase using the pictures. She asked her students to look at the pictures thoroughly to know the adjective of the pictures. In the main activity, sometimes TC2 re-explained and gave more example about the material when her students faced difficulties.

Furthermore, in the second observation, TC2 utilized liquid crystal display (LCD) projector to teach about descriptive text. She used LCD projector to show the picture to explain about the example of descriptive text. In this main activity, teacher explained about descriptive text using the example that is provided by her, using LCD projector.

TC2 played the slides that consist of several pictures of "my teacher, my friends, my headmaster, chairman". In addition, teacher gave the example how to

describe each person based on the picture that is projected by LCD projector that connected with laptop.

3. Teachers Used Instructional Media to Give Exercises

In the first observation, TC1 used pictures to give an exercise to her students to decide verbal and non-verbal sentence bellows the pictures. After students found it out, teacher checked their answers. Still using the pictures, teacher asked students to determine regular and irregular verbs and underline the past verbs in every sentence of the pictures.

After this exercise, TC1 asked her students to work in pair to make verbal sentence using time signal "yesterday" and "last night" that are written in flash cards around 10 minutes , they should write the sentence on post it and stick it on the desk. The last media is picture of *"gam cantoi"*, after explaining about the picture, TC1 asked her students to make five simple past tense sentences (verbal and nominal sentences) based on the picture.

In second observation, TC1 using card that written four topics (shopping, going to beach, staying at home, going to school) to give an exercise to her students. She asked her students to choose one from four topics to make four sentences of simple past tense (verbal and non-verbal) using the topics around 30 minutes.

In the first observation in MTsN 7 Aceh Besar, TC2 used pictures to teach noun phrase. By using this instructional media, she asked her students to work in groups and make noun phrase based on the pictures. Then, TC2 directed her students to cut the paper that consisted of several small pictures and stick them on big paper and wrote the noun phrase. While students did this exercise, TC2 controlled every group to see whether they had difficulties about this exercise or not.

In addition, TC2 used liquid crystal display (LCD) projector to show the pictures to provide the exercise to her students. She asked her students to describe the pictures of students (R and M) that are projected by LCD projector on screen, while looking at Z and N in classroom to make students easier to make a descriptive text about their friends. Then, TC2 asked her students to read the descriptive text that they have written in front of others students and teacher.

B. Teachers' Beliefs on Instructional Media

In this section, researcher presented the finding of interview section in order to answer the second research question about teachers' beliefs in teaching English using instructional media.

1. Instructional Media Increased Students' Interests

The result of the interview reveals that two teachers in the two schools have the same beliefs that using instructional in teaching and learning English in classroom

add students' interest. TC1 believed that using instructional media will attract student

attention and they will be more focus in learning.

TC1 stated that:

> *"Of course instructional media can motivate students in learning. For example when teacher use various cards, pictures, cartoons, charts, etc. These media will attract student attention. So, I mean, the student will be easy to focus learning by using this media. "* (21st February 2018)

The same as TC1, TC2 also belief that instructional media can build students

interest in learning English and give beneficial aspect for teaching and learning

process.

TC2 stated,

> *"Yes, I think instructional media will help the teacher to transfer the material that she wants to teach in that day."* (26th February 2018)

Thus, it showed that teachers in this the schools have positive beliefs toward

instructional media. They believed that using instructional media can help teacher in

teaching process.

2. Using Instructional Media Have Some Advantages

TC1 believed that teacher should use instructional media in teaching English.

As she stated that using instructional media becomes a strategy to make difficult

material more understandable by the students.

TC1 stated,

> *"Yes, sure. It is one of the strategies of the teacher to teach English well, because English has some difficult materials. For example teaching grammar, teaching grammar is sometimes makes student bored, so when the teacher uses media, so the students will get interest. Based on my experience, when I teach grammar with explanation without using media, so some not all students give attention, but only some of student. But when I use media use media almost all the student pay attention."* (21st February 2018)

Another respondent (TC2) stated that using the media is depend on the material, yet is it better to use instructional media, because it can help increasing interests of students in learning process. Thus, both of teachers believe that using instructional media is beneficial strategy to support teaching and learning process in classroom.

3. Consideration Must be Taken in Choosing Instructional Media

Before applying instructional media, TC1 and TC2 have consideration that they have to make in choosing instructional media. TC2 believe that in choosing the instructional media, it should be based on curriculum and material. In addition, TC1 stated that in choosing instructional media it should be related to the topic. Topic and instructional media should be connected each other. She also said that choosing instructional media also depend on student's learning style.

