STUDENTS' AND TEACHERS' OPINIONS TOWARDS THE USE OF INSTRUCTIONAL MEDIA FOR ENGLISH SUBJECT

(*A Case Study at SMAN 3 Banda Aceh*)

THESIS

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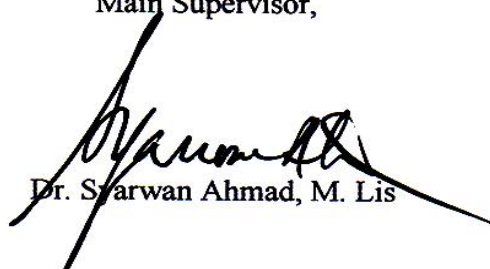On Teacher Education

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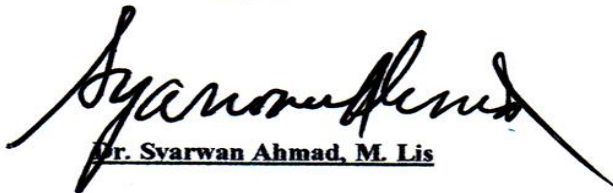
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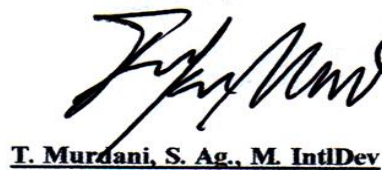
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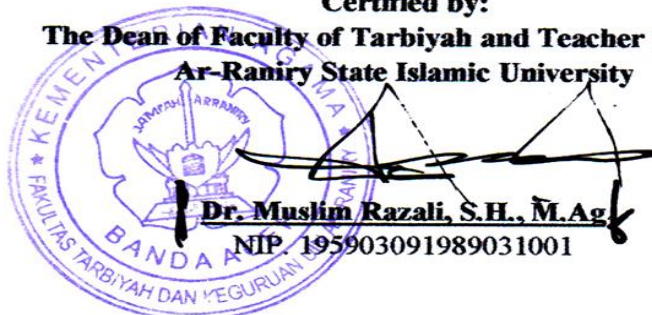
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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Ultimately, the author expects that this study would be valuable in taking part of the development of the education in Aceh. However, despite all efforts I have dedicated to finish this thesis, I believe that this is not perfect enough. Therefore, criticisms and suggestions are beneficial for the improvement of this thesis.

Banda Aceh, January 7th, 2019

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ABSTRACT

This case study was conducted based on the fact that the use of instructional media has developed at all educational levels. Thus, this study was undertaken to figure out students' and teachers' opinions on the implementation of instructional media for English subject at SMAN 3 Banda Aceh. The methods of collecting the data were classroom observations and interviews. The participants for observations were sixty-seven students and three English language teachers in three different classes. The representatives for the interviews were fifteen students and the three English language teachers. The results showed that the students and teachers believed instructional media were vital in teaching learning process. However, there was a lack of instructional media usage by the teachers in the instructional process. This was due to the teachers' limited time, adjustment constraint of instructional media to topics, and technical problems. The teachers expected instructional media's training program to be organized. The students suggested the teachers to be more selective in choosing the instructional media, and the teachers should balance the use of media with adequate portion of explanation on the topic of discussion and good supervision on the students' behaviors.

Keywords: *Students' and teachers' opinions, instructional media*

CHAPTER I

INTRODUCTION

This chapter includes the background of study, research questions, research aims, significance of study, and research terminologies.

A. Background of Study

As the development of technology, teaching learning process today utilizes various kinds of instructional media. McNeil (2002) states that everything we see and feel in this world is either the result of nature or the result of people's work known as technology. It indicates that we cannot neglect the presence of technology in all aspects, as if in education. In the United States, for example, screens for projectors and overhead transparency have become the standard for schools since many decades ago for enhanced and programmed instruction (Flake, 2017). Moreover, the influence of this rapid advancement of technology has also spread to education in developing countries, one of which is Indonesia. The educators have initiated to implement teaching media in formal education starting from the simple ones, such as pictures, flashcards, and realia, to the sophisticated ones, such as projectors, tape recorders, televisions, and so on.

Furthermore, these days, not only does the use of instructional media happen at universities, but also at elementary schools, junior high schools, and senior high schools. For instance, almost all classrooms at Ar-Raniry Islamic State University are equipped with screens for projectors. Those screens may help to exhibit whatever

related to the topic of discussion for certain meeting. Besides, the university also provides laboratories supplied particular media for specific majors in need. Nevertheless, the environment where instructional media are available also exists at other levels of education including elementary schools, junior and senior high schools. As a proof, when designing lesson plans, teachers at schools are required to mention the teaching media they employ for every topic (Permendikbud No. 81A, 2013). The media are expected to improve the quality of the instructional process. In other words, instructional media have become compulsory for all educational levels.

Even though the utilization of instructional media is evolving and continuing to be a concern in teaching learning process, not all media usage can be well-received by students. For instances, printed images only emphasize on the learners' eyes and the size can be very limited for large groups (Sanjaya, 2008). Generally, classrooms at schools are constructed rather large which can accommodate more than 30 students. Consequently, the images can barely be seen for all at once. Likewise, the use of printed posters as instructional media can also ruin the activities of learning if not presented effectively (Amel, 2014). Another example is the use of projectors to deliver presentation materials by specific application such as PowerPoint with minimal knowledge on how it should be created prevalently occurs in the process of teaching and learning (James, Burke, & Hutchins, 2006). These result in the least of information that can be comprehended.

Additionally, based on the writer's experience as a learner at SMAN 3 Banda Aceh, there are more divergent problems for students on the use of instructional media for English subject aside from what have been stated above. Firstly, sometimes, the tape recorder being used is not audible as clear as it should be. The produced sound makes students unable to entirely follow the discussion, particularly for the students who sit in the corner. Moreover, the teacher does not repeat several times to ascertain that all get to listen well, affecting the students to hardly grasp the points of the talk. Secondly, a television displaying a conversation that has an old setting and people can lead to tedious classroom. In fact, students are more into learning through a medium incorporating sound and visual since it helps them to understand the facial expressions, gestures, and physical background (Spratt, 2008). Yet more than that, the selection of the video played matters a lot for students to stimulate their interest.

Based on the aforementioned issues, it can be inferred that several drawbacks of teaching by using teaching media can inevitably emerge during the process of teaching and learning. These may arise due to the media, teachers, or students. Thus, not obtaining maximal potential of the instructional media for attaining learning purposes may possibly occur. It denotes that the application of instructional media in classrooms can cause ineffective teaching and learning activities. On the other hand, if teachers do not harness the teaching media to assist the teaching and learning activities, somehow, it can also lead to pointless classes as the learning will be monotonous and less engaging for learners to follow the lesson.

Looking at the situation, the researcher is intrigued to examine whether the use of instructional media for English subject at SMAN 3 Banda Aceh is indeed well-received by the students or not. Since students are like the key element that should gain optimal knowledge of the teaching learning process, their thought on the use of instructional media in classrooms should not be overlooked. Ultimately, this study aims to examine SMAN 3 Banda Aceh students' opinions on the use of instructional media for English subject as well as the English language teachers' opinions in using instructional media.

B. Research Questions

1. What are SMAN 3 Banda Aceh students' opinions towards the use of instructional media for English subject?

2. What are teachers' opinions towards the use of instructional media in teaching English subject at SMAN 3 Banda Aceh?

C. Research Aims

1. To identify SMAN 3 Banda Aceh students' opinions towards the use of instructional media for English subject.

2. To investigate teachers' opinions towards the use of instructional media in teaching English subject at SMAN 3 Banda Aceh.

D. Significance of Study

This study can give an insight into the English teachers' use of instructional media in enhancing teaching learning process. It may encourage the teachers to be more effective in applying instructional media as they are more aware of the impacts of the media for students.

Besides, this research benefits students and readers in comprehending the views of students towards the use of instructional media in English classroom as well as the views of teachers on the utilization of instructional media in the teaching learning process.

At last, this study will also be beneficial for future researchers who are doing research on the similar issue. It can be as a reference providing the significant information to expand their knowledge.

