

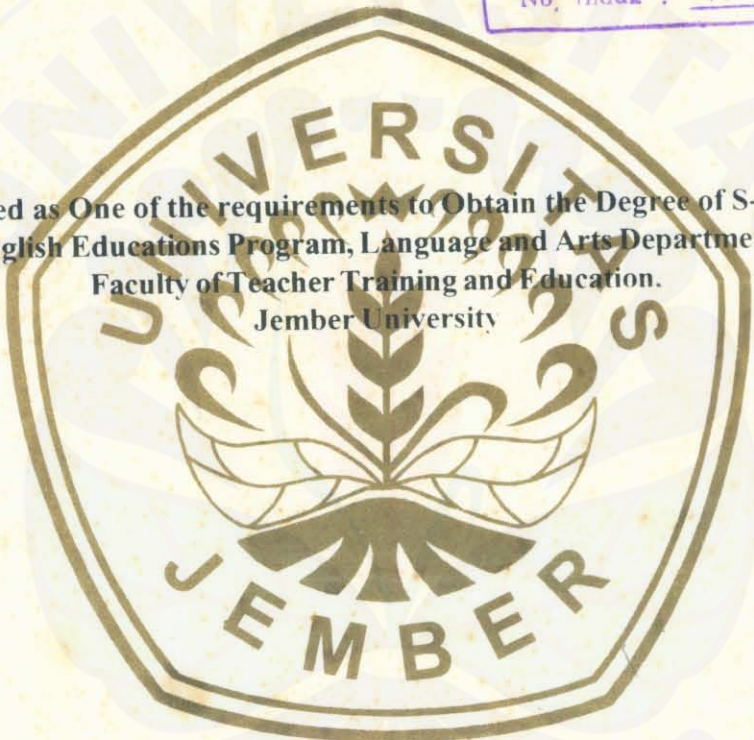


**A DESCRIPTIVE STUDY ON THE USE OF INSTRUCTIONAL
MEDIA IN THE TEACHING OF ENGLISH OF THE FIFTH
YEAR STUDENTS OF SDN JEMBER LOR I JEMBER IN
THE ACADEMIC YEAR 2000/2001**

THESIS

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Presented as One of the requirements to Obtain the Degree of S-1 at the
English Educations Program, Language and Arts Department.
Faculty of Teacher Training and Education.
Jember University



By

Lukas Priyo Utomo

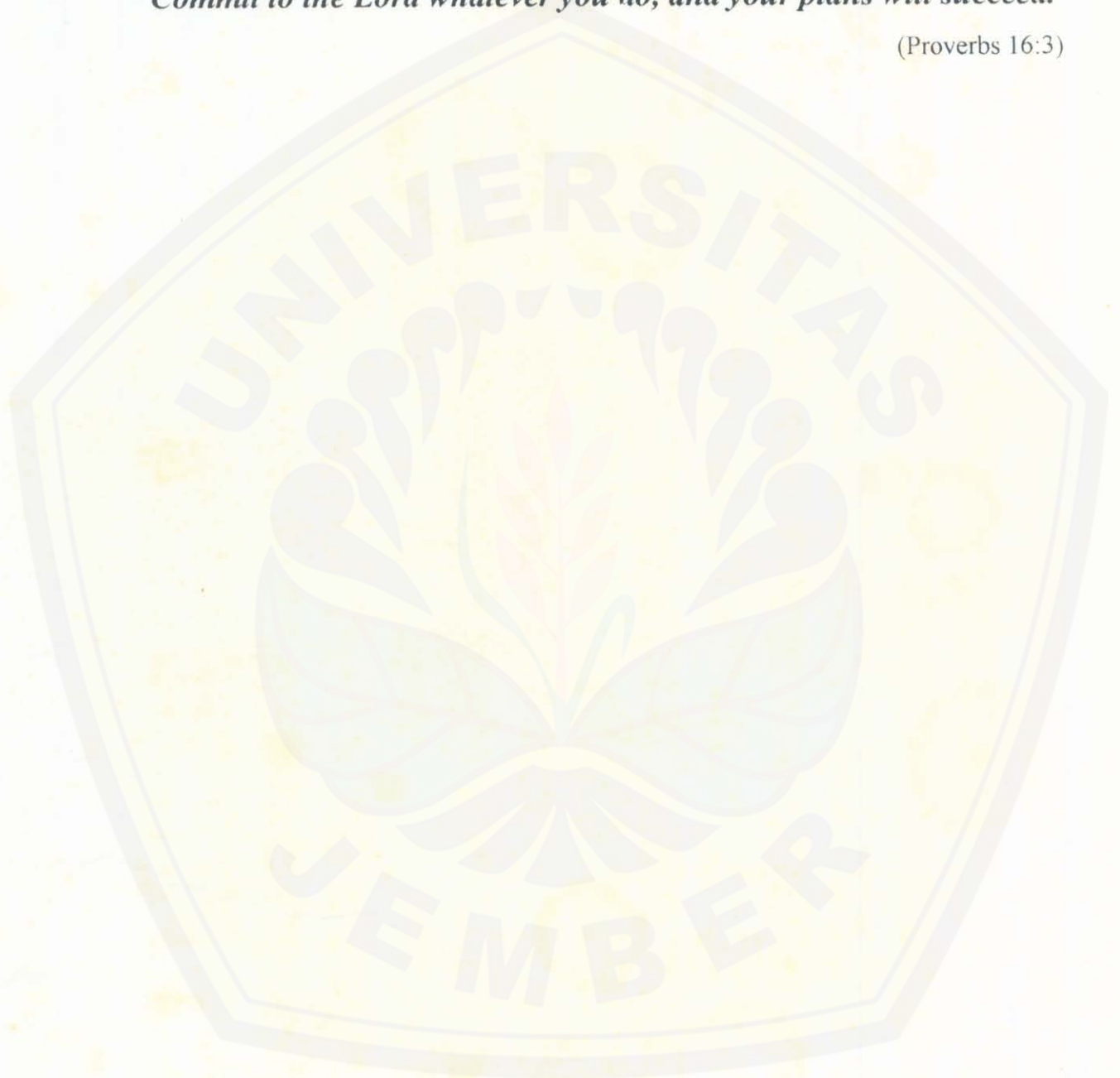
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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
February, 2001**

MOTTO

Commit to the Lord whatever you do, and your plans will succeed.

(Proverbs 16:3)



DEDICATION

I dedicate this thesis to honorable:

- My beloved parents, “Bapak and Ibu Sarni.”

I truly appreciate their silent prayer, support, advice, attention, sacrifice and much more for their children. I do love you.

- All my sisters, “Mbak Heru, Mbak Yuni, and Dik Icha.”

You are my great sisters. You make my life full of happiness. I do love you.

- My almamater, Jember University.

CONSULTANT APPROVAL

A DESCRIPTIVE STUDY ON THE USE OF INSTRUCTIONAL MEDIA IN THE
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JEMBER LOR I JEMBER IN THE ACADEMIC YEAR 2000/ 2001

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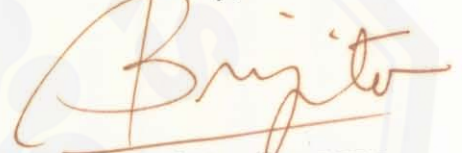
Examiners,

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Secretary,



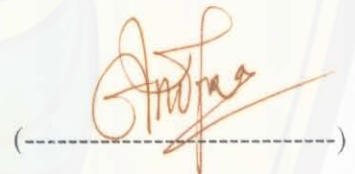
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Jember, February 2001

The writer

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ABSTRACT

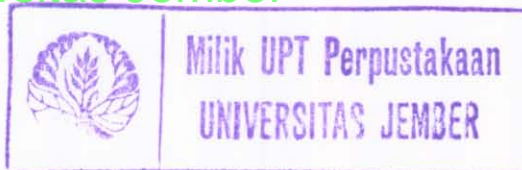
Lukas Priyo Utomo, February 2001, A Descriptive Study on the Use of Instructional Media in the Teaching of English of the Fifth Year Students of SDN Jember Lor I Jember in the Academic Year 2000/ 2001.

Thesis, English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

The Consultants : 1. Dra. Wiwiek Eko Bindarti, MPd
2. Drs. Bambang Suharjito, MEd

A teacher should have a good and interesting technique in teaching. One of them can be done by using various instructional media. This research was meant to describe the kinds and the use of instructional media in the teaching of English in the elementary school. The problem of this research was "How is the use of instructional media in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/2001?" The objective of this research was to know the instructional media applied in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/ 2001. There were four data collecting methods used; they were observation, interview, questionnaire, and documentation. From documentation, it was found out that there were 2 charts, 2 English magnetic scrabbles, 4 maps, 2 globes, 1 overhead projector, 2 tape recorders, 1 television, and 1 VCD player provided by the school. From the result of the interview, the teacher said that he often used flash cards, real objects, posters, a black board, and English textbooks. Besides, he sometimes used an overhead projector, a composite picture, maps, and a tape recorder. This statement was also supported by the result of the questionnaire. From the result of the questionnaire, it was gained that all the students said that their English teacher used visual media and audio media. Moreover, from the observation of the teaching learning process, it was found out that the English teacher used flash cards, real objects, a composite picture, a black board, English textbooks, and a tape recorder. In addition, the teacher used various techniques such as translating, discussing, and repeating in teaching using various kinds of instructional media. The data from the students can be reported that 98% of the respondents said that when they were taught using visual media and audio media, they were happy and understood the lesson better, but only 2% of the respondents who did not agree with this statement. 94% of the respondents said that the instructional media used by their English teacher were interesting, while the other 6% of the respondents did not agree with this. Moreover, students were attentive, active, and enthusiastic whenever they were taught using instructional media. All these statements implied that the use of the instructional media was worth applying. Therefore, it is suggested that the English teacher improve the use of instructional media in both quantity and quality, especially in the teaching of English.

Keywords: **Instructional Media, Teaching of English.**



I. INTRODUCTION

1.1 Background of the Research

In this global era, English is increasingly needed not only because it is one of the international languages mostly used in the world, but also because it is used to transfer science and technology. English is the main language used in some fields, such as in trading, diplomacy, cinematography, and science. By knowing English, someone knows the development of science, technology, culture, and education in other countries all over the world. By using English as a means of communication, everyone is able to make the relationship with other countries closer and easier.

In Indonesia, English as the first foreign language has an important role since it can be used to help not only the students who want to enrol to higher education or institutions but also those who look for better jobs or positions. Many jobs and good positions invite candidates who have good mastery of English, both in written and oral forms. Therefore, they should be able to fulfil the qualifications as required for the jobs or positions they expect to get.