TC1 stated:

> *"I thought the instructional media, I think depend on the topic. When we feel that this topic (for example) in teaching text, sometimes I use laptop or slide. When we use grammar, I think*

it is easier to use card like yesterday, also pictures, so depend on the topic. But sometimes also depend on the student characteristic of learning. Some students like visual, so if the student like visual, so it is better to use like video. If the students like audio, sometimes we only use video from tape recorder or from my own voice." (21st February 2018)

Choosing instructional media is a prominent step in teaching process. Therefore, TC1 and TC2 believe that choosing instructional media to be employed in teaching English should depend on the material, topic, and students' needs.

4. Instructional Media is Important

In this section, TC1 and TC2 said that instructional media is important in teaching process. TC1 said that learning objectives can be achieved by using instructional media.

TC1 said,

> *"Very important because it will help the teacher to achieve the learning objective, especially for the student with the lack of basic of English like such as grammar, vocabulary."* (21st February 2018)

Another response from TC2, she said that instructional media is important because it can support student in learning English as a foreign language from students.

TC2 said,

> *"Ok, instructional media in teaching process is important. As we know that English is something new for the students, there is kind of foreign language, so we need something to support it, so the student will interest to learn English."* (26th February 2018)

Based on the explanation, it can be concluded that both teacher have the same belief that instructional media is important because it learning objectives can be accomplished, and can help student to learn English as a foreign language.

5. Using Instructional Media Can Improve Teaching Process

Another point about teacher belief is they can teach well when using instructional media. As the interview result, TC1 believed that she can teach well using instructional media because it can be more practical and interesting.

TC1 said,

> *"Yes, I do believe because, teaching without media make teaching and learning process become more difficult and more boring. On the other hand, teaching by using media will make the teaching process and learning more practical and interesting."* (21st February 2018)

Moreover TC2 explained that said that sometimes she did not need the instructional media. It because the use of instructional media should be depended on the material, but the majority of the material need instructional media.

6. Instructional Media Can Improve Motivation

In selecting the instructional media, there are some influences that teachers considered to choose it. Based on the interview from TC1 and TC2, the influences are motivation and interest of the student.

TC1 stated,

> *"Ok the first one is what influenced me to use the media, the student lack of motivation in learning English. They think that English is difficult lesson, so that, we as the teacher need to find a good strategy to teach them more attractive. One of the strategies is using media. The second one is us change of curriculum, because curriculum change also demand teacher to use media in order to achieve the curriculum purpose. Nowadays, curriculum demands student to have high order thinking skill (HOTS), so that it will make teacher thinks hard to achieve the curriculum purpose."* (21st February 2018)

It is in line with the answer of TC1, TC2 also believed that student's

motivation influence her to use instructional media in classroom.

7. Teaching and Learning Objective Can be Achieved by Using Instructional Media

According to interview result, TC1 and TC2 believe that using instructional

media can achieve teaching and learning objective.

TC1 responded,

> *"Of course yes, because media can help teacher to connect between the student background knowledge with the learning objectives. For example teaching past tense. I give them picture telling past activities of some people. So it will help them understand that they are now learning about past activities, then when the student have understood teacher, then can easily teach the sentence of past tense. Finally, the learning objectives can be achieved more easily."* (21st February 2018)

Therefore, instructional media can promote the teaching and learning

objective. Thus, when teacher provides instructional media, it will support the

process, and student will understand the material easily.

8. Factors May Positively Change Teachers in Using Instructional Media

In using instructional media, there are some changes that teacher face. The changes are based on some factors. TC2 said that students' feedback, attending seminar or workshop, self-discovery, new curriculum.

TC2 responded,

> *"Of course, Instructional media should be changed based on student needs, and academic year of 2016, 2017, and 2018. I change the media because of student feedback. I got a lot of experiences when I attend the seminar or workshop, or sometimes I renew my instructional media. Self-discovery, I search some media and I find something new, then I will choose it. Then, our school use Kurikulum 2013."* (26th February 2018)

In line with TC2, TC1 said that students' feedback, self-discovery, attending seminar/workshop, and new curriculum are some factors change in using instructional media. She explained that sometimes her students asked teacher to use media in teaching.