E. Research Terminologies

1. Students' and teachers' opinions

Bosse and Dugan (2013, p. 113) state that opinions tell what someone thinks. A statement of opinion tells ideas or feelings (Mortons & Abrams, 2007, p. 14). In this study, students' opinions mean how the students of SMAN 3 Banda Aceh's think of the implementation of instructional media for English subject. The students' opinions come from their impression on experiencing to learn English with the use of instructional media throughout their study at SMAN 3 Banda Aceh. While teachers'

opinions are the English language teachers' of SMAN 3 Banda Aceh point of view in teaching English by using instructional media in teaching learning process.

2. Instructional media

Media are carriers of information between the source and receiver, and when the messages are intended to achieve the learning objectives, they are considered as instructional media (Heinich, Molenda, Russel & Smaldino, 2002; Arsyad, 2010). Instructional media are also called audio-visual aids, tools for instruction, teaching media, educational media, or instructional technology (Wamalwa & Wamalwa, 2014, p. 141). Therefore, instructional media encompass the things perceived as the intermediaries between teachers and students for attaining the instructional objectives. In this study, the media can be tape recorders, pictures, speakers, videos, songs, realia, and so on, which support teachers at SMAN 3 Banda Aceh in teaching English subject.

CHAPTER II

LITERATURE REVIEW

This study intends to investigate students' and teachers' opinions in using instructional media for English subject. To acquire the framework of the issue, this literature review discusses the theories that related to the important aspects of the study. The theories are as follows: previous studies, definition of opinions, types of opinions, definition of instructional media, types of instructional media, advantages of instructional media, disadvantages of instructional media, and principles of applying instructional media.

A. Previous Studies

There were a number of previous studies that probed the impact of instructional media in teaching learning process. In this research, the author will explain briefly three studies that have been undertaken by other researchers who used to be English language education students at Ar-Raniry State Islamic University.

The first study was conducted by Yana in 2010. She investigated the use of diaries to improve students' writing at the second year of MTsN Rukoh Banda Aceh. To obtain the data, she employed experimental teaching, pre-test and post-test, and questionnaires. There were one experiment class and one control class. It was found that the pre-test score of experiment class and control class was relatively the same, while the post-test score for experiment class was 75,3 and control class was 70,5. It indicated that there was an improvement of the students' writing skills after the

teacher asked students to write their everyday experiences in diaries. The researcher also discovered that the students lacked vocabulary and writing practice. Therefore, writing diaries daily helped them develop their vocabulary and writing skills.

The second study was completed by Musfirah in 2011. She identified the effectiveness of using picture story in teaching reading at the second year of MTsS Oemar Diyan. The researcher applied experimental research by conducting five meetings of teaching and giving two tests (pre-test and post-test). The result of pre-test showed that the mean score was 70,8, while the post-test was 79,18. She came into conclusion that there was an increase of the students' ability after they learned reading strategy using picture story. The improvement of the students was because they could imagine the story through the pictures, and there was a positive energy from the students in the teaching learning process felt by the researcher while teaching reading by using picture story.

The third study was carried out by Rahmi in 2017. She explored EFL students' perception at Ar-Raniry State Islamic University on the use of instructional media in classroom. This study was a mixed method. She gathered the data from both questionnaires and interviews. She discovered that the application of the instructional media had positive impacts to students as the media made the teaching learning process more structured. Hence, the students could easily focus and understand the materials. Instructional media could also avoid misunderstanding between lecturers' and students' in interpreting the description of the subject discussion told by the lecturers. On the contrary, she also found that instructional media could waste the

time of learning because the lecturers had to install the media before the teaching process.

All the three researchers agree that the utilization of instructional media may enhance the teaching learning process. However, the first and second researchers only mention the impacts of particular media including diary and picture story for certain English language skills, while the third researcher examines the effects of instructional media in more general. In addition, the previous studies focus primarily on the students' view towards the instructional media.

In this study, instead of examining the effect of one specific educational medium, the researcher will investigate the use of instructional media in general which is similar to the third researcher. But, the writer will not only look at students' views but also teachers' views since they are the core elements to reach the learning objectives. Moreover, unlike the prior studies which were completed at MTsN Rukoh, MTsS Oemar Diyan and Ar-raniry State Islamic University, this study will be carried out at SMAN 3 Banda Aceh.

B. Opinions

1. Definition of Opinions

Opinions tell what someone thinks (Bosse & Dugan, 2013, p. 113). They are in a form of statements with which others may agree or disagree (Rogers & Simms, 2015). Then, a statement of opinion tells ideas or feelings (Abrams & Morton, 2007, p. 14). Hutabarat and Pudjomartono (1995) add that opinions are subjective since the

way someone interprets something may vary. Similarly, two persons who experience the same thing will have different interpretation on how they feel (Siagan, 2004).

Moreover, normally, someone will defend his opinion by giving arguments based on logical justification from his subjective view to strengthen the opinion (Hutabarat & Pudjomartono, 1995). In line with this, Rogers and Simms (2015) state that opinions cannot be verified, but they can be supported with reasons or evidence called arguments. Roger and Simms further argue that opinions are often (although not always) accompanied by evidence, but the person expressing an opinion can usually explain why he or she holds that opinion.

Therefore, opinions are someone's point of view on something which is subjective. The subjectivity exists because everyone has different ways of defining the same object.

2. Types of Opinions

There are six types of opinions cited from Bogardus (1951) in Yunita (2017) including personal opinions, private opinions, group opinions, coalition opinions, consensus opinions, and general opinions.

(1) Personal opinions are an individual's interpretation concerning various problems. The opinions are owned by a person and can be included as a part of group opinions either majority or minority opinions. (2) Private opinions are essential aspects for the development of personal opinions. Private opinions are a part of personal opinions which are not declared in public because of certain reasons. Hence, they are only stored personally in the heart of an individual, but they can be said to

others who have intimate relationship; (3) Group opinions are divided into two kinds which are majority opinions and minority opinions. Majority opinions are the opinions expressed or perceived by at least more than half of a group or an environment. While minority opinions are the opinions which are supported by less than half the number of members of the group concerned; (4) Coalition opinions occur when there are no majority opinions in a group or an environment, there are only a few minority opinions that each has its own interpretation of a problem. Yet, if at any time, a group of people has a joint activity in which they do not have majority opinions. Then, the minority opinions join together in order to realize a majority opinion. Such opinions refer to the opinions of the coalition; (5) Consensus opinions are very important because the process of discussion realizes it. The consensus opinions are a form of opinions which has more power than the majority opinions. In the opinions of consensus, its supporters have mutual tolerance with each other, everything is resolved in consensus based on shared considerations thus agreement is reached; (6) General opinions are rooted from the customs and traditions evolving from the ancients to the present and have been accepted as such without the awareness and criticism. They are also usually based on the general norms that have tangible social sanctions.

In this study, the researcher focuses on personal opinions since the researcher interviews the participants individually. However, there may be the same or similar responses among the participants which can be categorized as group opinions either the majority opinions or minority opinions.

C. Instructional Media

1. Definition of Instructional Media

The term "media" defined as the plural of "medium", is a way of communicating information and ideas (Wamalwa & Wamalwa, 2014, p. 141). Media can therefore be used by teachers to communicate instructional information or ideas to students. Media are carriers of information between the source and receiver, and when the messages are intended to achieve the learning objectives, they are considered as instructional media (Heinich, Molenda, Russel & Smaldino, 2002; Arsyad, 2010). For instances: televisions, films, recorders, pictures, etc, are media. They are considered as instructional media when they are used to carry messages for attaining the learning aims.

Moreover, the instructional media are provided and brought into classroom by a teacher as additional support to facilitate teaching learning process (Baidawi, 2016). They are the means that enable teachers to easily transmit messages to students in accordance with the learning purposes (Naz & Akbar, 2011). They can be all available material resources that teachers use to involve learners' senses of seeing, hearing, smelling, tasting, touching or feeling (Adekola, 2008).

The instructional media are expected to help teachers explain the lesson more clearly and interesting to be followed by the students (Baidawi, 2016). Thus, instructional media used in the instructional process do not only work as aids of teachers but also tools for learners to stimulate idea, attention, and willingness to

learn and get actively involved in the teaching learning process (Adekola, 2008). Instructional media are also called audio-visual aids, tools for instruction, teaching media, educational media, or instructional technology (Wamalwa & Wamalwa, 2014, p. 141).

In short, instructional media are means that can help teachers (sources) to deliver instructional messages to the students (receivers) to make the lesson clearer so that students can understand and absorb the information easily.