English is the first foreign language to be taught at schools all over the country. In Indonesian Educational system, it is taught as one of the compulsory subjects at Junior High Schools and Senior High Schools. In the curriculum of Elementary School in Indonesia, English is not offered as a compulsory subject, but it is taught as a local content subject. As stated in the Decree of Minister of Culture and Education no. 1702/104/M/94 about Elementary School Section II, "Elementary School may add a subject in accordance with the local condition and its characteristics as far as there is a teacher who has ability in teaching the subject" (Depdikbud, 1994:1). Therefore, there is no national curriculum for the English subject for Elementary Schools that is determined by the Department of Education and Culture. However, some of the Elementary schools usually develop their own syllabi. They have their own purposes in giving their students English as a local content subject. The materials are basic, simple, and interesting. The aim is to prepare

the students to be ready to continue studying English at Junior High Schools or to introduce and enable them to use English at the early steps.

In the teaching and learning process, there are some factors that support students in learning English. According to Natawidjaja (1977:27), the greatest factors that effect the learning English are the interaction between learners and teacher, and the media with the educational communication, which happen in an educational situation. Therefore it is clear that teacher is one of the factors that influences students in learning English. Teachers have an important role because they are the most influential people in the classroom and students usually learn from their teachers. In other words, students depend on the teachers and do not do anything without teachers' instruction. It means that teachers have to gear and motivate the students to learn English well in class. Therefore, teachers have to be able to select and use good and interesting instructional material and media in order to motivate and encourage the students to learn English. Furthermore Finocchiaro (1973:155) states that,

"It was what we as teachers do to promote a friendly environment in the classroom, to create and organise materials, to overcome shortcomings in our textbooks, to stimulate and maintain interest through varied practice activities, to emphasise enjoyable aspects of learning, and to give students necessary feelings of success which will determine their growth towards communication."

From the statement above, it can be concluded that teachers should have good and interesting techniques in teaching so that students feel interested in learning the subject, especially English for it is something new for them. One of the good techniques to motivate and encourage the Elementary School students to study English is by using various instructional media.

Instructional media are the media that are used to make communication between teachers and students in teaching learning process at school more effective (Hamalik, 1994:7). In addition, Sulaiman explains that instructional media are the learning resources that can distribute messages and overcome difficulties in teaching learning communication that is often ineffective and inefficient (1985:11). Therefore,

the use of instructional media in the teaching learning process is intended to make the teaching learning process more effective and efficient, so that the quality of education improves.

Media have an important role in the teaching learning process. They are not only supplements, but with the appropriate material and method, they have important roles in achieving the formulated instructional objectives. So, media can improve ability and transfer information given easily.

Media have great contributions to the teaching learning process. Therefore, it is necessary to conduct this research since instructional media have many important roles in the teaching learning process. Furthermore, the need of media in the teaching learning process is becoming more urgent because it is conducted in the elementary school.

1.2 Problem Formulation

Based on the research background mentioned above, the research problems discussed here are divided into two, they are major problem and minor problems.

1.2.1 Major Problem

How is the use of instructional media in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/ 2001?

1.2.2 Minor Problems

The minor problems of the research are:

- a. what kinds of visual media and how are they used in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/ 2001?
- b. what kinds of audio media and how are they used in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/ 2001?
- c. what kinds of audio visual media and how are they used in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/ 2001?

- d. what are the students' attitudes toward the use of the instructional media in their English class?

1.3 Operational Definition of the Variable

In this research, operational definition that is related directly to the terms and the variables of this research needs to be formulated. The function of operational definition is to make the same perspective between the writer and the reader about the variable of the research.

The operational definition of the variable on this research is instructional media in the teaching of English. The instructional media in the teaching of English are the media that are used by the English teacher in the teaching learning process. Media in this term are divided into three; they are visual media, audio media, and audio visual media.

a. Visual Media

Visual media are kinds of media that can be seen and can be touched.

Examples: overhead projector, flash cards, real objects, etc.

b. Audio Media

Audio media are kinds of media, which can only be heard.

Examples: radio, tape recorder, etc.

c. Audio Visual Media

Audio visual media are kinds of media that can be seen and can be heard.

Examples: TV, film, VCR, etc.

1.4 Objective of the Research

1.4.1 General Objective of the Research

The general objective of this research is to know the instructional media applied in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/ 2001.

1.4.2 Specific Objectives of the Research

The specific objectives of the research are:

- a. to describe the kinds of visual media and how they are used in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/ 2001;
- b. to describe the kinds of audio media and how they are used in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/ 2001;
- c. to describe the kinds of audio visual media and how they are used in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/ 2001;
- d. to describe the students' attitudes toward the use of the instructional media in their English class.

1.5 Significance of the Research

The research results are hopefully significant for the following people:

1.5.1 The English Teacher

The results of the research are useful for English teachers as information or inputs to know their student's attitudes toward their instructional media in their English classes. In addition, they can be used as a consideration to improve the English teaching.

1.5.2 The Other Researchers

The results of this research will be useful for other researchers as information to conduct further researches dealing with similar problems but in the different design, such as an experimental design on the effectiveness on the use of the instructional media on students' language skills or components.



II. REVIEW OF RELATED LITERATURE

2.1 The Concept of Instructional Media

Media are the tools that can be used by person to transmit ideas to other person. It includes movie, newspaper, picture, etc (Leo, 1977:265). Moreover, Natawidjaja (1977:28) gives the definition of media as aids or supplements, which are used by a teacher in the communication with the students easily. They can be anything that is used in the teaching learning process. Therefore, it is clear that media are all the things that can be used to transfer someone's knowledge easily in the teaching learning process.

Instructional media are any instruments that are used to make the communication effective, so that the teaching objectives can be achieved totally (Kabudin, 1987:2). According to Sulaiman, instructional media are the media that bring information or messages from the information resources/ senders to the receivers (1985:17). It can be concluded that instructional media are the media that are integratively used to the instructional objectives, intended to increase the learning outcome.

Media can also help teachers become creative managers of the learning experiences. They can develop their students' desire in learning the material, which are combined with the media. Edelhoff (1981:53) states that,

"If the purpose of English teaching is to enable the language learners to understand communication in all its modes as a way of priming his own utterances, it is no longer sufficient only to reproduce written text in a coursebook. We have to bring in audio visual means of communication so that all the learners' interpretation and expression abilities can be developed."

It means that a textbook only is not appropriate if the teacher wants to have better communication with the students and to achieve the objectives of teaching and learning. Therefore, teachers are suggested to use media to develop the students' interpretation and expression.

The retention role of instructional media concerns retention of information presented in the instruction. Retention media give their effect later when the time comes to memorise the information. So, instructional media are used to assist students in learning and in remembering the important concepts of a lesson.

Dealing with the instructional media, it is also important to know the function of media. According to Davies (1980:193), the functions of media are as follows:

1. aids to instruction
Media serve to help teachers and instructors manage instruction more efficiently. Media assist teachers to communicate more effectively and take over the operating role of instruction from teacher and instructors.
2. aids to learning
Media serve to help students learn more efficiently. Media promote understanding, assist in the transfer of training, and assist in assessment. Media can be used in assessing mastery performance.

From the various roles of the instructional media above, it can be concluded that instructional media are important in the teaching learning process. English teachers need to use instructional media in achieving the teaching objectives. However, the uses of instructional media need to be carefully made and planned. The teacher should follow some considerations in using instructional media in order to avoid difficulties and mistakes in using the instructional media in their teaching activities.

Wright (1989:3) mentions the main consideration of instructional media, namely:

1. *it is easy to prepare.* If it is difficult, do not do it. However, if it takes a lot of time to prepare and teachers can use the media in different classes, worth doing. Once teachers can make it, they can use it many times for many different activities;
2. *it is easy to organise in the classroom.* If it is difficult, do not do it. The teacher has to determine whether the effort of organising activities that are more complicated is worthwhile since there are still many other activities that teachers have to do in classroom;
3. *it is interesting to the students and the teachers.* If the media are interesting, it will attract the students' attention in the class;

4. *it is meaningful and authentic.* The teacher should be able to choose language learning techniques which provide meaningful and authentic learning activities since it will make the students gain more in learning.
5. *the activities conducted with the use of media provide a sufficient amount of language.* If the activity carried out by using the media is unable in the language lesson, then the teacher should not worry.

After the teacher feels sure that the media have fulfilled the requirements above, the teacher can use them in the class.

2.2 The Sorts of Instructional Media

Teacher has to have other kinds of media in teaching since the students need to have variations in learning so that they feel interested and motivated in learning the lesson. There are three kinds of media that are commonly used; they are visual media, audio media, and audio visual media. It is supported by Kasbolah (1993:57) who says that visual media are kinds of media that can be seen and can be touched by the students. Audio media are kinds of media, which can only be heard. While audio visual are kinds of media that can be seen and can be heard by the students. In addition, Finocchiaro and Bonomo (1973:157) mention the examples of the media for each type,

"The visual media may include blackboard, textbook, real object, picture file, chart, pocket chart, flash card, word card, number card, flannel or felt board, magnetic board, opaque projector, overhead projector and transparency, kodochrome slide, filmstrip, and miscellaneous materials. The audio media include record player, tape recorder, and language laboratory. The last, audio-visual media cover film, television, and programmed instruction."

2.2.1 Visual Media

“The visual media are media which primarily use the sense of sight” (Sulaiman, 1985:12). In other words, the visual media are media used to help the students in learning event through the sight. The parts below are about visual media that are commonly used, namely: 1) flash cards, and 2) real things.

1) Flash Cards

Flash cards are one of the visual media that can be used in teaching learning process. Flash cards are the cards that are used to remind our memory about the subjects that have been learned. They are in the form of words as well. They can be handled easily by the teacher. Furthermore, Wright says that flash cards are cards printed with word or/ as well as picture that can be handled easily by the teacher (1983:73). For active recall of vocabularies, the flash cards may have a picture on one side and letters in the other side so that the teacher will know what picture is being shown to the students.

To know further about the flash cards, Wright (1983:73) presents the description of them, namely:

- size varies according to the picture or text shown. They are of a size easy for the teacher to handle and to flash at the pupils;
- text, line, tone, and colour may be printed or drawn by the teacher. A simple and bold use of these elements will carry most clearly over a distance and make most impact. Both sides of the flash cards can be used;
- these are a member of published sets of flash cards on the market. They are also easy to make;
- as a medium, they give considerably teacher control. The teacher can prepare exactly what he wants and can show the material either in isolation or with other visual when he chooses;
- they are easy to handle and to store. They are not technical problems the cards must, of course be strong enough not to bend and flop.

Therefore, it can be concluded that flash cards must be big enough so that all students can see them clearly. Moreover, teacher can make a variation as long as it will help them in the teaching learning process.

2) Real Objects

Real objects are instructional media that are most closely associated with the experience, which will be got by the receiver. Finnochioro and Bonomo (1973:163) state, "Students understand and retain the meaning of a word better when they have been shown or have touched an object associated with it". So, the real object will attract the students and the experience that the students get will last longer. For this reason, all teachers should make a collection of everyday objects, including newspapers, tickets, menus, flags, bottles, cans, containers, toys, magazines, dishes, etc.

2.2.2 Audio Media

Rohani (1997:24) gives definition of audio media as media, which contain the messages in the form of sounds. The type of audio media described below is tape recorder.