In addition, she found the media through self-discovery, for instance is the instructional media when researcher did the observation. TC1 found the old newspaper or internet that contained picture of *gam cantoi*. The next is attending seminar, in seminar they provided new instructional media. The last factor is new curriculum, TC1 said that by reading new curriculum and syllabus, she found the new media, are as follows; leaflet, booklet, and those media are new for her.

C. Discussion

This section presents the discussion based on the research findings that has been conducted in MTsN 2 Aceh Besar, and MTsN 7 Aceh Besar. The researcher employs observation and interview to collect the data.

The first research question was to know the way teachers used instructional media in teaching English. Based on research finding that researcher has conducted. Teachers in MTsN 2 Aceh Besar and MTsN 7 Aceh Besar used some instructional media. Teacher in MTsN 2 Aceh Besar used pictures, white board, and flash card in teaching English. As Sadiman, et al. (2005, pp. 29 & 31) states that picture is the most commonly used instructional media in teaching. Picture is a concrete media which is more realistic to show the idea. It can overcome the limitation, because not all object or accident can be existed in classroom. First, she showed the media to the student in the opening activity and in main activity for each media. TC1 used the media by explaining the material using Instructional media. For instance, when she used pictures, she explained it in main activity of teaching process.

TC1 gave the example how to mark verbal and nominal sentence, and underline past verbs in the pictures. In addition, teacher used white board to write the material about simple past tense to make the material clearer when she explained to students. For another picture that she still used in main activity, TC1 asked her student to make five verbal and nominal sentences based on the pictures. In the next meeting, teacher still used white board to provide the material about simple past tense, and flash card that written several topic about past tense that student should

make sentence based on the topic. As Sadiman, et al (2005, pp. 199-200) stated that the next activity (exercise) aimed to measure whether students have understood the material that is taught by using instructional media.

On the other hand, TC2 used pictures, LCD projector, laptop, and student themselves as instructional media. In the first meeting, teacher used picture to teach about noun phrase, in the main activity, teacher asked and guide students to make noun phrase based on the pictures in each group. When students faced the difficulty to generate the idea, teacher gave example to make a noun phrase and asked student to look at the picture thoroughly to be able to make noun phrase. In the next meeting, teacher used LCD projector, laptop, and students themselves to teach descriptive text, according to (Ruis et al., 2009), LCD projector is similar with OHP which need to be connected to computer to show the material. This media is popular media in this era because it is practical and efficient media.

Firstly, teacher prepared the media to be used in the classroom, then she began to employ the instructional media by turning LCD projector and laptop to show the pictures and started to give the explanation, material, and example of descriptive text. In order to make student more understand, teacher used students themselves as the instructional media, at 08:45 teacher showed the picture of students (R and M) on screen and teacher asked her students to look at R and M to describe them, and it becomes easier when teacher use student themselves to be instructional media. Harmer (2007, as cited in Aini, 2013, p. 197) notes that the most applicable resources

in the classroom are the students themselves. Aini (2013) said that teacher can do many activities by utilizing student in classroom.

The second research question was to know about teachers' beliefs in teaching English using instructional media. Regarding teachers' beliefs in using instructional media to teach English, TC1 and TC2 have positive beliefs against instructional media. They believe that instructional media can increase students' interests in learning English, as Ruis, Muhyidin & Wahyono (2009, p. 1) stated that by using instructional media in teaching and learning process, it will build students' interest, and Kemp & Dayton (1985, 28. as cited in Arsyad, 2004, p. 19) stated that instructional media can motivate students' interest. As Levie & Lentz (1982 as cited in Arsyad 2004, p. 17) stated that the use of instructional media can attract student's motivation.

As Sadiman (2005) explained that using instructional media in classroom can build students' motivation. Thus, TC1 believed that she can teach well when she uses the instructional media. While TC2 said that the use the instructional media in teaching is based on the situation which need the instructional media. Moreover, TC1 and TC2 claimed that teacher should use instructional media, because it will help the learning process, and teachers selected the media which is related to the topic. Teaching English by using instructional media will support the learning and teaching process, so it can make it more practical.

Furthermore, TC1 and TC2 believed that motivation and interest of students influence them to use instructional media, according to the previous study on belief, Chamorro & Rey (2013, P. 61) state that one of their research participants believes that technology is a good media the increase motivation of students. TC1 and TC1 believe that using instructional media can achieve the teaching and learning objective, as Chamorro & Rey (2013, p. 64) write in their research that teacher believes the outcomes of language learning can be gained successfully by using technology (instructional media).