2. Types of Instructional Media

Instructional media are classified in multiplicity of ways by several experts. Three experts' categorizations of instructional media are explained in this research. The first expert is Romiszowski (1988) cited in Seth (2009). Romiszowki states that instructional media include software such as films, slides, teacher-made diagrams, real objects, cartoons, models, maps and photographs; hardware such as blackboards, radio, television, tape recorders, video tapes, and projectors. Thus, the software contains educational information which is presented by using hardware. To illustrate, a teacher shows a short film (software) from laptop through projector, and a slide of projector (hardware).

The second one is Spratt (2008). Spratt points out that there are three types of instructional media including visual, audio, and audio-visual media. He claims that these types of media are commonly known by majority of people in learning a new language, specifically English language. (1) Visual media are anything that can be seen by eyes and brought into classrooms to support teaching learning process. The

visual media can give authentic visual experience to the students. Spratt divides the visual media into three kinds including printed media, realia, overhead transparency and LCD projector. Particularly, a) printed media are the media that are made through printing process such as textbooks, magazines, newspapers, journals, etc. b) Realia are real objects which can be brought into the classroom such as calendars, puzzles, maps, globes, etc. c) Overhead transparency (OHT) and LCD projector are used by educators to display the materials through the screen of projector. OHT can show pictures, writings, or other hardcopy visuals put on the surface of a glass and projected on the screen of projector. Whereas LCD can show pictures, videos, PowerPoint, or other softcopy materials from laptop projected through the screen of projector. Both OHT and LCD projector help the educators to describe, or explain the talking point. (2) Audio media are recorded learning materials which can only be heard. The audio media function for the listeners to identify the intonation and pronunciation of the native speakers without the live presence of the natives in the classroom. These media include radio, tape recorders, language laboratory, etc. (3) Audio-visual media are the combination of audio and visual. Thus, the media can be seen and heard simultaneously. The media include films, videos, TV programs containing picture and voice. Spratt also states that the students can easily understand the discussion through facial expressions, gestures, physical background from the audio-visual media.

The last expert is Harmer (2001) who states that the instructional media can be: (1) Pictures or images whether drawn, taken from books, newspapers and

magazines, photographs, or illustrations; (2) Overhead projectors which allow teachers to prepare visual and demonstration material; (3) Bits and pieces include realia, language cards, and Cuisenaire rods; (4) Language laboratory, which has between ten to twenty booths. Each equipped with tape deck, headphones, microphones, and computers; (5) Homeground materials production, meaning that all materials designed by teachers. Homeground materials range from grammar worksheet to words/sentence cards.

In other words, the types of instructional media vary depending on how the experts categorize them. There are unlikely precise examples of instructional media, since all things surround us can be considered instructional media when they can bring information to learners in teaching learning process. Somehow, all types of instructional media explained by the experts above mention the tools teachers use in the teaching learning situation.

3. Advantages of Instructional Media

There are many writers who explain the advantages of instructional media in teaching learning process. Some of the advantages are elaborated as follows:

Firstly, According to Juma (2008), instructional media enhance and facilitate learning leading to faster and enjoyable learning. This kind of learning is preferred by students as compared to the traditional methods in which all knowledge is a preserve of the teacher and learners are passive recipients of this knowledge. When instructional media is integrated into the learning process, greater learning is

accomplished in less time. Instructional media are very effective in the teaching learning process by providing concrete experiences, and increasing retention.

Secondly, Powel (1978) cited in Seth (2007) states that some ideas cannot be reliably communicated through textbooks. For example, music must be heard, paintings must be seen, perfumes must be smelt, and drink must be tasted. Some learners learn things either by reading or hearing and others by combining the senses. Powel also notes that experiences such as seeing the way colors change in bright light cannot be learned by reading a text but by experiencing in a different way. Hence, the varieties of instructional media allow learners to have concrete experiences.

Thirdly, Baidawi (2016) notes that media can attract students' attention more so that it can stimulate learning motivation, make subject matter clearer and more meaningful so that it is easily understood by the students and enable them to master the expected competence better, make learning method more various not merely verbal communications through teacher's words so that students do not get bored and the teacher does not run out of energy, make students do more learning activities because they do not only listen to teacher's explanation but also have other activities such as observing, demonstrating and so forth.

Lastly, James, Burke, and Hutchins (2006) assert PowerPoint as a presentational software medium has widely been used by business people, educators, students, and trainers. In teaching and learning situation, PowerPoint-based lectures help the students take better notes as the slides emphasize the key points only, visual

images presented in PowerPoint-based lectures help them recalling content during exams, and PowerPoint-based lectures hold the learners' attention in class.

Therefore, there are diverse benefits of implementing instructional media in teaching learning process stated by the writers, such as to make the learning be more enjoyable, interesting, easily understood, and so forth. Indeed, the implementation of instructional media is to harness the potential of the instructional media.

4. Disadvantages of Instructional Media

Apart from the advantages on the use of instructional media in teaching and learning, there are also the disadvantages. Some of the shortcomings are explained by three writers as follows:

Firstly, Pun (2013) argues that there are some disadvantages of using media in language classroom, such as the emphasis on the instructional media as effective teaching, which then the teacher will lose his/her key role as a facilitator because the teacher perhaps becomes very dependent to media in classrooms. Then, by the help of audio, visual and audio-visual media, communication between teachers and students may be limited. Next, lack of real-time teaching by the teacher which can give difficulties to students since there will be little or even no feedback. Last, expensive way of conducting language classes as the use of media in language classroom can be very expensive because the school's administrators need to provide certain hardware to support the use of instructional media in classroom.

Secondly, Reddi and Mishra (2003) highlight some disadvantages of instructional media, such as sometimes the media require electricity that may be off at

any time. Then, not all media are supplied at schools, thus teachers have to provide the media themselves, but the costs of several instructional media may not be affordable for the teachers. Last, students may not engage to the teaching and learning with the help of particular media if the teachers cannot balance the appropriate instructional media with good teaching methods. These can cause inconvenient for either students or teachers.

Thirdly, James, Burke, and Hutchins (2006) point out that PowerPoint has widely been used in instructional situation. However, most of the users do not abide the rules of creating PowerPoint presentations including use bullets rather than continuous text, use phrases and key words instead of sentences, use a font size of at least 24, use a font color that contrast with the background, and use three to five points per slide (Hewings, 2012, p. 29). As a result, PowerPoint-based lectures increase the likelihood of students talking to each other, may take a lot of the students' time to read and understand the information on slides, and can reduce the communication between educators and students.

To sum up, a number of detrimental impacts of instructional media utilization sometimes inescapable to occur in teaching learning process, such as the electricity is suddenly off resulted in the inability to use certain media, communication between students and teachers is reduced because students and teachers are too focused on the media, and so on. The researcher believes that such things are definitely unwanted to happen, because teachers who bring media want things to run smoothly as they have planned.

5. **Principles of Applying Instructional Media**

Every medium has its own utility, but in any case it must be guided by general principles of learning (Naz & Akbar, 2011). As the fundamental point of intentionally applying instructional media in classrooms is to make the teaching and learning environment be more interesting and effective, so teachers should pay attention to the principles of learning in order to increase the impact of teaching learning process through media (Naz & Akbar, 2011). According to Adekola (2008), the principles are: (1) No instructional media best for all purposes; (2) Media used should be consistent with objectives; (3) Users must familiarize themselves with the content of media; (4) Media must be suitable with students' learning styles; (5) Media should be chosen objectively rather than on the basis of personal preference or bias; (6) Physical condition's surrounding in which the media are used affects significantly the results obtained; (7) Media should be worth the time, expense, and effort involved.

Reiser (1996) highlights the principles as (1) Practicality. To provide and prepare the instructional media, sometimes the teacher encounters difficulties so that the teacher should think and look for the practical media which are easily available in the school or in a shop if he/she wants to buy them. Besides, the teacher should know the practicality to bring and to use the media; (2) Students' characteristics. The students in the classroom are different so that it is important for the teacher to consider whether or not the media to be used are appropriate for the students' characteristics; (3) Instructional activities. Many kinds of instructional activities which could be designed by the teacher in order not to make students bored in

following the activities. Therefore, different activities can be aided by instructional media in order that the activities are varied and interesting to follow (cited in Baidawi, 2016, p. 59).