- Tape Recorder

Tape recorder is a kind of audio media that can be used to record and play back music, speech, story, and others. Furthermore, Hamalik (1994:99) states that the tape recorder is an electronic device which, when it is used with creativity, it can produce exciting and rewarding teaching learning experiences for both teacher and pupils. Therefore, the media will be useful if they are used appropriately in the teaching learning process.

With this type of media, teacher can also record the broadcasting radio because most of them have some interesting materials that are useful for students. Many of the broadcasting radio programmes, which are needed, are not the same as the students' school time. Therefore, the teacher can record it and play it back to the students. In addition, tape recorder is also suitable if it is used to fill the reading materials (Finocchiaro and Bonomo, 1973:175).

2.2.3 Audio Visual Media

The audio visual media are the media that can be seen and can be heard by the students (Sulaiman, 1985:26). Therefore, the audio visual media are the media that can be both seen and heard. The audio visual media, which are usually used, is film.

- Film

Film is one of the audio visual media that is usually used. This medium can be seen and heard directly. Hornby (1987:319) stated that film is a number of photographs of scene that are shown on a screen separately. So the students can see and hear the information comprehensively and get something concretely. Furthermore, Rohani (1997:98) states that film has some advantages, they are:

- a. the receiver will get the message clearer and it lasts longer because they can see as well as hear from this media;
- b. students will enjoy the film, furthermore film make some information or event available in the long time;
- c. film presents the motion or activity better;
- d. film can gain the limitation of time and space;
- e. film can build an act, behaviour, and emotion. It also can enlarge some problems.

From the statements above, it can be concluded that children or students will get message clearly and memorise it better if they are given a film in their class. Students will achieve the material in learning because they see something clearly and hear the message at the same time.

2.3 Teacher's Guide in Selecting the Instructional Media

There are some considerations for a teacher in selecting the instructional media. According to Romiszowski (1981:340) there are two rules in selecting the instructional media.

1. Eliminate any media, which would be quite appropriate for a given lesson or part of a lesson.
2. Select from the sort list of media left based on the economical and practical constraints and the teacher's and learner's preferences and skills.

Therefore, it is necessary for the teacher to consider instructional media to select. Furthermore, Sudjana (1991:4) gives six criteria in selecting media as follows:

1. *the media should match the teaching objectives*; it means that the media are chosen based on the instructional objectives that have been stated. These instructional objectives, which consist of comprehension, application, analysis, synthesis, cause the great possibilities of using media in the classroom;
2. *the media should support the content of the lessons*; it means that the material or the lesson is a fact, principle, concept, and the generalisation needs the media in order to help the students to understand the lessons;
3. *the media should be easily got*; it means that what is needed by the teacher can be got easily, at least, it should be easy to be made by the teacher before he teaches;
4. *the skill of the teacher in using the media*; there is a condition in using the media, the teacher has the skill to use the media. The expected value and advantages are not on the media, but the result of using the instructional media by the teacher when there is an interaction between his students and the environment;
5. *there should be plenty of time in using the media*; it is needed so that the media can be used maximally during the teaching learning activities;
6. *the media should suit the students' thinking stage*; it is important so that the mission by the media can be reached.

Therefore, the teacher should prepare the media that is related, appropriate, needed, and economical in the teaching learning process. Then, the teacher's preparation is also needed to make the instructional media effective and efficient.

2.4 Teacher's Preparation

Media are very helpful in the teaching learning process. The instructional media do help to demonstrate the utility of media and the reasons for using a wide range of resources. Before using the instructional media, teacher should make some preparations. These teaching media are used based on the basic skills of teaching in

the classroom. According to Natawijaya (1977:29) teacher's preparations can be elaborated as follows:

1. define the objectives, which lessons should be learned by the students on the objectives, and the instructional media are suited to the lessons;
2. teacher should know the condition of the students or the students' ability at the time when they study the lessons;
3. the important points that consist of:
 1. topic needs to be used as the material of the lessons;
 2. activities will be done by the teacher and the students;
 3. instructional media need to be used whether as the source of the material or as the teaching aids.

It can be concluded that teachers need some preparation in relation to English syllabus which should be taught such as media which are suitable, condition of the students, and anything which is related to the teaching learning process.

2.5 The Application of Instructional Media in Teaching

Instructional media should be used based on the systematic planning or preparation. Instructional media are used if these media support the instructional objectives reached and suitable with the instructional material. In order to use the instructional media efficiently and effectively, the teacher should follow three major steps. Based on Sardiman et al. (1996:83), those steps are as follows:

1. preparation before using instructional media;

To make the use of instructional media run smoothly, it is necessary to make good preparation, at least, teacher should read all the guidance books and follow the instruction.

2. activity while using instructional media;

Silent situation while using instructional media must be kept, because any obstructions can disturb students' attention and concentration, so these obstructions should be avoided.

3. *follow up.*

The objective of doing the follow up is to know whether the objective has been reached and to make better understanding of the instructional material given by using the instructional media.

Although media is very helpful in the teaching learning process, there are no media that can substitute the role of a teacher. It means that the use of media is not reducing the importance of the role of the teacher in the teaching learning process or substituting the role of the teacher in class. Media are just any means to carry out the teaching learning process. In addition, the use of media is not just as a kind of entertainment, but they have objectives that are suitable with the lesson being taught.

2.6 Students' Attitudes toward the Instructional Media

The elementary school students are considered as young learners. As children, they have special characteristics that differentiate them from the students of the upper levels. Some of the basic characteristics of children as young learners are as follows (Scott and Ytreberg, 1992:1-7):

1. children are in the stage of developing their concept. They are in progress from concrete operational stage into more complexes and abstract thinking. This progress occurs as they are getting older;
2. children do not have real linguistic need. Young learners rarely have certain needs in learning foreign language. On the other hand, learners of the higher level have set up certain targets in learning foreign language. Consequently, whenever they feel that they have come to their needs, they tend to stop learning;
3. children are still in the process of developing their first language. They are still developing communication skills, such as talking, talking turns, and using body language;
4. children learn more slowly. It happens because children are learning so many things at once, such as developing knowledge about the world, awareness of concepts, and acquiring multiplicity of skills;
5. children are very egocentric. Children always think of their own likes and dislikes, their own family and friends, their personal environment whether at home or at school;
6. children got bored easily. It is obviously seen that children always demand various conditions. Unlike adult learners who may change their motivation

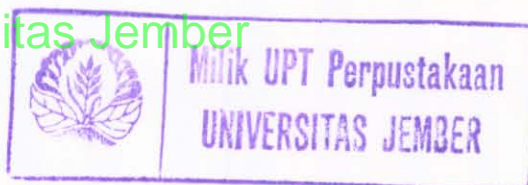
toward interesting or adult condition, children have no choice but to attend the classroom and have a little thing to say in classroom activities. Consequently, they get bored of the situation and they try to let the teacher know that they are bored;

7. children forget quickly. It is mentioned above that children learn more slowly. This condition may be the reflection of their attempt to accelerate their rate of progress;
8. finally, children are better mimics. They are good imitators. They can imitate the pronunciation of the words in foreign language easily. Moreover, they like to play sounds in foreign language.

Hence, it can be concluded that children have some differences compared to older. Therefore, it will be helpful for the teacher to teach English using instructional media. They will make them happy and interested in the materials that are given by the teacher. In addition to the children's characteristics above, Helaly (1987:114) states that,

"Unlike adults, children are not self motivated and do not have an immediate need to learn English. Their world is their daily games, events of interest to them, new knowledge, that may come across, and questions that their inquisitive minds ask. Children communicative well all their needs and experience, and receive new knowledge in their mother tongue."

It implies that children do not have their own motivation in learning without reinforcement and motivation from people around them including the teacher. The students at their age still like to play and have fun instead of learning. Therefore, the English teacher has the challenging task of finding ways to motivate and reinforce them, so that the students will be interested in their learning.



III. RESEARCH METHOD

3.1 Research Design

The research design applied was descriptive qualitative. The research was intended not to prove a hypothesis but it was intended to describe the kinds of instructional media, how they are used, and the students' attitudes toward the use of the instructional media in the English class. The procedures of this research were as follows:

1. studying references;
2. formulating the problem and objective;
3. determining the data resources;
4. collecting the primary data and the secondary data;
5. analyse the collected data;
6. concluding the research results;
7. writing the research report.

3.2 Area Determination Method

This research used purposive method to determine the research area which means that the researcher tried to take some subjects of the research based on certain intention. The area chosen was SDN Jember Lor I Jember for some reasons; those are the facility at the school is good and the school is one of the favourite schools in Jember.

3.3 Respondent Determination Method

This research used a population method because the subjects of this study were less than a hundred students or only one class consisting of 54 students. In other words, they were all taken as the respondents of the research. The respondents of this study were the fifth year students of SDN Jember Lor I Jember in the academic year 2000/ 2001.

The fifth year students were chosen to be the subjects of this study since they have studied English more or less one year. Moreover, it was not annoyed them in preparing EBTA/ EBANAS since they were in fifth level of the elementary school.

3.4 Data Collecting Methods

There were two kinds of data in this research, the primary and the secondary data. All the instructional media applied in the teaching of English and the students' attitudes toward the instructional media in the classroom were the primary data, while all information concerning with the research area and respondents was the secondary data. The research used four methods of collecting data; they were observation, interview, questionnaire, and documentation.

3.4.1 Observation

Observation was used to get the main data. Surakhmad (1990:162) defines observation as a technique of collecting data in which the researcher observe the symptoms of the subject investigated. In addition, Hadi says (1989:137) that observation means an activity of observing and making notes systematically about the phenomena being searched. Based on the definition above, it can be concluded that an observation method is a technique that is done to observe accurately and to write down systematically about the phenomena being investigated.

English in this school was held once a week, 90 minutes for each session, and the observation for this research was done three times in November 2000. The observation guide was used for the observation conducted in the classroom concerning the discussed topic, teacher and students' activities, instructional media applied, instructional objectives, evaluation, and the teaching procedures.

3.4.2 Interview

This research used free guided interview by setting questions before the interview was conducted. Arikunto (1993:229-230) classifies three kinds of interview, they are:

1. unguided interview, in which the interviewer carries out the interview with no systematic of questions;
2. guided interview, in which the interviewer carries out the interview using a set of questions arranged in advance;
3. free guided interview, the interviewer uses a set of questions and the questions are developed to gain further specific information.

In this research, interview was conducted with the English teacher of the fifth year students of SDN Jember Lor I Jember. The interview format consisted of seven questions, included the kinds of instructional media used by the teacher, how to get the instructional media, how to select the instructional media adjusted to the lesson, how to prepare the instructional media, the students-teacher activities involving the instructional media, and the students' attitudes toward the use of the instructional media in their English class.

3.4.3 Questionnaire

Questionnaire is a list of questions to be answered by a group of people to get facts or information (Hornby, 1987:688). The questionnaire was given to the students, which consisted of nineteen questions that include the instructional media that were used by their teacher, students-teacher activities involving the instructional media, the condition of the instructional media, and their attitudes toward the use of the instructional media in their English class.