Some factors detected from TC1 and TC2 that lack of motivation, change of curriculum and students' interests became the influences for teachers to select and use instructional media in teaching and learning process. TC1 believed that by using instructional media, difficult lesson will be easier because this is a good strategy to make the class more attractive. While in changing the curriculum which is demand teacher use media in order to accomplish the curriculum purpose.

Moreover, there are some causes that change teacher in using Instructional media, TC1 and TC2 believe that student feedback, attend seminar or workshop, self-discovery, and new curriculum change teacher. As Richards, Gallo, & Renandya (p. 9, n. d.) states that teacher and students have the togetherness in the classroom, and teacher knows about her students and that become a good source of feedback.

After that, attending seminar or workshop gave a new idea to teachers because in seminar or workshop they got a lot of information towards the instructional media.

In line with that Richards, Gallo, & Renandya (p. 9, n. d.) argues that in attending seminar/workshop, teachers that come from different school have a chance to share their idea. Thus, it will generate teacher to know and to use instructional media in classroom.

In addition, TC1 believes that self-discovery changed instructional media used in her classroom, she tries to find out the media by herself in old newspaper or internet. In addition, the last is the new curriculum, because new curriculum guides her to come across the new instructional media.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, researcher provides conclusion and suggestion based on the finding in this research.

A. Conclusion

Researcher draws the following conclusions from the research that have been conducted in MTsN 2 Aceh Besar and MTsN 7 Aceh Besar.

Teachers in MTsN 2 Aceh Besar used pictures, white board, and flash cards as the instructional media in teaching English in the observation. On the other hand, teacher in MTsN 7 Aceh Besar used pictures, laptop, LCD Projector, and students themselves. In using these instructional media, teachers showed the instructional media while preparing it in classroom, then teachers explained the material by using the instructional media, and teacher asked students to do some exercises using instructional media based on the material. It helps students to understand about the material in that day and increase students' interest in learning.

TC1 and TC2 have positive beliefs about using instructional media in teaching English. Both of them believed that instructional media is important and has a good impact to teaching and learning process. Instructional media add student motivation and interest in learning. Moreover, it supports and helps teachers in

teaching process to accomplish learning and teaching objectives. Therefore, students will be easier to understand the material.

English teachers of MTsN 2 Aceh Besar and MTsN 7 Aceh Besar chose the instructional media based on the topic. There are some causes as the source of their beliefs that can change teachers in selecting the media, they are: students' feedback, self-discovery, attend seminar/workshop/conference, and new curriculum.

B. Suggestion

Based on the finding of this research, researcher draws several suggestions to achieve the goals of teaching and learning process: The use of instructional media in teaching English should be improved to make the teaching and learning process run maximally to achieve the teaching and learning objectives.

In addition, English teachers are expected to be more innovative and creative to figure out or create more interesting and appropriate instructional media to be implemented in teaching English. Teacher should pay more attention to the students thoroughly to generate better teaching and learning process. Moreover, the next researcher might utilize this research as the prior reference to conduct the next research in the same interest.

References

Aini, W. N. (2013). Instructional media in teaching English to young learners: a case study in elementary schools in Kuningan, 43-44.

Arsyad, A. (2004). *Media pembelajaran.* Jakarta: PT. Raja Grafindo Persada.

Chamorro, M. G., & Rey, L. (2013). Teachers' beliefs and the integration of technology in the EFL class, 51-72.

Chu, Y. (2014). Teachers' beliefs in teaching English for kids at kindergarten: Ap case study of students from the department of applied English. *English Language Teaching*. *7*(10), 100-112.

Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). University of Nebraska, Lincoln: Pearson.

Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications, Inc.

Gilakjani, A. P & Sabouri, N. B. (2017). Teachers' belief in English language teaching and learning: a review of the literature. English Language Teaching. *10*(4), 78-86.

Lauder, A. (2008). The status and function of English in Indonesia: a review of key factors. *MAKARA, Sosial Humaniora, 12*(1), 9-20

Liao, P. (2007). Teachers' beliefs about teaching English to elementary school. *English Teaching and Learning*, 43-76.

Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the Commitment to Competence and the Quest for Higher Test Scores, *18*(01), 1 13.

Mistar, J. (2005), Teaching English as a foreign language in Indonesia. Braine, G. (Ed), *Teaching English to the World*. Mahwah, New Jersey: Lawrence Erlbaum Associates, 71-80.