In short, the users of instructional media, in this case it is teachers, have to harness the potential of media effectively. This can be done by paying attention to the selection of the instructional media. However, every teacher probably has his/her own principles of selecting the instructional media based on the criteria he/she has set beforehand.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the procedures and the research location which were used in conducting the research as in the following sub-headings: research design, participants, methods of data collection, methods of data analysis, and brief description of research location.

A. Research Design

This study used qualitative research approach to explore the students' and teachers' opinions on the use of instructional media. Creswell (2009) asserts that qualitative is primarily exploratory research. He further defines that the qualitative research is used to gain an understanding of underlying reasons, opinions, and motivations of individuals or groups. The process of research involves emerging questions and procedures, data are typically collected in the participant's setting, data are analyzed inductively forming from particulars to general themes, and the researcher makes interpretation from the data obtained (Creswell, 2009).

B. Participants

This study has two research objectives which are to identify students' opinions towards the use of instructional media for English subject and to investigate teachers' opinions towards the use of instructional media in teaching English.

Hence, to obtain data for both questions, the researcher needed students and teachers to be the participants of the study since the researcher looked at both students' and teachers' point of view.

In selecting the participants, the researcher used purposive sampling. As stated by Gay and Airasian (2000), researchers employing qualitative research choose participants whom they judge to be thoughtful and who have information, perspective, and experiences related to the topic of research. In line with this, the idea behind qualitative research is to purposefully select participants or sites (or documents or visual material) that will best help the researcher understand the problem (Creswell, 2009). Thus, the researcher chose the participants based on considerations that were useful in gathering the data.

At first, the researcher observed three classes involving the total of sixty-seven students and three English teachers. The researcher ascertained that the classes being observed were using instructional media. Furthermore, in identifying teachers' opinions, the researcher selected all of the English language teachers to be interviewed as they had used instructional media in the teaching learning process. Meanwhile, in identifying students' opinions, it was necessary to converse with participants who were able to convey their thoughts well to get detail information. However, the researcher had no idea in selecting the students as the participants. To anticipate this problem, the researcher discussed with the classroom teachers regarding the suitable students to be chosen as the participants. Each classroom teacher suggested five students to be the participants in the interview sessions from

each class. Thus, the total of students interviewed was fifteen students. In other words, these participants were determined by the intention to gain information through observations and interviews.

C. Methods of Data Collection

In collecting the data, the researcher used observations and interviews. Yet, the primary source of gathering the data was interviews.

1. Observations

Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site (Creswell, 2009). The objective of the observations is to collect data in a natural setting (Schuh & Upcraft, 2001). For this research, the observations took place at SMAN 3 Banda Aceh. The writer observed three different classrooms with three different English language teachers. Each class was observed for one meeting. In this study, the researcher's role was a complete observer meaning that the researcher observes without participating (Creswell, 2009). Thus, the researcher just sat in the back of the classrooms and took notes with the help of a friend to record the situation in the classes.

Furthermore, the observation items may be open or closed. Open means the observation items are not specified in advance, while closed means the items are specified in advance (Griffee, 2012, p. 178). In this study, the researcher used the open one. Hence, list of specific observation items was not given. Moreover, the researcher asked the things that needed to be clarified in the interview sessions.

2. Interviews

After the observations were done, the researcher collected more data from interviews. An interview is a conversation for gathering information. Easwaramoorthy & Zarinpoush (2006) argue that research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Easwaramoorthy & Zarinpoush go on by stating that the interview is the suitable method to be used when researchers need to collect in-depth information on participants' opinions, thoughts, experiences, and feelings. Hence, the interview is appropriate to be applied in this study to find out students' opinions towards teachers' use of instructional media and teachers' opinions in using instructional media.

There are three types of interviews: structured, semi-structured, and unstructured. In this research, the writer applied semi-structured interviews. Semi-structured interviews use a set of predetermined questions, but there is a freedom to vary the questions based on the participants' responses (Schuh & Upcraft, 2001). Therefore, the researcher had prepared several main questions before interviewing the students and teachers. All of the questions were created as guidelines to help the researcher easier in getting responses. Yet, additional questions might be asked for clarification. The purposes of the interviews were to ask things needed further explanation from the observations and to obtain more detail information regarding the participants' viewpoint.

Moreover, the researcher conducted face-to-face interviews with participants. The researcher recorded the entire interview sessions of each participant with an audiotape application on a mobile phone. The questions were asked in Indonesian to make the researcher and the participants feel more comfortable in having the conversation.

D. Methods of Data Analysis

1. Observations

The analysis of the observations was in the form of paragraphs. The data regarding the students' and teachers' activities, and students' behaviors were described descriptively based on the real situation happened in the classrooms which had been written in the research setting known as field notes (Creswell, 2009), as well as video-recording which was used to construe the things that may not be seen well while observing the teaching learning process.

2. Interviews

As stated by Creswell (2009), there are six steps for data analysis in qualitative research. The steps are (1) Organizing the raw data. This involves transcribing interviews; (2) Organizing and preparing data for analysis; (3) Reading through all the data; (4) Coding the data; (5) Interrelating themes/description. This include detailed discussion of several themes; (6) Interpreting the meaning of themes. The researcher applied these steps in analyzing the interviews.

E. Brief Description of Research Location

This research took place at SMAN 3 Banda Aceh. It is located on a land of 12,160 m^2, specifically at Tgk. H. Mohd. Daud Beureueh Street. It was established on September 4, 1977. It was originally named SMA Bandar Baru and changed into SMAN 3 Banda Aceh in 1979. The school has an A accreditation. Currently, the school is led by a principal whose name is Syarwan Joni, S.Pd., M.Pd. since April 2018. In addition, the educational period at SMAN 3 Banda Aceh is three years starting from class X to XII. The school provides two programs for the students namely science (MIPA) and social (IPS). Additional information about teachers and students at SMAN 3 Banda Aceh is given below:

1. Teachers

The total of the permanent teachers at SMAN 3 Banda Aceh are 47 teachers. The majority of them are women. Specifically, the women teachers are 31 persons, while the men teachers are only 7 persons. There are non-permanent teachers as well. Each teacher has a subject specialist.

2. Students

SMAN 3 Banda Aceh has a total of 895 students. There are 307 students for the first year divided into ten classes (X-MIPA-1, X-MIPA-2, X-MIPA-3, X-MIPA-4, X-MIPA-5, X-MIPA-6, X-MIPA-7, X-MIPA-8, X-IPS-1, X-IPS-2), 285 students for the second year divided into nine classes (XI-MIPA-1, XI-MIPA-2, XI-MIPA-3, XI-MIPA-4, XI-MIPA-5, XI-MIPA-6, XI-MIPA-7, XI-IPS-1, XI-IPS-2), and 303

students for the third year divided into nine classes (XII-MIPA-1, XII-MIPA-2, XII-MIPA-3, XII-MIPA-4, XII-MIPA-5, XII-MIPA-6, XII-MIPA-7, XII-MIPA-8, XII IPS-1, XII-IPS-2).

CHAPTER IV

RESULTS AND DISCUSSION

This research was conducted to give insight into the implementation of instructional media for English subject from students and teachers' viewpoints. Particularly, the writer would like to answer the research questions of this study as stated in chapter I, which are: (1) What are SMAN 3 Banda Aceh students' opinions towards the use of instructional media for English subject? (2) What are teachers' opinions towards the use of instructional media in teaching English subject at SMAN 3 Banda Aceh? The data for answering the research questions were collected through classroom observations and semi-structured interviews.

A. Results

1. Observations

In this section, the researcher discusses the data found in the classroom observations. The observations were done in three classes with three English language teachers at SMAN 3 Banda Aceh. The researcher names the teachers as T1, T2, and T3. Each teacher taught different topics and used different instructional media. The researcher provides the summary of the topics and instructional media utilized by teachers in the table below.

Table 4.1 The Topics and Instructional Media Used by Teachers

No	Teachers	Topics	Instructional Media
1.	T1	Review tenses	- Printed images
2.	T2	Listening Comprehension	- Laptop - Speaker - Listening material
3.	T3	Song Structure	- Mobile phone - Speaker - Song - Handout

As stated by Creswell (2009) which mentioned in chapter three of this research, qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. Hence, the themes for the observation results are related to teachers' and students' activities as well as students' behaviors.