In addition, the questionnaire was written in *Bahasa Indonesia* to avoid difficulties in understanding the items given. Afterwards, the questionnaire was distributed to all students of the fifth year students of SDN Jember Lor I Jember.

3.4.4 Documentation

Documentation means a technique used to get the data in the form of notes, transcript, book, newspaper, magazine, and others (Arikunto, 1993:202). In this research, documentation was used to get the data about the school description dealing with the school location, and the school facilities.

3.5 Data Analysis Method

All the data collected through observation, interview, questionnaire, and documentation were analysed by using descriptive qualitative analysis. The analysis was done by making description of the activities during the class activities in using instructional media and by checking the appropriate theories concerning the use of instructional media.

After all of the data were analysed, the data that was classified into four sub topics. Each sub topic was based on the minor problems. The sub topics were the kinds of visual media and how they are used, the kinds of audio media and how they are used, the kinds of audio visual media and how they are used, and the students' attitudes toward the use of the instructional media in their English class.

IV. FINDINGS AND DISCUSSION

This chapter presents the results of the study in the form of descriptions. The findings are described into four sub topics as follows: (1) the kinds and the use of visual media in the teaching of English, (2) the kinds and the use of audio media in the teaching of English, (3) the kinds and the use of audio visual media in the teaching of English, and (4) the students' attitudes toward the use of instructional media in their English class.

4.1 Findings

4.1.1 The Kinds and the Use of Visual Media in the Teaching of English

a. The Kinds of Visual Media in the Teaching of English

From the documentation method, it was found out that the school had certain media which were kept in the library and the multi function laboratory. The media were: six Indonesian and world maps and globes, two charts about transportation, two English magnetic scrabbles, and one overhead projector. The maps could be classified into three. They were: 1 world map in size of 100 x 150 cm; 2 Indonesian and world maps in size of 150 x 250 cm; and 2 world globes in the diameter of 50 cm. These maps and globes could be said as good media since they were always up to date (which were drawn in International standard for size and colouring), contrast and clearly detailed. Two charts about transportation in size of 75 x 100 cm about seven objects and 115 x 160 cm about 12 objects in transportation were good enough. These media were good enough since they were simple, clearly focussed on the purpose, arouse the students' interest and attentiveness, easy to organise and meaningful although there were some wrong words written in English. The English magnetic scrabbles of 30 x 30 cm in size, could be used for four persons each, were in a good condition. These scrabbles were usually used by the students in their leisure time or in the break time at school. In addition, these media were also in various colours, so the students felt interested in game. The overhead projector using

the transparencies in size of 8,5 x 11 inch could be said as the practical medium since it was very light, easy to carry and used lens in the same place with the light (head assembly). This medium was a good one because it was easy to use, readable for the class, and had a good visual quality in it. Blackboard was also prepared in each classroom in size of 3 x 1,5 metre, which is placed in front of the class (\pm 100 cm from the floor). It could be said as a good medium because it was in the proper size, easy to prepare, cheap, and easy to organise

b. The Use of Visual Media in the Teaching of English

The data about the use of visual media were obtained from interview, students' questionnaire, and observation. From the interview, it was found that the teacher often used flash cards, real objects, posters, a blackboard, and English textbooks. The reasons for using those kinds of visual media were that they were interesting for the students and easy to produce, while the English textbooks were already possessed by each student. Besides, it was found out that the teacher always used blackboard in the classroom for the reason that it was easy to use and it could stimulate students to be active in the teaching learning process. However, the teacher seldom used an overhead projector, composite pictures, and maps in the English class, because it was difficult to suit the material with the media. Furthermore, he did not want to use the overhead projector because he thought that it was a waste of time to make transparencies in every meeting. Therefore, he only used overhead projector whenever it was needed. This also happened in the use of map and globe. The English teacher stated that he was once used the map and globe to show the students about the real thing of map and globe, but he never used them to show about the location or the direction of the country or sea. However, the charts about transportation were used twice by the English teacher in the English class especially for the fifth year students when the topic was "Transportation".

The data about the use of visual media by the English teacher were also gained from the students' questionnaire (see Appendix 7). From the questionnaire, it was found that 54% of the respondents (29 students) stated that their English teacher seldom used overhead projector in their English class while the other 46% of the respondents (25 students) stated that their English teacher never used overhead projector in their English class. 7% of the respondents (4 students) said that the English teacher always used flash cards in their English class; 44% respondents (24 students) said that their teacher often used them; while 46% of the respondents (26 students) said that the English teacher seldom used them in their English class. Moreover, 28% of the respondents (15 students) stated that their English teacher always used real objects in their English class, and the rest 72% of the respondents (39 students) stated that their English teacher often used them in the English class. The use of blackboard by the English teacher was also gained from the questionnaire. From the questionnaire it was gained that 91% of the respondents (49 students) said that their English teacher always used blackboard in the English class, while 9% of the respondents (5 students) said that their English teacher often used blackboard in their English class. Furthermore, all the students (100% of the respondents) stated that their English teacher always used the English textbooks in their English class. While the use of other visual media from the questionnaire was found that 20% of the respondents (11 students) stated that their teacher often used composite picture and 43% respondents (23 students) stated that their English teacher seldom used composite picture in their English class. In addition, 19% of the respondents (10 students) stated that their English teacher often used posters, while 19% of the respondents (10 students) said that their English teacher seldom used posters in their English class. The last visual medium was maps. From the questionnaire, it was found that 11% of the respondents (6 students) said that their English teacher often used maps while 22% respondents (12 students) said that their English teacher seldom used them in the English class. Moreover, in the observation, the teacher used flash cards, a composite picture, real objects, a blackboard, and English

textbooks.

Moreover, from the interview, the teacher said that in the teaching of English, the teacher taught four language skills and three language components integrately by using the instructional media. Since one of the language skills could not be separated from the others. In addition, in the *GBPP* of the elementary school stated that language skills and language components should be taught integrately.

From the interview, it was found that the English teacher said that he got visual media most of the time by providing and producing visual media by himself. While sometimes he also bought, used the facilities of the school, or asked the students to provide and produce visual media, such as pictures, photographs or charts. The data about this were also obtained from questionnaire (see Appendix 7). From the data, it was obtained that 53% of the respondents (29 students) stated that their English teacher seldom asked them to provide or produce visual media, while the other 46% of the respondents (25 students) said that they were never asked by their English teacher to provide or produce visual media.

c. The Application of Visual Media in the Classroom

The application of visual media in the classroom is divided into four parts. Those are the selection, the preparation, the activities, and follow up.

1) The Selection on the Use of Visual Media

Here, the English teacher selected some visual media that were possessed by him and provided by the school. From the observation and the interview it was found that the English teacher used flash cards, a composite picture, real objects, a blackboard, and English textbooks for the following reasons:

1. these media had already been available, including the blackboard, which was already provided by the school;
2. these media supported the material which were applied in the English class;
3. they were quite practical used in the classroom since these media were cheap and

easy to construct, and they are not difficult to bring in the classroom;

4. teacher could use these media well. However, he was afraid of using other media such as an overhead projector; as they would take time to prepare.

2) The Preparation on the Use of Visual Media

On the first observation, it was found that the English teacher did not compose his lesson plan. He only prepared the media, which were used in the English class. At that time, the teacher used 7 flash cards for nouns in the size of 30 x 35 cm. Every flash card had a picture on one side and the name of the picture on the other side. For example, a noun flash card with a picture of a car, on the backside was written 'A CAR'. Therefore, when he showed the flash card, he knows what picture was being shown.

The flash cards had pictures about the kinds of toys and games which were drawn by the teacher, while the rest three of them were taken from the pictures of magazines, which he stuck on the flash cards. All these flash cards were clear for the purpose and in the various colours; therefore, these media seem interesting to see.

The teacher also used some real objects such as doll, marble, jigsaw puzzle, and yoyo. These media were also interesting because they could reflect the language and the meaning directly. While the blackboard itself had already been placed in front of the class. Therefore, it would not be difficult for the teacher to use this medium since it is always hanged in front of the class. In the English class, teacher usually used the English textbooks, which had been owned by each student in his class. The title of the book was *Start with English 5* by Himawan, 1997, established by Erlangga.

On the second observation, the English teacher did not compose the lesson either. In the English teaching learning process, it was found that the teacher used composite picture, a blackboard, and English textbooks in the English teaching. The composite picture was in size of 100 x 150 cm, which consisted of 9 persons, wearing various clothes and costumes. The composite picture was made of cardboard

in various colours with the frame of wood. From the interview, it was obtained that the teacher drew the medium by himself last year. Moreover, from the result of observation, it could be reported that the medium was good enough since it was not out of dated in the near future, although there were some pictures which were too small for the class application.

On the third observation, the English teacher did not compose the lesson either. At that time, it was found that the English teacher used a blackboard and English textbooks as the media. The teacher used blackboard to draw some shapes to test the students' memory about the shapes which had been learnt before.

3) Activity on the Use of Visual Media

How the teacher used visual media here refers to the teacher's ways in using visual media in his teaching activities. In using visual media, the activities done by the teacher were mentioning, answering, identifying, and matching. This information was obtained from the teacher's interview and the observation.

The data about the teacher's ways in using visual media were also obtained from the observation form. On the first observation, the topic was "Toys and Games"; it was found that the teacher used flash cards, real objects, a blackboard, and English textbooks. The activities were as follows:

1. the teacher showed the backside of the flash card to the students and showed the written name of the noun. For example, whenever he showed the word "A Swing" he asked the students, "Do you know swing? What is swing?";
2. the teacher asked the students to guess the meaning of it in Indonesian;
3. the students answered the teacher's question orally;
4. the teacher gave the real objects and named it;
5. the teacher wrote down all the names of the toys and games in the blackboard;
6. the teacher asked the students to repeat after him in naming the toys and games;
7. the teacher gave some sentences based on the flash cards and real objects. For example, when he showed a kite, he said "I like playing a kite.";

8. the teacher asked the students to write their own sentences about toys and games in their English textbooks, then asked some volunteers to read their sentences.

On the second observation, the topic was “Clothes and Costumes”; the teacher used a composite picture, a blackboard, and English textbooks. The activities were as follows:

1. the teacher put the composite picture on the blackboard;
2. for a few minutes teacher asked the students to see the pictures;
3. the teacher asked the students to repeat after him on the names of clothes and costumes;
4. the teacher asked the students to mention what he/ she was wearing whenever he pointed the object in the composite pictures;
5. the teacher asked the students to answer orally on anything that the teacher asked. For example, "What do you wear for sleeping?";
6. the teacher asked the students to open their English textbooks and do the exercises individually;
7. the teacher asked some students to write the answers at the blackboard.