MTsN 2 Aceh Besar. Retrieved July 19, 2018, from http://10100325.siap sekolah.com/sekolah-profil/

Profil Sekolah MTsN 7 Aceh Besar. Retrieved July 19, 2018, from http://mtsnkutabaro.com/

Richards, J. C., Gallo, P. B., & Renandya, W. A. (n. d.). Exploring teachers' beliefs and the processes of change. SEAMEO Regional Language Centre. 1-17.

Ruis, N ., Muhyidin, & Waluyo, T. (2009). Instructional media, 1-19.

Sadiman, A. S., Rahardjo, R., Haryono, A., & Rahardjito. (2005). *Media pendidikan*. Jakarta: PT. Raja Grafindo Persada.

Salwa (n. d.). Motivational strategies for generating enthusiasm of Indonesian EFL learners, 545-552.

Subrahmanian, U. (2003). *ESL teachers' beliefs about teaching English in India and how they impact on media use in the language classroom: An Exploratory Study* (Doctoral dissertation). The University of Georgia, Athens, Georgia.

Sugiyono, (2016). *Metode penelitian pendidikan.* Bandung: Alfabeta.

Sukmahidayanti, T. (2015). The utilization of instructional media in teaching English to young learners (a case study of an elementary school teacher in Bandung). *Journal of English and Education*, *5*(3). 90-1 00.

Taiwo, S. (2009). Teacher's perception of the role of media in classroom teaching in secondary schools. *The Turkish Online Journal of Educational Technology. 8* (1).

Utami, D. N. (2016). The EFL teachers' beliefs and their teaching practices. *OKARA Journal of Language and Literature, 2*, 135-144.

Wahyuni, S. (2016). Curriculum development in Indonesia context, the historical perspectives and implementation, *10*(1), 73-82.

Wati, H. (2011). The effectiveness of Indonesian English teachers training programs in improving confidence and motivation. *International Journal of Instruction, 4*(1), 80-104.

Xu, L. (2012). The role of teacher s' beliefs in the language teaching-learning process. *Theory and Practice in Language Studies, 2*(7). 1397-1402.

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

| Menimbang | : | a. | bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; |
| | | b. | bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi. |

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12 Desember 2017

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Qudwatin Nisak M.Isa, S.Ag., M.Ed., M.Pd   Sebagai Pembimbing Pertama
2. Dr.phil. Saiful Akmal, S.Pd.I., M.A   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Diah Bunga Nastiti**
NIM   : **140203027**
Program Studi   : **Pendidikan Bahasa Inggris**
Judul Skripsi   : **The Use of Teachers' Instructional Media in Teaching English: Belief and Practice**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 12 Januari 2018
An. Rektor
Dekan,

Mujiburrahman

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-1558/Un.08/TU-FTK/ TL.00/02/2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

02 Februari 2018

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Diah Bunga Nastiti
N I M	: 140 203 027
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl.Inong Balee.Lr.Ikapa No.4 Darussalam B.Aceh

Untuk mengumpulkan data pada:

MTsN 2 Aceh Besar, MTsN 7 Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Use of Teachers' Instructional Media in Teaching English: Belief and Practice

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG UMUM   BAG UMUM

Kode 7297

Nomor	: B- 096/KK.01.04/1/PP.00.01/02/2018	Kota Jantho, 19 Februari 2018
Sifat	: -	
Lampiran	: -	
Hal	: Mohon Bantuan dan Izin Mengumpulkan Data Skripsi	

Kepada:
Yth, Kepala MTsN 2 dan MTsN 7 Aceh Besar

Di Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, Nomor : B-1558/Un.08/TU-FTK I/TL.00/02/2018 tanggal 02 Februari 2018. Perihal sebagaimana tersebut dipokok surat, maka dengan ini dimohonkan kepada saudara memberikan bantuan kepada mahasiswa/i yang tersebut namanya dibawah ini:

Nama	: Diah Bunga Nastiti
Nim	: 140 203 027
Pogram Studi	: Pendidikan Bahasa Inggris

Untuk melakukan pengumpulan data dalam rangka penyusunan Skripsi untuk meyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, di MTsN 2 dan MTsN 7 Aceh Besar adapun judul Skripsi:

" THE USE OF TEACHERS' INSTRUCTIOANAL MEDIA IN TEACHING ENGLISH : BELIEF AND PRACTICE ".