1) Teachers' and students' activities

Based on the observations, the teachers have distinct ways of teaching by using instructional media as they employed different media. At first, all of the teachers gave instruction on how the teaching and learning would go on. Afterwards, they began the activities.

As provided in table 4.1, T1 used printed images to review tenses. She asked students to describe the images in sentences containing appropriate forms of any tenses the students want. The teacher showed the students an A4 paper containing six

images. The students could not see the images all at once clearly, because the images were too small for an A4 paper. To facilitate the students, T1 showed the pictures closely to selective students so that they can make sentences based on the pictures. The teacher did not re-explain in details about all tenses, however, she still gave clues on the formula of present perfect.

T1 selected six students to write sentences on the whiteboard. Each student has to select one picture. Most of T1's students wrote past tense sentences, such as "She used computer at mountain," and "I saw a woman enjoying the sunset," and a present tense sentence stating "She uses her phone wherever she is." But then, T1 asked the other three students to write sentences in present perfect form as the present perfect questions would appear in the exam's essay. One of the students' sentences was "They are was working every day." This sentence is incorrect in terms of grammatical order. Then, the teacher advised the student to write a correct sentence "I have seen her working." The other two students wrote "I look some people harvesting at the rice field" and "A woman stands in the front" which are in the present tense. Seeing the students still got confused, the teacher assigned homework for them related to present perfect tense.

For T2, she taught listening comprehension by using laptop and speaker. She explained the key point of listening comprehension that is identifying the meaning of the listening materials by taking notes on WH-questions (who, what, when, where, why) and numbers. T2 had prepared two listening materials namely dialogue listening and monologue listening. At first, T2 played the dialog without telling the questions.

After playing the dialogue for three times, she gave a question, and asked students to answer and to show her the students' answers. She did not give all questions at once, but she asked one by one. Even though the teacher did not address the questions before the listening being played, most of her students could catch the points related to the WH-questions. Yet when most of the students could not answer the next question, T2 played the listening again.

At last, T2 gave a monologue talking about lettuce and asked all students to take notes and make brief summary. One of the students voluntarily wrote the summary on the whiteboard. Then, T2 read each sentence written by the student, and worked with the student to correct the sentences. The other students compared their summary to the corrected one on the whiteboard, and in fact, many of the students did the correct summary.

For T3, she taught song structure by using her mobile phone, speaker, and handout. She picked a song by Westlife entitled "seasons in the sun." Before she played the song, she instructed the students to work in pairs. Then, she gave handout for the students to fill in the blank spaces based on the lyrics that the students would hear. Afterwards, she turned on the song from her mobile phone. After playing to the song for three times, she asked students randomly to write the words they found on the whiteboard. All of them managed to find the right words based on the song lyrics. Yet there were some misspelled words. So the teacher corrected the spelling and stressed the pronunciation for certain words.

After that, T3 asked students to analyse the meaning of the song. Only one student who responded by saying "it's about memories with friends," the others did not express their thought at all even though the teacher asked many times. The teacher at the end explained to students that the song is about childhood memories. The last task of this class was T3 asked the students to work in pair to write sentences based on vocabulary they found. At the end of the class, T1 collected the students' work.

2) Students' behaviors

For the observation in the class of T1, the students were a bit tense, probably because they were told to write sentences on the whiteboard alternately. Moreover, the teacher selected the students randomly. Yet there was a time when the students laughed, and when they were busy talking to their friends.

Next, the students from T2 were very attentive to what the teacher explained and instructed. They also listened carefully to the dialogue listening and monologue listening. They did not make much noise, except when they came to the teacher's desk to show their answers. However, in the middle of the class, the researcher noticed that two students sitting in the corner moved their seats close to where the speaker was placed.

Finally, for the observation in the class of T3, the students were much more relaxed, perhaps because of the song. The students played a lot with their classmates. Yet sometimes they were out of control as a few of them checking their cell phones

and walked around the class. But when the song was played again, they seemed very enthusiastic to sing it together.

2. Interviews

In this section, the researcher discusses the data found from interviewing the participants (students and teachers). The representative responses of the participants are quoted and reported in this interview results.

a. Students' Interviews

From the three classes observed, five students were chosen by the classroom teachers of each class to be interviewed. Hence, the total of student interviewed was fifteen. The researcher names the students as S1 until S15.

Based on the interview data, the researcher divided the topic into four themes. The themes are related to the advantages of instructional media, disadvantages of instructional media, suggestions for the improvement of instructional media usage, and expected instructional media to be used. The students' responses are based on their experiences of learning English using instructional media implemented by either permanent English language teachers or on job training teachers (PPL) at SMAN 3 Banda Aceh. The detail information of the themes is as follows:

1) Advantages of instructional media

Based on the interviews, there were two significant effects on the use of instructional media as perceived by the students in terms of students' engagement, and students' better understanding and retention.

a) Students' engagement to learn

The majority of the students argued that the implementation of instructional media could attract the students' attention in learning. Even some of the students really expected the teachers to use various instructional media more often. As stated by S2;

> "The learning process feels different from our regular instructional process, because usually the teacher only uses an English textbook and then explains the materials from it. But with the use of media, learning is more varied. It is even better if the teacher often brings other media to the class."

Similarly, S4 asserted that usually the teacher only used textbooks, so the learning felt monotonous and boring especially if students' lacked of interest in learning English. S4 continued that when the teacher used media, the students more focused and could learn better. S11 added, "When the teacher brings media to play a song I am so excited, even I do not realize that the clockwise has moved fast."

From the students' responses, it can be inferred that the instructional media can present the information in a way which offers the students a different way to engage with the materials, can reduce the students' boredom, and make the students more focus, particularly when the teachers rarely use various instructional media.

b) Students' better understanding and retention

Instructional media could also increase the students' understanding and retention. A few of the students who learned tenses using pictures gave similar answer as described by S5;

> "When the teacher uses the images, I have to force myself to find the correct formula of the tenses so that I can make sentences based on the images. At

the end of the class, I notice that I understand some of the tenses and can recall the tenses better in the examination."

In addition, majority of the students explained the impact of listening materials for students. S8 asserted, "With authentic listening in which the speakers are native English, students can get used to listening the conversation that is useful for listening test." In line with S8's statement, S7 stated that when students learned a foreign language, the students must practice their skills of the foreign language including listening to understand the real life conversations spoken by the natives rather than by the teacher who is an Indonesian. S9 added that because of the practice on taking notes on the listening, students could remember and applied it on the other listening practices.

According to the students' responses, students can comprehend and retain the subject discussion more easily when the teachers employ instructional media in instructional process. They can have better retention because they learn more independently, and because of the practice in the classroom. Moreover, in teaching listening skills, teachers cannot merely bring themselves into the classrooms. It requires other instructional media so that the students can listen how the actual English native talks. This helps them to be easier in comprehending the listening materials when the cassette is being played on the exam.

2) Disadvantages of instructional media

The interview results indicated that even though instructional media had been employed in the teaching learning process, some instructional media were not well-presented for the students. This was due to the technical problems of media and the lack of teachers' explanation and supervision when using the media.

a) Technical problems of media

The technical problems were on the visual media (printed images and PowerPoint) and audio media (speaker). For the visual media, some of the students mentioned that the printed images shown by T1 were too small. S5 commented that the images could barely be seen as there were many pictures in a small paper. S1 made another point clearly by saying that the images were too small for the students, even when they tried harder to look at each image carefully, they still did not know unless the teacher approached them one by one.

Additionally, some of the students discussed the on job training teachers using PowerPoint presentation that caused inconvenient, such as background colors, font, and the design. S8 noted that the slides of PowerPoint were too simple without any effects and used monotonous colors. In line with this, S10 stated that sometimes, the font used was too small so that difficult to see because too many sentences in the slides of the PowerPoint.

For the audio media, some of the students also explained the drawback of speaker's sound. S6 stated that English teachers often used speaker to play listening

materials, but the speaker's audio could not always cover the whole class. So there were parts of the class that could not hear the sound clearly. Likewise, S9 described;

> "Our classroom is located next to canteen, so there will be many people walking around alternately, and sometimes they make noise there. Therefore, when the speaker's sound is not good, we cannot grasp the talking points of the listening."