On the third observation, the topic was “Shapes”; the teacher used a blackboard, English textbooks, and audio media. The activities were as follows:

1. the teacher asked the students to open their English textbooks;
2. the teacher asked the students to repeat after him to name the shapes stated in their textbooks;
3. the teacher drew a shape step by step, and asked the students to guess what he was going to draw. Example, Teacher : What am I drawing?

Student : A circle.

Teacher : No (continuing drawing).

Student : An oval?

Teacher : No, not exactly (continuing drawing).

Student : A cone!

Teacher : You're right. What about this?

And so on;

4. the teacher wrote down some names of shapes in the blackboard;
5. the teacher asked the students to write them in their book;
6. the teacher drew the shapes at the blackboard;
7. the teacher asked the students to pronounce the names that were written at the blackboard;
8. the teacher gave a song "Twinkle, Twinkle, Little Star" to the students and sang the song together (see Appendix 8).

4) Follow Up

Here, the teacher made an evaluation for the reason to know how far the students had understood the material given. The teacher asked many questions concerning the lesson or asked the students to do something, such as guessing what he was going to draw at the blackboard, or made some simple sentences using the words that had been given. The teacher also repeated the new words for many times for the purpose that the students would be familiar with the words. These activities expected that the students understand the lesson better and would not face some difficulties in the exercises given. When the students could not do the exercises or they were still difficult to pronounce the words whenever they were shown the visual media, the teacher gave the remedial teaching or make some corrections as soon as possible, for example by explaining briefly to the students on what had been understood well using visual media.

4.1.2 The Kinds and the Use of Audio Media in the Teaching of English

a. The Kinds of Audio Media in the Teaching of English

From the result of documentation, it was found out that the school facilities on audio media were only two tape recorders with three inside loud speakers on them (tweeter, midrange, and woofer). One of the tape recorders that was available was too small for a class of students consisting of more or less 50 students. Moreover,

this medium was in a bad quality since it was too buzzy, so the pronunciation which was produced by the tape recorder was unclear. While the other tape recorder had a good quality, and it could be used for a small or a large group of students.

b. The Use of Audio Media in the Teaching of English

The data about the use of audio media in the teaching of English were obtained from interview, questionnaire, and observation. In the interview, the teacher stated that he seldom used tape recorder in the English class because it needed much more time to prepare the cassette. While the reason to use this medium occasionally in the English class was that medium was interesting for the students and therefore, used as a variation in the teaching. Furthermore, the other audio media were never used by him because there was no facilities available or owned by the teacher. This statement was also supported by the students' answered on the use of audio media in the teaching of English (see Appendix 7). Based on the data, it was obtained that 100% of the respondents (54 students) stated that their English teacher never used audio media except tape recorder in their English class, 24% of the respondents (13 students) stated that their English teacher often used tape recorder. However, 76% respondents (41 students) stated that their English teacher seldom used tape recorder in their English class. From the result of observation, it could be reported that the English teacher used the tape recorder to play the English song and the pronunciation.

From the interview, it was obtained that the English teacher got the audio media, that was tape recorder provided by the school. While the cassette used was produced by himself. He also added that there were no cassettes available from the school, and he never asked his students to produce or provide the audio media for their English class.

The data about this were also obtained from questionnaire (see Appendix 7). From the questionnaire, it was obtained that 100% of the respondents (54 students) stated that their English teacher never asked them to provide or produce audio media

for their English class.

c. The Application of Audio Media in the Classroom

The application of visual media in the classroom is also divided into four parts. Those are the selection, the preparation, the activities, and the follow up.

1) The Selection on the Use of Audio Media

Teacher selected some audio media, which were facilitated by the school. At that time, the English teacher used tape recorder that was available in that school. He used such kind of media for the following reasons:

1. it was appropriate with the teaching topic;
2. this medium supported the material given;
3. although this medium was not easy to produce, still it could make the variation, and helped the teacher teach the materials.

Furthermore, he used recorder, which was facilitated by the school. This medium was good and it was not too difficult to bring and operate in the classroom.

2) The Preparation on the Use of Audio Media

From the observation and the interview, it was found that the English teacher did not compose his lesson plans. He only prepared the medium which would be used in the English class. On the operation of the tape recorder, the teacher just checked the tape two days before the time to ensure whether the tape recorder was still good or not. Moreover, he only used this tape to record the English song. At that time, he recorded his own voice about the song for three times. Then he sang the song twice. These activities took about 20 minutes (see Appendix 8).

3) Activity on the Use of Audio Media

From the observation, it could be observed that the English teacher used tape recorder to drill some words in the song. The activities were as follows:

1. the teacher asked the students to listen the sound spelling which was produced by the tape recorder (dictation word by word through the tape recorder);
2. the teacher asked the students to write the sound spelling which was produced by the tape recorder (dictation word by word through the tape recorder);
3. the teacher pronounced the words, then he asked the students to repeat after him;
4. the teacher asked the students to translate the words that had been written by the students;
5. the teacher played the song, and asked the students to listen the song carefully;
6. the teacher and the students sang the song together.

4) Follow Up

In the last teaching, the teacher asked the students to sing the song without opening their book. Firstly, they pronounced something wrong, then, the teacher asked the students to listen again through the tape recorder and then sang that song again. Therefore, the teacher played the tape for six times, for the reason that the use of drills made the students familiar with the English pronunciation.

4.1.3 The Kinds and the Use of Audio Visual Media in the Teaching of English

a. The Kinds of Audio Visual Media in the Teaching of English

The documentation was used in gathering the data on audio visual media. From the documentation, it was obtained that the school had audio visual media. They were one television and one video compact disc player. The television was in 21-inch with 7 national channel programs. The condition of this medium could be said very good because the picture was good and quality of the sound was good too. The video compact disc player (VCD player) had certain facilities such as random, go-to, freeze, slow, view, pause, remain, time, zoom, and others. These media were

placed as a set in the audio visual room in the library.

b. The Use of Audio Visual Media in the Teaching of English

The data about the use of audio media in the teaching of English were obtained from interview, questionnaire, and observation. From the interview, the teacher stated that he never used audio visual media in the teaching of English because it was difficult to find the compact disc which was suitable with the topic. This statement was also supported by the students' answer on the use of audio visual media in the teaching of English (see Appendix 7). Based on the data from the questionnaire, it was obtained that all the students (54 students or 100% of the respondent) stated that their English teacher never used audio visual media in their English class. Moreover, in the interview, the English teacher said that he never asked his students to provide or produce audio visual media in their English class. This data also gained from the questionnaire, (see Appendix 7) which was obtained that 100% of the respondents stated that their English teacher never asked them to provide or produce audio visual media for their English class. Moreover, it was impossible to ask the students to produce or provide the audio visual media since the appropriate compact discs (for elementary students) were difficult to get in Indonesia.

4.1.4 The Students' Attitudes toward the Use of Instructional Media in Their English Class

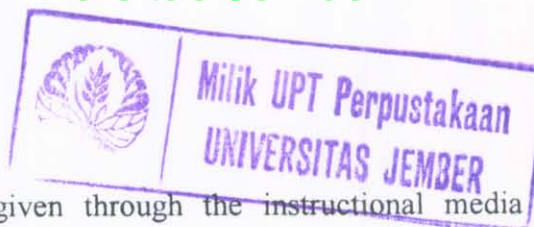
The data about the students' attitudes were obtained from the students' questionnaire (see Appendix 7). The data indicate that 98% respondents (53 students) were happy to have the instructional media in their English class, while 2% (1 students) of the respondents were not happy to have the instructional media. They were happy to have the instructional media in their English class for the following reasons: 61% of the respondents (33 students) stated that they were happy because they had known the materials better; 17% respondents (9 students) stated that they

were happy to have the instructional media in their English class because they aroused them in learning English; 11% respondents (6 students) stated that the pictures (in visual media) were good; 6% respondents (3 students) stated that they made them easier to learning English; 2% respondents (1 student) said that they could increase his/ her knowledge; and 2% respondents (1 student) stated because they were in various colours. However, only 2% of the respondents (1 student) who said that he/ she was not happy to have the instructional media in their English class as some of the pictures that were used by the English teacher were not good. While from the interview, it was gained that the English teacher said that all the students were happy since the media applied could create a good environment (relax and fun) in the English teaching learning process. This statement was in line with the fact that was gained from the observation. In the observation, it could be reported that the students were enthusiastic to learn and answer directly the teacher's questions whenever the English teacher used the instructional media.

From the questionnaire, it was obtained whether the instructional media used by the English teacher were interesting or not. In the result of the questionnaire, it was gained that 94% of the respondents (51 students) stated that the instructional media that were used by the English teacher were interesting, while 6% respondents (3 students) did not agree with this statement. They were interested on the use of the instructional media that were used by the English teacher for the following reasons: 41% respondents (21 students) said that the use of the instructional media used by their teacher were interesting because the quality (pictures, sound, and performance) was good; 17% respondents (9 students) said that they were interesting because the pictures (in the visual media) were good and clear. Moreover, 15% of the respondents (8 students) stated that they interesting because they were easy to understand; 15% respondent said that the instructional media were clear. Next, 6% respondents (3 students) said that they were interesting because they could help them in learning; 2% respondents (1 student) said he/ she gets more interested in learning English; and 2% respondents (1 student) gave his/ her reason that they were really

interesting things. However, 4% respondents (2 students) stated that the instructional media were not interesting because some of the visual media especially pictures were not good for colour and size. While the other 2% respondents (1 student) did not give his/ her reason why the instructional media were not interesting to him/ her. Moreover, from the result of the interview it was found that the English teacher said that the students were always happy being taught by the instructional media, because he always prepared the instructional media well since the use of the instructional media made the students easier to understand the material. Furthermore, he used these media with games, so the students were interested on the instructional media applied. While in the result of the observation, it could be reported that the English teacher used various kinds of games on the use of the instructional media. Therefore, the students would not get bored on the instructional media applied.

From the questionnaire, it was obtained that 98% respondents (51 students) stated that the English teacher's explanation was more understandable when he used the instructional media, while 2% respondents (1 student) did not agree with this. The following sentences are the description on their reasons, why the teacher's explanation was more understandable when he used the instructional media. 67% respondents (36 students) stated that the explanation was more understandable because the instructional media help them to understand what was meant by their teacher clearly; 19% respondents (10 students) stated that they could differentiate anything better than without media; 4% respondents (2 students) stated that they enriched their knowledge; 4% respondents (2 students) said that when their English teacher used them, the teaching would be clearer and more interesting; 4% respondents (2 students) gave their reasons that they understood the lesson better because the pictures (in visual media) were good and complete; and 2% respondents (1 student) said that the explanation was clearer because he/ she could see the media directly. However, 2% of the respondents (1 student) stated that the teacher's explanation was not understandable when he used the instructional media because sometimes they made him/ her confused. Furthermore, this student said that



sometimes the explanations being given through the instructional media were confusing to him/ her. From the interview, it was gained that the teacher said that they understood the lesson better being taught by the use of the instructional media. The English teacher often used the real objects, composite pictures, and flash cards on objects in the English class. The reason to use certain visual media was desirable that the students could make a direct object associated between the target language and the meaning. While from the result of the observation, it could be observed that the students understood about the material well. That was proved whenever the teacher asked the students about the previous material given before, they still remember them well.