Demikian surat ini dibuat atas bantuannya kami ucapkan terima kasih.

an. Kepala Kantor Kementerian Agama
Kepala Subbagian Tata Usaha

.... SH, MH

Tembusan :
1. Ketua Jurusan/Prodi
2. Arsip

SURAT KETERANGAN PENELITIAN

Nomor : 20 Mts.01.17/PP.00.5/   / 07/2018

Kepala Madrasah Tsanawiyah Negeri 2 Aceh Besar dengan ini menerangkan kepada :

Nama   : Diah Bunga Nastiti

N I M   : 140 203 027

Program Studi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah UIN Ar-Raniry

Telah selesai melaksanakan tugas mengumpulkan data untuk menyusun data skripsi dengan judul " *THE USE OF TEACHERS' INSTRUCTIONAL MEDIA IN TEACHING ENGLISH : BELIEF AND PRACTICE* " mulai tanggal 21 s/d 26 Februari 2018 pada Madrasah Tsanawiyah Negeri 2 Aceh Besar, sesuai dengan surat Kepala Kantor Kementerian Agama Kabupaten Aceh Besar Nomor :

B-096/KK.01.04/PP.00.01/02/2018 tanggal 19 Februari 2018.

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Tungkob, 16 Juli 2018
An. Kepala
Kepala Urusan Tata Usaha

Zulfadli, SE
NIP.198501062005011001

SURAT KETERANGAN PENELITIAN
Nomor : B- 120 /MTS.01.04.6 / PP. 00.6/ 07 /2018

Kepala Madrasah Tsanawiyah Negeri (MTsN) 7 Aceh Besar, dengan ini menerangkan bahwa :

Nama	: Diah Bunga Nastiti
N I M	: 140 203 027
Program Study/Jurusan.	: Pendidikan Bahasa Inggris
Fakultas	: Fakultas Tarbiyah Dan Ilmu Keguruan UIN Ar-Raniry
	Darussalam Banda Aceh

Sehubungan dengan surat Kementerian Agama Kabupaten Aceh Besar Nomor : B-096/KK. 01.04/1/PP.00.01/02/2018 tanggal, 19 Februari 2018 yang namanya tersebut diatas telah mengadakan Penelitian / pengumpulan data di MTsN 7 Aceh Besar . Untuk Penyusunan Skripsi dengan judul :

" The Use Of Teachers' Instructioanal Media In Teaching English : Belief And Practice"

Demikian surat keterangan ini kami buat untuk dapat di pergunakan seperlunya .

Aceh Besar, 16 Juli 2018

Kepala,

Bambang Irawan S, S.Ag
NIP. 19710630 199905 1 001

Appendix VI

Instruments for data collection in this research are:

    a. Observation sheet

       The observation sheet is created by researcher to collect the data from the teacher in using the instructional media in teaching process.

Observation section	Instructional Media used in teaching and learning process	Duration
Opening Activity	• • • • • •	
Main Activity	• • • • • •	
Closing Activity	• • • • • •	

b. Interview

Instrument for interview questions of this study is adapted from Chomorro & Rey (2013), Richards, et al. (n. d.), Subrahmanian (2003), Taiwo (2009), also modified by researcher.

1. Do you think that instructional media add student interest in learning?

2. In your opinion, do you think that teachers should use the media to teach English?

3. How do you choose the media?

4. How important is instructional media in teaching process? Why?

5. Do you believe that you can only teach well when you use media?

6. What has influenced you to use instructional media in your classes?

7. Do you believe that utilizing the instructional media can achieve teaching and learning objectives?

8. Is there any change in using instructional media in your classroom? If yes, what is the cause? Please choose from the following options, and explain, why?

- Students feedback

- Self-discovery

- Through trial and error

- Use of (new) textbooks/new curriculum

- Attending seminar/workshop/conference

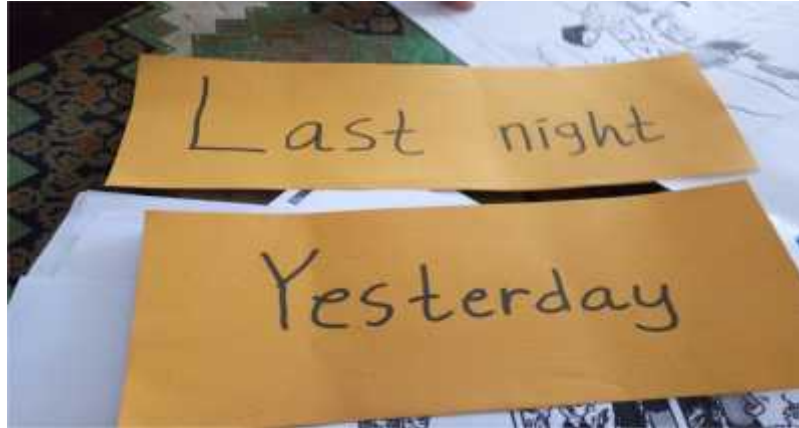- Other (specify)