In other words, the instructional media applied by the teachers are not always perceived as engrossing by the students when they are not presented properly including too small images, unsatisfactory design of PowerPoint presentation, and unclear speaker's sound.

b) The lack of teachers' explanation and supervision

The students reported about the teachers' too much dependency on the instructional media being used which caused the teachers to not give more explanation and ignore the students' behavior.

The majority of the students explained about the teachers' too dependent on PowerPoint. The PowerPoint presentation was usually done by the on job training teachers. S9 stated that the teachers showed the PowerPoint presentation, read the points, and asked the students to write. S9 continued by saying that the teachers did not explain more on what was written on the slides of the PowerPoint. This kind of response was stated by some other students as well. They protested on the teachers' lack of clarification to explain the given information on the PowerPoint slides.

Besides, the students of T3 class realized of their out of control behaviors when being observed. Some students were too active going around the class, busy

with cell phones, and talked with friends in the middle of the teaching learning process. S14 asserted that the students in that class were mostly undisciplined unless the teacher was strict enough to control them. S14 also stated that some students were diligent but they were influenced by the lazy students. Then, all of the students of T3 pointed out about the teacher's lack of attention on the students when the song was being played or had finished being played. S13 stated;

> "Most of my classmates are quite active, especially when the teacher brings media to play a song which is entertaining for the students. But sometimes, we are just too enjoying the music. So we become more aggressive when singing along the song. But the teacher does not take action to control us."

S15 added that the students checking mobile phones were probably searching for the full lyrics of the song and the meaning of some words of the lyrics. S15 claimed that the students were aware of the prohibition of using phone, but since the teacher did not stop them, they would feel free to use their phones.

In short, the students still need the teachers' explanation on the subject discussion even if instructional media are being used in order for them to understand the materials and the teachers' supervision to see and control the students' disorderly behaviors in order for them to really learn.

3) Suggestions for the improvement of instructional media usage

The students' suggestions related to the deficiencies of instructional media discussed in the second theme. Some students did not simply complain about the practice of the teachers' instructional media, but also suggested to the improvement of the instructional media implementation. The students suggested the teachers to

consider in selecting the instructional media and in implementing the instructional media.

a) Media selection

Some of the students suggested that the teachers should select the instructional media carefully before using them in the instructional process. The media should be well-presented and in good condition. As expressed by S1 complaining on the pictures' size, "Before bringing the pictures, teachers have to make sure whether the pictures can clearly be seen for the entire students or not."

S6 commented on speaker's sound;

"The teacher should test the sound produced from speaker that will be used, and ensure that it can cover all parts of the classroom, because there will be some students sitting in the corner who will talk to each other and at the end bother other students by asking the points of the listening."

Then, S8 complained on PowerPoint presentation;

"Teachers should make the key points only on each slide of PowerPoint, and harness the potential that PowerPoint can offer such as adding effects or anything to make the presentation look eye-catching so that the students can be more interested in looking at the PowerPoint than talking to their friends."

The three representative responses above discussed the flaws of different instructional media applied by the teachers, such as picture, speaker, and PowerPoint. From those statements, it can be concluded that the students hope the teachers can implement the instructional media in a proper way so that the students can distinctly see or listen to the media presented. Not to mention the teachers have to abide the rules of the PowerPoint application in order for the students can grasp the points.

b) Media implementation

Some of the students emphasized that the teachers should balance the use of instructional media with good teaching method. There were several suggestions offered by the students including teachers' explanation, supervision, and varieties in using the instructional media.

It was necessary for the teachers to give adequate portion to explain the topic of discussion even though instructional media were being implemented. S10 noted that teachers are facilitators, so they have responsibility to guide students to understand the topic of discussion. S10 went on to say that even though the teachers had facilitated particular media for the students, the teachers' explanation was indeed useful to guide the learners. S9 conveyed similar answer;

> "Actually, it will be quite favorable when teachers use media for teaching if the teachers can explain to us too. They should not depend on the media only by telling us to read, understand, and write it on our notebooks. They should at least explain what is written."

Furthermore, a few students mentioned the necessary of the teacher for being assertive to control students' behaviors. S15 stated that the teacher should be more assertive, because the teacher overlooked the students who talked with friends, or busy with the cell phones when the instructional process was still on going. S13 also uttered;

> "I think the teacher should balance the use of media with a good method of managing the students. What I mean is that using instructional media can boost our attention, but if the teachers are not assertive, then we will enjoy ourselves with the media."

In addition, a few students mentioned the need of varieties in learning using instructional media. Based on the interview data, some of the students gave different suggestions on varieties in using teaching media, such as the teacher should sometimes create activities for the students to have conversation in the target language, teachers can make pair work to lessen the students' tension in answering the teachers' questions, the teacher can also create group work. As stated by S4,"I think most of the students do not really remember the tenses' formula, so it will be better if the teacher gives students different pictures and asks students to work in pairs." S3 added that when the teacher asked the students to write sentences one by one on the whiteboard, S3's heart kept beating so fast, so either group work or pair work can reduce the anxiety. In a similar way, S13 pointed out, "Perhaps, the teacher can make group work. Later each group will work together to describe the song that was played, and debate with other groups. I think it will be fascinating."

Therefore, the suggestions mentioned by some of the students are whenever the teachers use media, they cannot let the students have too much exposure to the media only, yet the teacher should also explain to the students. Moreover, the teacher should supervise the students' behaviors to ensure that they really learn, and the teachers should vary the activities of teaching using instructional media.

4) Expected instructional media to be used

The majority of the students preferred the teachers to use audio-visual media and minority of them also pointed out to the audio media.

a) Audio-visual media

Almost all of the students highly expected the teachers to show videos that relate to the topic of discussion. The majority of the students gave similar response as stated by S5 that videos could boost students' interest and motivation to learn. S11 gave a reason of using videos;

> "Actually, sometimes I often watch English videos inserting subtitles. Yet the videos are not the same as the subject matter discussed in the classroom. So I want to be shown videos that are suitable for the learning topics. I think if the teachers use videos, the learning will be fun."

Another reason of using videos was uttered by S12;

> "From videos can we see the situation and listen directly from the natives. Because the major problem in learning English is that people understand when others speak in English, but they are reluctant to speak as they do not have a good pronunciation."

Moreover, S7 suggested that the videos should include grammar structures, accents, or any topics explained by the real English native speakers. The kinds of video stated by S7 not only can raise the students' comprehension on the topics but also improve students' listening skills.

Hence, the students have diverse reasons for choosing videos categorized audio-visual media that should be used in the instructional process such as to raise the students' interest, to improve the students' pronunciation, to enhance students' listening skills, etc.

b) Audio media

Some of the students expected the school stakeholders to provide a language laboratory. They assumed that there was a need of language laboratory at SMAN 3 Banda Aceh because sometimes, the speaker's sound brought by the teachers could not cover the entire class. S8 claimed that the laboratory could make the students be more focused and comfortable to listen to the listening materials. Additional response stated by S7;

> "If there is a language laboratory, students can use headsets so that the sound is more audible. And usually microphones are also provided in the laboratory for the students to speak, and other students can listen to it clearly through the headsets."

In other words, audio media come as the second type of instructional media that are expected to be used in the teaching learning process. The students proposed the language laboratory as preferred media at the school to be used by teachers in order to improve their listening skills.

b. Teachers' Interviews

SMAN 3 Banda Aceh has three English language teachers. All of them were interviewed individually. As stated in the observation results, the teachers are named T1, T2, and T3. Based on the interview data, the researcher divided the topic into five themes. The themes are related to the advantages of instructional media, frequency of instructional media usage, principles on the implementation of instructional media, problems on the implementation of instructional media, and the need of instructional media's training. The detail information of the themes is as follows:

1) **Advantages of instructional media**

The researcher discovered that all of the teachers acknowledged that instructional media were notable to be implemented in the instructional situation. For example, T1 stated, "Usually, students will be more enthusiastic when the teacher uses instructional media, whatever the media are. Any media are effective to gain students' motivation." Similarly, T3 asserted, "The media create livelier atmosphere, and make students more enthusiastic to learn since the learning will be different from usual." T2 added;

> "Instructional media are pivotal for teaching languages. They become stimuli that make the students amused and not bored, which results in not realizing that two hours of learning have passed. Furthermore, it is impossible for language teachers to only talk in front of the class and make the students imagine. At least we have to show pictures, videos or anything, because imagining in learning and teaching a language is impossible."