In the result of the questionnaire, it was found that 43% of the respondents (13 students) said that their teacher asked them to answer some question based on the instructional media; 35% respondents (19 students) only paid attention on the use of the instructional media; 13% respondents (7 students) asked some questions and paid attention on the use of instructional media. Moreover, 4% respondents (2 students) said that they listened, asked and paid attention to the lesson; 2% respondents (1 student) said that he/ she only wrote anything which was being taught in the classroom; 2% respondents (1 student) said he/ she listened to the instruction, while the other 2% of the respondents (1 student) stated that he/ she did all the teacher's instruction. Furthermore, in the result of the interview, it was gained that the English teacher said that he always asked the students to answer anything related to the instructional media applied. Moreover, from the result of the observation, it could be observed that the English teacher asked the students to answer, ask, and pay attention to the use of the instructional media.

4.2 Discussion

4.2.1 The Kinds of Instructional Media in the Teaching of English

The finding revealed that in the documentation, visual media that were supplied by the school were two charts about transportation, two English magnetic scrabbles, four maps, two globes, and one overhead projector. These media were in good condition since they were kept in the library and multi function laboratory. They could be said as good media since they were always in order, unmixed with irrelevant materials, always up to date, in a good colouring, readable for the class application, and had a good visual quality. Moreover, this overhead projector was only one, so whenever the teacher wanted to use it he should write a note to the one who is in charge one day before it was used. Furthermore, the transparencies for overhead projector were also prepared by the school. The teacher could ask some of them whenever he wanted to use this medium. One thing that made two media could not be used in the classroom were the scrabbles as they were too small that is, in size of 30 x 30 cm, and charts which need correcting on the spelling.

From the documentation, it was obtained that the audio media that were supplied by the school were two tape recorders. These media had three inside loud speakers, so the students could hear the voice clearly. Moreover, one tape recorder had a good quality sound since it was clear, loud, and suitable with the class situation, and the number of students. However, the other one was too small and had a bad quality sound, but it still could be used in the classroom although it was too buzzy. Furthermore, the cassette about English was not available in this school, so the teacher should prepare the cassette by himself whenever he wanted to use these tape recorders. In addition, it was too difficult to find the appropriate cassette for the elementary school, while to produce the cassette by themselves was impossible since it was not easy to look for the native speakers.

From the result of the documentation, it was found that there was a 21-inch colour television and one video compact disc player that were placed in the library. These media could be said as good media because they produced good and clear

pictures and sound as well. The television itself was placed at about 2 metres from the floor in the room of 18 m². Whenever it was needed, the teacher could place these media in the classroom although it would be quite difficult to move these media from their place. In the audio visual room, the students who saw film or television sat in the carpet floor. There were three aspects to make this audio visual room was uncomfortable to use. First, the way these media were placed was not appropriate because they were too high, so the students should take their head up to see the film or television. Then, it was impossible to use the audio visual room for a class with the number of students consisting of 50 students since this room was too small for them. Finally, the condition of the room itself was too hot because there was no fan or air conditioning inside. Moreover, the compact disc especially for English was not prepared in this school, so the teacher should seek by himself whenever he wanted to use these media.

It had been known that SDN Jember Lor I Jember had a good library. This library had good administration, collection, and keeping. The library itself had the instructional media's store in one of its rooms. Once a month these media (including books, instructional media, and other collections) were cleaned up. Furthermore, this school had accepted many awards on the library's system and collection, especially as the first winner in the level of province for increasing the reading's interest for students of elementary school in 1999. Unfortunately, there were no English references, such as English storybooks, English textbooks, and others. It also happened in the use of audio visual media in the library. Although there was a schedule on exposing film and television for every class once a week, but they never exposed the English film or television.

4.2.2 The Use of Instructional Media in the Teaching of English

In the interview, the teacher said that he often used flash cards, real objects, posters, a blackboard, and English textbooks. The reasons for using those kinds of visual media were that they were interesting for the students, and easy to produce. He

also added that he seldom used an overhead projector, a composite picture, a tape recorder, and maps. Moreover, he said that he seldom used these media because they were quite difficult to adjust the materials with those media. Therefore, he only used these media whenever they were really needed. This information was in line with the students' answers through the questionnaire. From the questionnaire, it could be obtained that their English teacher always used a blackboard, and English textbooks, and sometimes he used an overhead projector, flash cards, real objects, a composite picture, posters, maps, and a tape recorder. While in the observation which was held three times, it could be reported that the English teacher used flash cards, a composite picture, real objects, a tape recorder, a blackboard, and English textbooks. Moreover, from the data of the observation, questionnaire, and interview, it could be reported that the English teacher never used audio visual media although there was a television set and a video compact disc player provided by the school. The reason for not using these media was it was difficult to find the appropriate compact disc which was suitable with the materials. Therefore, the teacher tried to find another media, which were appropriate and easy to construct. Besides, the teacher used various media for the reason that the students did not get bored of the media applied. This statement is supported by Scott and Ytreberg (1992:108) who state that,

“A wide variety of instructional media is necessary in the foreign language classroom. Lesson will be much easier and much more exciting for the children if the teacher make full use of things and objects as well as language to get his meaning across.”

In the observation, it could be reported that the teacher used visual media in the first, the second, and the third of the observations. The visual media used were flash cards, a composite picture, and real objects, which were in good condition and in various colours. In the interview, it could be reported that the English teacher made the media by himself. Furthermore, from the observation, it was found that flash cards and a composite picture applied were made of hard paper, and only the composite picture, which had a frame of wood. Furthermore during the observation, it was found out that the audio media were only used in the third of the observation,

while the audio visual media were never used. The quality of the sound of the tape recorder was good although this medium was rarely used. Yet, all these media were not out of date in the near future. In addition to that, it could be reported that most of the instructional media that were provided by the school and prepared by the teacher could be used for the independent study, the small group, even the large group (± 50 students). However, the overhead projector (OHP), tape recorders, television, and video compact disc player (VCD player) could be used even for big classes.

From the result of the interview, the English teacher stated that he used the instructional media to teach all the language skills and components integratively. Furthermore, he said that he could not separate one language skill or component and taught it by itself, because all the language skills or components in the language teaching and learning process should be given integratively. Therefore, in the English teaching learning process, the teacher did not teach the language skills and language components separately. This statement was supported by Scott and Ytreberg (1992:21) who state that the teacher is not suggested to teach any of the skills and components in isolation. The example of the activities that can be reported here is that, whenever the teacher used flash cards; firstly, he asked the students to translate some nouns in Indonesian. Then, he asked them to write the names of things, which were written by the teacher on the blackboard. Finally, he asked the students to make some sentences using those words. In the activities the teacher did not only focus vocabulary as the main point of the lesson, but he also gave speaking, reading, writing, listening, pronunciation, and structure as well. This also happened in the use of real objects, a blackboard, a composite picture, and the English textbooks.

Naturally, in the teaching learning process, a teacher should prepare the lesson plan before teaching. This lesson plan is not only needed by the beginning teachers but also by the experienced teachers. Lesson plan is obviously important because through the lesson plan, teachers may present the steps or activities better. Therefore, that they will be able to teach the students effectively and efficiently. However, from the result of the observation, and interview, it could be reported that

the English teacher never composed the lesson plan before teaching. Moreover, the teacher used certain kinds of media that already appropriate with the material, and the topic. Before teaching, he usually prepared the media three or two days before the lesson began, and considered the use of them in the classroom. Therefore, he could use the instructional media effectively and efficiently. In the application, it could be observed that there were some pictures on the visual media that had already been drawn in the English textbooks. Notwithstanding, the use of instructional media did not decrease the students' attention and interest on the media. This happened because the picture, the situation, and the way these media were performed were different. Moreover, the teacher said that the use of the instructional media in the English teaching supported the materials given, because the instructional media could not stand by themselves. For those reasons, the instructional media must be matched with the topic, and the material of the lesson.

In the observation, it could be reported that the teacher used the instructional media appropriately and always made the students understand about the material given. This was also gained from the teacher's statement that he often used the instructional media especially visual media and sometimes audio media in the English teaching. Therefore, he knew the appropriate way to use these media effectively. The way the teacher showed and used the media was clear since they were placed in front of the class, for these reasons the students could see the media clearly. The teacher also used the various instructional media to activate the students to be more active in the introduction, main lesson, and evaluation. For example, in the use of blackboard, first, the teacher wrote down some names of shapes, and asked the students to write them in their book. Then, the teacher asked the students to pronounce the names that were written at the blackboard, and showed the pictures about it. Finally, the teacher drew a shape about the noun step by step and asked them to guess what he was going to draw. The teacher's writing and drawing were clear and big enough, so the students could see the message clearly; furthermore, the teacher cleaned everything on the blackboard, which was not needed. From the

example on the use of visual media above, we could observe that the teacher used this medium effectively and efficiently. Moreover, all the media that were used by the English teacher was good except the composite picture. Three of the nine persons who wore clothes and costumes were too small. Therefore, the students who sat in the back row could not see the picture clearly. Anyway, the teacher could overcome this by explaining them in Indonesian, since the teacher asked them about their costumes in English.

In the observation, it could be reported that the English teacher also used various kinds of teaching techniques with the instructional media. Moreover he also used learning and games as a way of teaching. In the interview, it could be reported that the English teacher stated that he often used certain kinds of games to create a good environment in learning in the classroom. He said that the students were always enthusiastic in learning whenever they gave some games in the English class. This statement was in line with Wright et al. (1996:1) who state those games help and encourage many learners to sustain their interest and work. One of the games, which were applied by the English teacher, was 'Guess What I'm Drawing'. This game was used by the teacher to make an evaluation for what he had been taught. Here, the teacher used blackboard as the medium. In the teaching learning process, the teacher drew a certain shape of something (for example a cone) step by step. At the same time, the students were asked to guess what he was going to draw. To make the situation under controlled, the teacher asked the students to raise their hand whenever they wanted to guess the picture. At that time, the teacher only demonstrated, not explained, or translated the noun. As the students memorize vocabularies, they could understand more about the material because language learning provides good verbal exercises. While on the other occasion, the teacher used game 'What Am I?'. At that time, the teacher asked the students to translate the names of toys or games. The teacher showed the name of toys or games, which were written in the flash cards. The example of the activities were as follows:

Teacher : Do you know swing? Swing. What is swing in Indonesian?
(The teacher showed the written name of the thing on the flash card)

Class : *Seluncur?*

Teacher : No, Not really. This thing is also in the playground,...

At that time, the teacher explained the location, the function, the use, and anything related to the thing in English. Sometimes, he used gestures and facial expressions to make the students understand about the thing. Finally, he showed the picture of it whenever the students' answer was right or they could not guess the thing for a long time.