Appendix VII

Pictures of teaching and learning process by using instructional media in MTsN 2 Aceh Besar

1. The First Observation

The picture that TC1 used to teach about reguler and irregular of past verb and nominal and verbal senteces.

Flash Cards that TC1 used to teach about time signal of simple past tense.
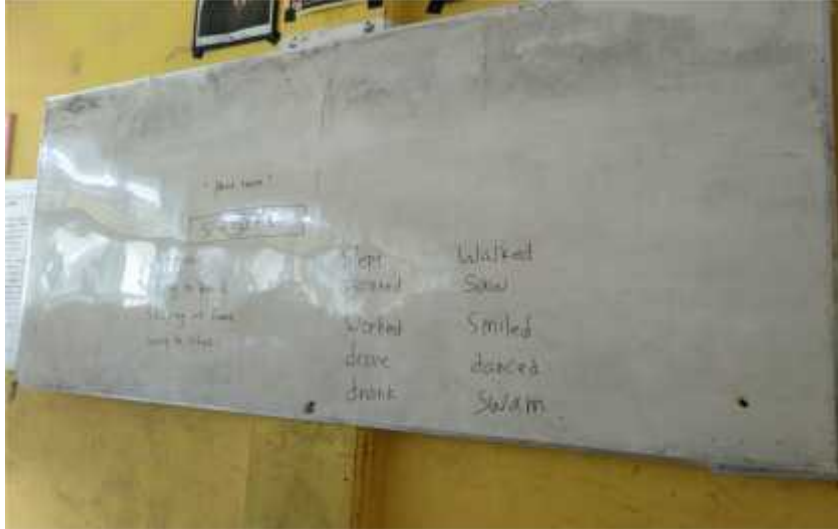

TC1 utilized whiteboard to write the material

TC1 explained the material in that group.

TC1 use picture of "*gam cantoi*" to give an exercise.

2. The Second Observation

TC1 used white board to wrote the material about simple past tense.

TC1 used this card as media to give an exercise about simple past tense.

Pictures of teaching and learning process by using instructional media in MTsN 2 Aceh Besar

1. The First Observation

TC2 gave an explanation about noun phrase that students had to make based on the picture

Students work in group to make noun phrase based on the pictures.

TC2 controlled the group work activity

Students make noun phrases based on pictures.

2. The Second Observation

TC2 explained about topic od descriptive using LCD projector that projected the pictures

TC1 explained the way to describe the object.

TC2 provided the example of object to be described using LCD projector

TC1 used laptop to support the LCD projector in teaching and learning activity

Students pay attention about the example of descriptive text.

Student made a descriptive text based on the picture that projected by LCD projector.

Student read his descriptive text.

Student read her descriptive text.

Interview section in MTsN 2 Aceh Besar.

Interview section in MTsN 7 Aceh Besar

AUTOBIOGRAPHY

1. Name : Diah Bunga Nastiti
2. Place/Date of Birth : Meulaboh, 1 January 1996
3. Religion : Islam
4. Nationality/Ethnic : Indonesian/Acehnese
5. Sex : Female
6. Marital Status : Single
7. Occupation : Student
8. Address : Meulaboh, Aceh Barat
9. E-Mail : bunganastiti@gmail.com
10. Parents' name
    a. Father : Jamadi
    b. Occupation : Private
    c. Mother : Cutti Nurul Qamariah
    d. Occupation : Civil Servant
    e. Address : Meulaboh, Aceh Barat
11. Educational Background
    a. Kindergarten : TK Al-Quran Meulaboh (2001-2002)
    b. Elementary School : MIN MEULABOH 1 (2002-2008)
    c. Junior High School : MTsN Model Meulaboh 1 (2008-2011)
    d. Senior High School : MAN Meulaboh 1 (2011-2014)
    e. University : UIN Ar-Raniry (2014-2018)

Banda Aceh, 5 Juni 2018

Diah Bunga Nastiti