According to the teachers' responses, it can be deduced that the main focus on implementing instructional media is for the students' enthusiast and motivation. The instructional media play a vital role in encouraging the students to learn, enlivening the teaching learning process, and giving concrete learning experience.

2) **Frequency of instructional media usage**

Based on the interview data, not all of the English language teachers used various kinds of instructional media regardless their awareness on the advantages of instructional media for the students' enthusiast and motivation to learn. T1 and T3 admitted that they rarely utilized instructional media aside from English textbooks. It was supported by majority of the students' statements gained from the interviews.

The students claimed that T1 and T3 had barely used instructional media to teach in classrooms. The teachers used the instructional media for the first time when the researcher did the classroom observations. This conclusion was supported by S5 saying that T1 only used pictures media in teaching one time in two semesters. In addition, S15 stated that Listening to Westlife's song through speaker the other day had been the first time T3 brought media into the classroom. The information from S5 and S15 are in accordance with the observation results in which T1 used printed images and T3 used speaker to play Westlife's song.

On the other hand, T2 asserted that she used varieties of instructional media to teach different topics. She explained;

> "Using media is an obligation for language teachers. For examples, in teaching recommendation, I show a picture of a baby who is sick, and then I ask students about the recommendation for such situation. In teaching report, I show a video related to science or social, then the students report what they have seen and heard from it. I also like to play listening materials to sharpen the students' listening skills."

To prove T2's claim regarding her frequent usage of instructional media, S6 said that T2 often used instructional media in the class, especially when she taught listening and speaking skills.

3) Principles on the implementation of instructional media

All of the teachers agreed that when they wanted to use instructional media, they did not simply choose the teaching media instantaneously. There would be several principles that teachers should take into account before they implemented the instructional media. The teachers further explained that the principles involved the

selection of appropriate instructional media and the evaluation of instructional media usage.

    a) The selection of appropriate instructional media

Before using certain media, all of the teachers agreed that they have to adjust the suitable instructional media to the topic to be discussed. As mentioned by T2, "We should not choose the media haphazardly. We have to determine the instructional media which are in accordance to the topic of discussion." T3 added that the appropriate media selection was the main thing to be considered.

Therefore, the instructional media should be chosen wisely before actually implementing them in the classroom.

    b) The evaluation of instructional media usage

After using the teaching media, the teachers evaluated the implications of the media when being applied in the instructional process. As stated by T1, "I myself evaluate the instructional media that I have used based on what I see in the teaching learning situation." T3 also asserted, "At the end of the activity, I sometimes discuss with the students regarding the constraint and attitude of using the media, and sometimes I just reflect the use of media by myself." Correspondingly, T2 uttered;

> "After the teaching learning process has ended, I will ask myself whether or not the students can understand the topic and enjoy learning through using the particular instructional media that I bring into the class based on what I notice on the situation in the class."

Additionally, T2 believed that the evaluation was useful for the teachers to rethink of using the same instructional media for the same topic in other classes.

To sum up, the teachers have to evaluate the instructional media that they have used in the classroom to see whether the media are good enough to be used again. One of the evaluation strategies is by asking the students' opinions at the end of the teaching learning process or by reflecting to the teachers' experience.

4) Problems on the implementation of instructional media

Based on interviews, there were several issues faced by the teachers in choosing appropriate instructional media and in using the media in the classroom. The problems in selecting the instructional media were limited time, and the difficulty of adjusting the instructional media to the topic. Conversely, the problem in employing media in teaching learning process was the electricity problem.

a) Limited time

The researcher found that the teachers had insufficient time to determine the instructional media so that the teachers did not use various instructional media in the classroom. This time constraint was mentioned by T3 and T1. As T3 revealed, "Teachers nowadays have to deal with complex and excessive administration. Thus, the teachers have very limited time to think and choose suitable media for the topics." Moreover, T1 asserted, "Sometimes I do not have enough time to consider the appropriate media. But when I want to use media, I have to be well-prepared, and being prepared takes time."

b) The difficulty of adjusting the instructional media to the topics

Even though the teachers finally had the time to think of media selection, they would face the problem to adjust the media to the topic. T1 stated that she generally

had problem to fit the topic with appropriate teaching media because she did not have adequate information and experience regarding the teaching media themselves. Similarly, T3 expressed;

> "For song structure's topic, I thought it was easy to determine the media which was speaker, but selecting the song complicated me as I have to look for a song that was educational in nature and contained meanings which could develop the student's characteristics."

T3 said that not all subject matters were quite easy to be matched with instructional media. T3 mentioned that choosing the suitable media for teaching conditional sentences could confuse her mind. On the contrary, T2 uttered that she did not encounter the issue of adjusting media to the topic. T2 stated that everything could be found on Google and that was just a matter of teachers' creativity. Yet T2's problem was more on the electricity problem that was also faced by T1 and T3.

c) The electricity problem

All of the teachers faced the electricity problem because the electric power could be off at any time without initial notification. Hence, the teachers could not use the teaching media that they had brought to the class. As stated by T1, "Sometimes the electric power is off causing me to unable to play the listening on a tape recorder." T2 also mentioned similar response, "The problem is sometimes the short-term or long-term loss of electric power when I am using projector to show video, picture, etc. I do not know when it will happen. Hence, I cannot continue showing the materials."

In short, the teachers' problems are lack of time to carefully select instructional media to be used, the difficulty in adjusting the media to the topic, and electricity problem (power outage) in the teaching learning situation.

5) The need of instructional media's training

Since the teachers faced difficulty in adjusting the suitable instructional media to the topic of discussion, the teachers expected training programs to be organized. The training could improve the teachers to be more aware of media availability that could be used in teaching and learning English. T1 pointed out;

> "Because the use of instructional media can encourage students to learn, and students prefer to study with the media, so the training can boost the teachers be more creative in choosing and using the media in teaching learning process."

In line with this, T3 stated;

> "The training program can reduce the burden of selecting suitable instructional media for the topic of discussion, because I can discuss with other teachers regarding the instructional media selection and probably practice using the media together."

T3 also assumed that from the training, teachers might find out how to set plan B when the instructional media being used could not be used as they had planned.

From the teachers' responses, it can be recapitulated that the teachers' assumption about the instructional media's training is that the training may broaden their capacity and knowledge on various types of instructional media which can be used in the teaching learning process. It is quite difficult for the teachers to select proper instructional media themselves, because they lack of knowledge on how to match suitable media to certain topics.

B. Discussion

This research has two objectives. Firstly, this study aims to identify SMAN 3 Banda Aceh students' opinions towards the use of instructional media for English subject. Based on the interview results, the students assumed that the implementation of instructional media had positive impacts for the students' engagement to learn and students' better understanding and retention on the topic of discussion. In a similar way, Baidawi (2016) states instructional media can attract students' attention and make subject discussion clearer so the students can easily understand the materials. Moreover, the students really wanted their teachers to use various instructional media other than textbooks as often as possible. The students even highly expected the teachers to show videos that relate to the topic of discussion and the school stakeholders to provide a language laboratory to improve their listening skills.

However, if the teachers do not familiar with the media and do not prepare to use the media accordingly, the students will be difficult to understand the materials. The researcher found that the teacher did not familiar on using speakers properly that caused the students unable to listen to the listening materials comprehensively. Another fact found that the on job training teachers who used PowerPoint presentation slides did not follow the rules of creating PowerPoint, such as monotonous colors, too small fonts, and many sentences in each slide. This is in line with the James, Burke, and Hutchins (2006) that say people use PowerPoint presentation with minimal knowledge on how it should be created. Moreover, as mentioned in chapter two, Hewings (2012, p. 29) states that the rules of creating

PowerPoint presentation include use bullets rather than continuous texts, use phrases and key words instead of sentences, use a font size of at least 24, use a font color that contrast with the background, and use three to five points per slide.

The researcher also discovered that the teachers lacked explanation and supervision when instructional media were employed. The students assumed that the teachers were too dependent on their media so that they did not give enough portion to explain the materials. This made the students unable to comprehend the materials very well. Another issue found that the teachers overlooked the students' disorderly behavior because they were too concentrated on the media. Similarly, Pun (2013) notes that the teacher will lose his/her key role as a facilitator because the teacher becomes very dependent to the media.