Another teaching techniques that were used by the English teacher using the instructional media were translating the words and giving the drills. Whenever the English teacher used audio media, firstly, he played the tape three times. Then, he asked the students to write down the words and translate them one by one. Finally, they sang the song together. The use of translation in that time was to make the meaning of the words clear and understood by the students. As we know that the students felt more secure when they understood everything. It was proved whenever they had understood the meaning; they were louder in producing the words and sang the song clearly.

In the interview, the English teacher said that he always used drills in the entire lesson. Teacher sometimes repeated some words and then asked the students to pronounce the words after him. Meanwhile, from the result of the observation, it could be observed that the English teacher always drilled the words using the instructional media. In addition, the English teacher always drilled the words with all the instructional media applied. The example of drills on the use of visual media was as follows. The teacher showed the flash cards and real objects one by one and named them clearly, then asked the students to repeat the words after him.

Teacher : /a kite/

Students : /a kite/

Teacher : /a doll/

Students : /a doll/

These techniques made the students feel more confidence in pronouncing the words, and made them understand the words better.

From the whole explanation above it could be summarised that the use of instructional media applied by the English teacher was appropriate. As the function of the language learning was for communication, therefore he used the instructional media as good as possible to make his students more active in the English teaching learning process. Furthermore, the teacher has already known that the language learning is more effective when it is fun. Therefore, he facilitated the English class learning with a relaxed and a pleasant situation. Besides, the teacher used some techniques in teaching that made the students feel more interested, that is, by applying the instructional media. Thus, it is obvious that the English teacher used the instructional media to make the English class more dynamic, active, effective, and efficient in learning.

4.2.3 The Students' Attitudes toward the Use of Instructional Media in Their English Class

The finding from questionnaires could be reported that most of the respondents (53 students or 98% of the students) were happy when their English teacher used the instructional media in their English class. However, only 1 student (2% of the respondents) said that he/ she was not happy if the English teacher used the instructional media in the English class. This data was supported by the English teacher's statements. From the result of the interview, the English teacher said that the students were always happy to have the instructional media in their class, because these media could create a good environment (more relax and fun) in the English teaching learning process. This information was also supported by the result of the observation that the students were enthusiastic to answer the English teacher's questions whenever he used the instructional media in the English class.

From the questionnaire it was found that 51 students (94% of the respondents) said that the instructional media used by their English teacher were interesting, while 3 respondents (6% of the respondents) did not agree with this statement. The data about this was also gained from the interview. From the result of the interview, the English teacher said that he always prepared the instructional media as good as possible. Moreover, he often used these media with various ways in teaching such as games. Therefore, the students would not get bored with the instructional media applied. These data were also supported by the result of the observation. From the result of the observation, the students were interested on the instructional media used especially on visual and audio media applied. All of them paid attention and looked at the instructional media carefully and attentively. They also asked some questions whenever they did not know something about them. Furthermore, when the teacher gave some questions based on the instructional media given, the students answered them quickly and loudly. All of them competed and tried to show to the teacher that they knew the answers. Although the teacher got trouble many times, shouted very loudly to answer the teacher's questions (it could be made the other classes be disturbed), the teacher always had a good solution to calm down the class' situation.

From the questionnaire, interview, and observation, it could be reported that the result of the questionnaire showed that 53 students (98% of the respondents) said that the English teacher's explanation could be understood well when he used the instructional media; while 1 student (2% of the respondents) did not agree with this. This statement was also supported by the English teacher who reported that the students understand the lesson better being taught by the use of the instructional media. Moreover, the English teacher also said that he often used the real things and the pictures of nouns with the reason that the students could make a direct association between the target language and the meaning by the instructional media. From the result of the observation, it could be reported that the students understood the material well. That was proved whenever the teacher asked them about the

previous materials given before, they still remembered them well.

The data about the students' activities in the English teaching learning process from the questionnaire, it could be reported that during the teaching learning process they were asked to listen, ask, and pay attention whenever the English teacher used the instructional media in their English class. From the result of the interview, it was gained that the English teacher said that he always asked the students to answer his question based on the instructional media. While from the result of the observation, it could be reported that the English teacher asked the students to answer, ask, and pay attention to the use of the instructional media.

All the data from the result of the questionnaire, interview, and observation supported each other that the uses of the instructional media especially visual and audio media were interesting and useful for the students. By using the instructional media, most students could have better understanding and the class become more interested in the lesson. This is supported by Arsyad (1997:23) that instructional media can make the class situation livelier. Elementary school students will be more interested and motivated in learning English if the learning situation is interesting. Moreover, this statements is also supported by Sadiman et al. (1996:16) who states that the instructional media can activate the students in joining the lesson and can give better results. Furthermore, children (elementary school students) do not have their self-motivation; they need to be motivated by the condition around them. Their world is their daily interesting games and events. Therefore, the teacher needs to create situation in which the students can learn accordingly.

V. CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts: conclusion and recommendation. The conclusion consists of summary of the previous chapter, while the recommendation consists of suggestions which are directed to English teachers, English Department, and future researchers.

5.1 Conclusion

Based on the result of data analysis and discussion in Chapter IV, the following conclusions are drawn.

1. In general, the use of visual media and audio media in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/2001 was good. The teacher has tried to give the lesson well by using the instructional media through the appropriate ways and techniques in attracting the students' attention and interest. Moreover, the teacher can use the visual media and audio media effectively and efficiently in the English class. However, the English teacher never used audio visual media in the English class.
2. As far as the visual media are concerned, from the result of the documentation, it was found out that there were some visual media provided by the school, such as two charts about transportation, two English magnetic scrabbles, four maps, two globes, and one overhead projector. These media were never used by the English teacher except the charts and the overhead projector which were used occasionally. However, from the result of the interview, questionnaire, and observation, it could be concluded that the English teacher often used flash cards, a composite picture, real objects, a blackboard, and English textbooks. The use of these media was good because the teacher could apply the visual media appropriately. Moreover, to activate the students to be more active during the teaching learning process, the teacher used various visual media optimally. Therefore, the students were interested in joining the lesson.

3. As far as the audio media are concerned, from the result of the documentation, it was gained that there were two tape recorders provided by the school. Moreover, from the result of the interview, questionnaire, and observation, it could be concluded that the English teacher seldom used tape recorder in the English class. The use of the audio media by the English teacher was good because he could use this medium appropriately so that the students were interested and enjoyed the lesson.
4. As far as the audio visual media are concerned, from the result of the documentation, it was found out that there was only one television, and one video compact disc player provided by the school. However, the result of the interview, questionnaire, and observation showed that the English teacher never used these media for the English class.
5. In terms of students' attitudes toward the use of visual media and audio media, it could be concluded that the students were interested in joining the lesson because of the interesting visual media and audio media applied.

5.2 Recommendation

The recommendation section is divided into three sub sections; they are recommendation for English teachers, recommendation for English department, and recommendation for further researchers.

5.2.1 Recommendation for English Teachers

It is suggested to the English teacher to design the instructional media which are interesting and appropriate with the English materials. Teachers can also produce the media by themselves whenever they have enough time, or cooperate with students or others. Moreover, they can ask some fund to the principal to buy some materials needed.



5.2.2 Recommendation for English Department

It is suggested for lecturers who are in charge of teaching Instructional Design and Media, English for Young Learners, and Teaching English for Foreign Language to conduct seminars on instructional media or training for English teachers of elementary schools. Hopefully, on the seminars and training, they can show and explain to the English teachers to make inexpensive instructional media, how to use the instructional media appropriately and effectively, as well as how to keep or to maintain the instructional media. In addition, they can manage contests of creating inexpensive instructional media for English teachers, so that the English teachers will be more active and creative in terms of the instructional media which can be used in the teaching of English.

5.2.3 Recommendation for Future Researchers

It is important for other researchers to conduct further researches such as a developmental study on how to develop the instructional media in the teaching of English in the elementary school or an experimental design on the effectiveness on the use of the instructional media on students' language skills or components.

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RESEARCH MATRIX

Title	Problem	Variable	Indicator	Data Resources	Research Method
A descriptive study on the use of instructional media in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/2001.	General Problem How is the use of instructional media in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/2001? Specific Problems a. What kinds of visual media and how are they used in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/2001? b. What kinds of audio media and how are they used in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/2001? c. What kinds of audio visual media and how are they used in the teaching of English of the fifth year students of SDN Jember Lor I Jember in the academic year 2000/2001? d. What are the students' attitudes toward the use of the instructional media in their English class?	Instructional media in the teaching of English.	1. The kinds of instructional media. 2. Teacher's selection on the use of the instructional media. 3. Teacher's preparation 4. The use of the instructional media. 5. Students' attitudes towards the use of the instructional media.	1. Total respondent: The fifth year students of SDN Jember Lor I Jember in the academic year 2000/2001. 2. Informants: a. The English teacher b. Administrative staff 3. Documentation	1. Research design: Descriptive qualitative 2. Area determination method: Purposive method 3. Respondent method a. Observation b. Interview c. Questionnaire d. Documentation

Appendix 2

KUESIONER

- Kuesioner ini merupakan bagian dari penelitian yang sedang saya lakukan tentang penggunaan media (alat bantu) di kelas Bahasa Inggris.
- Tujuan penelitian ini adalah untuk mengetahui seberapa banyak media yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar dan bagaimana penggunaannya dalam menyampaikan materi dalam upaya pengembangan strategi belajar mengajar Bahasa Inggris.
- Saya harap anda bersedia membantu penelitian ini dengan cara menjawab pertanyaan yang disajikan dalam kuesioner ini sesuai dengan keadaan yang sebenarnya. Jawaban anda sangat berguna untuk penelitian ini. Semua jawaban yang anda berikan akan dijaga kerahasiaannya. Oleh karena itu, anda tidak perlu mencantumkan nama anda dalam kuesioner ini.
- Saya sangat menghargai peran serta anda menjawab kuesioner ini, dalam upaya memperbaiki pengajaran Bahasa Inggris di sekolah dasar. Terima kasih atas partisipasi anda.

Petunjuk Menjawab Pertanyaan

1. Bacalah setiap pertanyaan dengan baik sebelum anda menjawab.
2. Jawablah semua pertanyaan yang ada pada kuesioner ini.
3. Jawablah pada kertas yang telah disediakan.