Therefore, the students suggested the teachers to be more selective and familiar in choosing the instructional media, and to balance the use of media with good explanation and supervision, such as the speakers setting to fit the classroom, PowerPoint presentation that follow the rules of creating PowerPoint, teachers' adequate explanation to the materials, and teachers' assertive attitude to control the students' behaviors.

Secondly, this study aims to investigate teachers' opinions towards the use of instructional media in teaching English subject at SMAN 3 Banda Aceh. The researcher found that the teachers agreed that instructional media played a vital role in encouraging the students to learn, enlivening the instructional process and contributed to the concrete learning experience. Moreover, the teachers mentioned

two principles before utilizing instructional media including the selection of the suitable media to be used and the evaluation of the impacts of the instructional media that had been used in the classroom in order to rethink whether or not the media can be used again in other teaching learning processes.

Despite the teachers' agreement on the positive effects of instructional media for the students' enthusiast and motivation as well as their consideration on selecting instructional media, not all of them used various instructional media frequently. This was due to the teachers' lack of time to consider the suitable instructional media and adjustment constraint of instructional media to the topic of discussion. These problems occurred before the instructional media being used. Another problem discovered that the electric power could be off while the teachers were using the instructional media that needed the electric power. This caused the teachers could not continue their teaching in the classroom. In line with the electricity problem, Reddi and Mishra (2003) states that sometimes, the instructional media require electricity that can be off at any time which can cause inconvenient. Since the teachers encountered several problems on the implementation of instructional media, the teachers expected instructional media's training program to be organized to solve the problems.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the research conclusions and suggestions derived from the results and discussion of this research that discussed in chapter four.

A. Conclusions

The researcher draws some conclusions on the students and teachers' opinions towards the use of instructional media for English subject at SMAN 3 Banda Aceh. Firstly, students believed that the use of instructional media in teaching learning process had positive impacts on the students' engagement to learn and students' understanding and retention on the subject discussion. The students really wanted the teachers to employ various instructional media oftentimes in the teaching learning process. They also highly expected that the teachers to show videos that relate to the topic of discussion and the school stakeholders to provide a language laboratory. However, they suggested that the teachers should be more selective in choosing the instructional media, and the teachers should balance the use of media with adequate portion of explanation on the topic of discussion and good supervision on the students' behaviors.

Secondly, the teachers also believed that the use of instructional media had positive effects on the students' enthusiast and motivation to learn. Even the teachers mentioned two principles before implementing instructional media in the classroom, such as the selection of the appropriate media and the evaluation of the instructional

media usage. However, not all of the English teachers frequently used instructional media, because the teachers faced several problems on the implementation of instructional media including limited time, difficulty of adjusting the instructional media to the topics, and electricity problem. To solve the problems, the teachers agreed that instructional media's training should be organized to broaden their capacity and knowledge on various types of instructional media that could be used.

B. Suggestions

The researcher draws several suggestions for the school stakeholders, teachers, and future researchers. Firstly, the school stakeholders can provide a language laboratory at SMAN 3 Banda Aceh to make it easier for the teachers when they want to play listening as well as easier for the students to listen to the listening materials. They can also organize instructional media's training so that the teachers are aware of various media that can be used in teaching learning English.

Secondly, even though the school stakeholders may not provide a language laboratory and may not organize instructional media's training in the near future, the teachers should be more innovative and ready to venture out the teaching media availability that can be utilized to enhance the teaching learning process. Moreover, the teachers should also pay attention to their explanation and supervision for the students when they are using instructional media in the teaching learning process.

Lastly, future researchers can further examine the use of instructional media to the schools in which the teachers often employ instructional media. Thus, the

students' and teachers' answers will be more varied, because they often experience the instructional media implementation in the teaching learning process. Future researchers can also add questionnaires as instrument of collecting the data which can be distributed to several schools. Therefore, the future researchers can acquire richer data for their study.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8845/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

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;
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		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 Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12 Desember 2017

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-567/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:
1. Dr. Syarwan Ahmad, M.Lis   Sebagai Pembimbing Pertama
2. T. Murdani, S.Ag M. IntlDev   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Izza Arifa**
NIM	:	**140203078**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students' and Teachers' Opinions towards the Use of Intructional Media in English Subject (A Case Study at SMA 3 Banda Aceh)**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
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: 10 September 2018
An. Rektor
Dekan,

M Muslim Razali

Nomor : B-7379/Un.08/Tu-FTK/TL.00/07/2018
20 Juli 2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

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	:	Izza Arifa
N I M	:	140 203 078
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	VIII
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl.Pisang No.148 Meusara Agung Aceh Besar

Untuk mengumpulkan data pada:

SMA Negeri 3 Banda Aceh

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

Students' and Teachers' Opinions towards the Use of Instructional Media in English Subject (A Case Study at SMA 3 Banda Aceh)

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 6795

Nomor   : 070 / B.1 /7338-e/2018
Sifat   : Biasa
Hal   : Izin Pengumpulan Data

Banda Aceh, 31 Juli 2018
Yang Terhormat,
Kepala SMA Negeri 3 Banda Aceh
di -
    Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-7379/Un.08/FTK.I/TL.00/07/2018 tanggal, 20 Juli 2018 hal: "Mohon bantuan dan keizinan melakukan Pengumpulan Data", dengan ini kami memberikan izin kepada:

Nama   : Izza Arifa
NIM   : 140 203 078
Program Studi   : Pendidikan Bahasa Inggris
Judul   : **"STUDENT'S AND TEACHERS' OPINIONS TOWARDS THE USE OF INSTRUCTIONAL MEDIA IN ENGLISH SUBJECT (A CASE STUDY AT SMA 3 BANDA ACEH)"**

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;

2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;

3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;

4. Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

    Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

a.n. KEPALA DINAS PENDIDIKAN,
KEPALA BIDANG PEMBINAAN SMA DAN
PKLK

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Lampiran : -
Perihal   : **Telah Mengadakan Pengumpulan Data**

Kepada
Yth. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry
      Di

      Banda Aceh

Sehubungan dengan Surat Kepala Dinas Pendidikan Aceh, Nomor : 070/B.1/7338/2018,

Tanggal 31 Juli 2018 Hal : Pengumpulan Data , maka dengan ini kami beritahukan bahwa:

    Nama   : **IZZA ARIFA**

    Nim   : 140 203 078

    Program Studi : Pendidikan Bahasa Inggris

Sudah melakukan Pengumpulan Data pada SMA Negeri 3 Banda Aceh, dalam rangka

Menyusun Skripsi dengan Judul **"STUDENTS AND TEACHERS OPINIONS TOWARDS THE**

USE OF INSTRUCTIONAL MEDIA IN ENGLISH SUBJECT (A CASE STUDY AT SMA 3

BANDA ACEH)"

Demikian Surat Pemberitahuan ini diberikan untuk dapat dipergunakan Seperlunya.

                    Banda Aceh, 18 Desember 2018
                    KEPALA,

                    Syarwan Joni, S.Pd. M.Pd
                    Pembina TK. I
                    NIP. 19730505 199803 1 008

Interview Questions for Students

1. Do you know what instructional media are? Can you mention some examples of instructional media?

2. How often do the English language teachers at SMAN 3 use instructional media?

3. What do you think when the teacher implements instructional media in teaching learning process?

4. What needs to be improved or changed when the teacher implements instructional media?

5. What kind of media do you expect to be used in the teaching and learning English?

Interview Questions for Teachers

1. Do you know what instructional media are? Can you mention some examples of instructional media?

2. How often do you use instructional media in teaching English at SMAN 3 Banda Aceh? Can you mention the media you have used?

3. What do you think when you use instructional media in teaching learning process?

4. Are there any obstacles that you face when deciding which instructional media to be used?

5. Are there any obstacles that you face when using instructional media in teaching learning process?

6. What needs to be considered when you choose instructional media?

AUTOBIOGRAPHY

1. Name   : Izza Arifa

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    b. Mother's Name   : Khamsiah, S.Pd.

10. Educational Background

    a. Elementary School   : SD Kartita XIV-1 Banda Aceh (2002-2008)

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    c. Senior High School   : SMA Negeri 3 Banda Aceh (2011-2014)

    d. University   : UIN Ar-Raniry Banda Aceh (2014-2019)

Banda Aceh, January 7th, 2019

Izza Arifa