ANGKET SISWA

1. Selama anda mengikuti pelajaran Bahasa Inggris di kelas, apakah guru menggunakan alat bantu berupa *overhead projector (OHP)*?
a. Selalu b. Sering c. Jarang d. Tidak pernah
2. Selama anda mengikuti pelajaran Bahasa Inggris di kelas, apakah guru menggunakan alat bantu berbentuk *flash card*?
a. Selalu b. Sering c. Jarang d. Tidak pernah
3. Selama anda mengikuti pelajaran Bahasa Inggris di kelas, apakah guru menggunakan alat bantu berupa benda nyata?
a. Selalu b. Sering c. Jarang d. Tidak pernah
4. Selain media diatas apakah guru menggunakan media pandang yang lain?
Bila jawaban anda ya, sebutkan medianya (seperti *composite picture*, peta, kartu kata, dsb)?
Bagaimana frekuensi penggunaannya?
a. Selalu b. Sering c. Jarang
5. Selama anda mengikuti pelajaran Bahasa Inggris di kelas, apakah guru menggunakan alat bantu berupa *recora player*?
a. Selalu b. Sering c. Jarang d. Tidak pernah
6. Selama anda mengikuti pelajaran Bahasa Inggris di kelas, apakah guru menggunakan alat bantu berupa *tape recorder*?
a. Selalu b. Sering c. Jarang d. Tidak pernah
7. Selama anda mengikuti pelajaran Bahasa Inggris di kelas, apakah guru menggunakan alat bantu dalam laboratorium bahasa?
a. Selalu b. Sering c. Jarang d. Tidak pernah
8. Selain media diatas apakah guru menggunakan media dengar yang lain?
Bila jawaban anda ya, sebutkan medianya (seperti penguat suara, dsb)?
Bagaimana frekuensi penggunaannya?
a. Selalu b. Sering c. Jarang

9. Selama anda mengikuti pelajaran Bahasa Inggris di kelas, apakah guru menggunakan alat bantu berupa film?
a. Selalu b. Sering c. Jarang d. Tidak pernah
10. Selama anda mengikuti pelajaran Bahasa Inggris di kelas, apakah guru menggunakan alat bantu berupa televisi?
a. Selalu b. Sering c. Jarang d. Tidak pernah
11. Selama anda mengikuti pelajaran Bahasa Inggris di kelas, apakah guru menggunakan alat bantu berupa *program instruction*?
a. Selalu b. Sering c. Jarang d. Tidak pernah
12. Selain media diatas apakah guru menggunakan media pandang dengar yang lain? Bila jawaban anda ya, sebutkan medianya (seperti multi media, dsb)? Bagaimana frekuensi penggunaannya?
a. Selalu b. Sering c. Jarang
13. Apakah anda diminta oleh guru Bahasa Inggris untuk membuat/ membawa alat bantu pandang dalam pelajaran Bahasa Inggris?
a. Selalu b. Sering c. Jarang d. Tidak pernah
14. Apakah anda diminta oleh guru Bahasa Inggris untuk membuat/ membawa alat bantu dengar dalam pelajaran Bahasa Inggris?
a. Selalu b. Sering c. Jarang d. Tidak pernah
15. Apakah anda diminta oleh guru Bahasa Inggris untuk membuat/ membawa alat bantu pandang dengar dalam pelajaran Bahasa Inggris?
a. Selalu b. Sering c. Jarang d. Tidak pernah
16. Apakah kamu senang apabila guru menggunakan alat bantu dalam pelajaran Bahasa Inggris? Mengapa?
17. Apakah alat bantu yang digunakan guru dalam mengajar Bahasa Inggris itu menarik? Mengapa?
18. Apakah anda lebih mengerti materi yang disampaikan oleh guru apabila dalam pelajaran Bahasa Inggris beliau menggunakan alat bantu? Berikan alasan anda!
19. Selama anda mengikuti pelajaran Bahasa Inggris dan guru menggunakan alat bantu, apa yang anda lakukan?

INTERVIEW FOR TEACHER

1. There are three kinds of instructional media. They are visual media, audio media, and audio visual media. Which one do you have and use?
2. If you have and use more than one media, which one is the mostly used in your teaching?
3. How do you get the instructional media?
 - a. The school facilities
 - b. Bought it
 - c. Make it by yourself
 - d. Made it together between students and teacher
4. In what skills or components of language do you usually use with the instructional media in your teaching?
 - a. Reading
 - b. Listening
 - c. Writing
 - d. Speaking
 - e. Vocabulary
 - f. Structure
 - g. Other kind
 - h. A combination of one or more of these
 - i. What kind of media you usually used in teaching those skills or components of language?
5. We know that not all of the lessons being taught can be carried out by using the instructional media. How do you choose the instructional media that are appropriate with the topic that you are going to teach?
6. Do you think that by using the instructional media the teaching learning process will run well? Why?
7. How is the students' attitude toward the instructional media used in their class?

GUIDELINE OF INSTRUMENT

Observation Guide

No.	The Data Taken	The Data Resources
1.	The discussed topic.	The English teacher
2.	The teacher and students' activities.	The English teacher
3.	The instructional media applied.	The English teacher
4.	The instructional objectives used.	The English teacher
5.	The teaching learning procedures.	The English teacher
6.	The evaluation.	The English teacher
7.	The students attitudes toward the use of instructional media in the classroom.	The English teacher

Documentation Guide

No.	The Data Taken	The Data Resources
1.	The facilities provided.	The administrative staff
2.	The location and the condition of SDN Jember Lor I Jember.	The administrative staff

OBSERVATION FORMAT ON THE USE OF THE INSTRUCTIONAL MEDIA

Date :
Title :
Source :
Type of instructional media :
 Frames ... B & W Silent
 Time ... Colour Sound system
Form :

1. Does the instructional media present the information relating to the instructional goals?
2. Are the instructional media designed to communicate effectively to students of the age and grade level for which its subject matter is appropriated?
3. Do the instructional media complement the information presented about the same subject in currently available textbooks?
4. The technical quality of the instructional media (sound, colour, film).
5. The appropriateness of vocabularies with the instructional media used.
6. The material arrangement.
7. The appropriateness movement on the use of instructional media.
8. Does he know how to use the instructional media relating to the materials given appropriately?
9. Is there any further activity such as self-evaluation and/ or testing using the instructional media?
10. Can they stimulate the students to the other project such as reading, speaking, or other language components such as vocabulary and structure?
11. What do the students respond on the use of instructional media?

12. Anticipated use of instructional media.

Independent study ... Small group ... Lecture ...
Large group ... Other ...

13. Will this instructional media become outdated in near future?

14. The general judgement.

The General Questions on the Use of Instructional Media

1. Are the instructional media effectively and efficiently used?
2. Do the instructional media match on the topic discussed?
3. Have the principles on the use of instructional media been applied?
4. How are the students' attitudes toward the instructional media in their class?

Comment & Suggestion (Justification)

.....
.....
.....
.....



THE GRATE OF GOOD INSTRUCTIONAL MEDIA

A. The Criteria of Good Instructional Media

1. It is easy to prepare and cheap.
2. It is interesting to the students and the teacher.
3. It is easy to organise in the classroom.
4. It is meaningful and suitable with the topic.

Taken from: Rohani (1997:112)

B. Good Visual Media

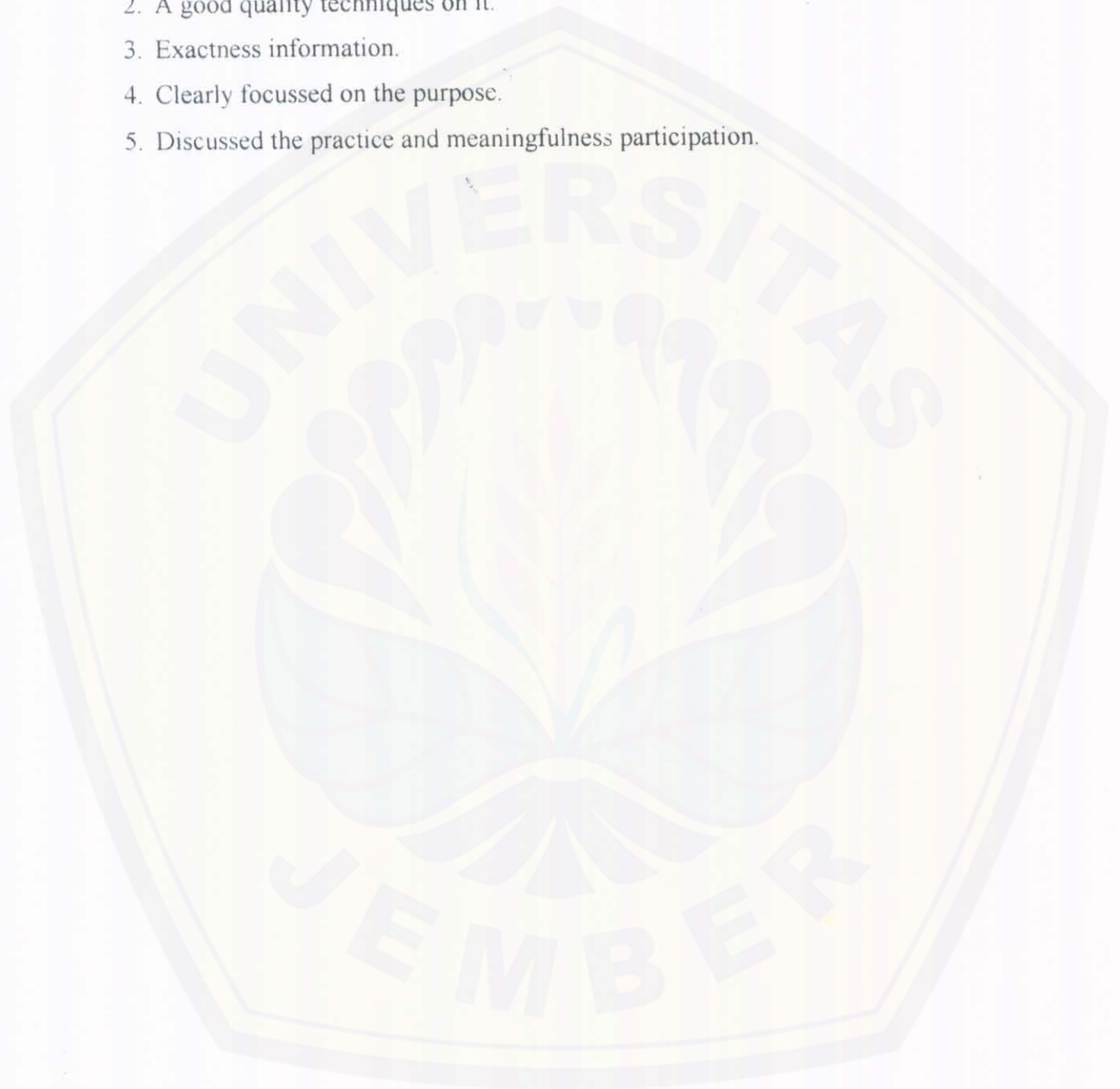
1. Must be simple (always in order, unmixed with irrelevant materials, unneeded object, or other disturbance background).
2. Always up to date.
3. In properly size (sufficient for big group and small group).
4. In a good colouring (can attract the students' attention).
5. Readable for the class application.
6. Arouse the students' interest and attentiveness.
7. A good quality techniques on it (contrast, sharp, focus, and in clearly detailed).
8. Give some exercises and relevant participation.
9. Clearly focussed on the purpose.
10. Free from gender, tribe, and other bias.

C. Good Audio Media

1. Has a good sound quality.
2. Relevant with interest and attentiveness.
3. Relevant with vocabulary development.
4. There is follow up and/ or discussion.
5. The suitability of the media with the class situation and the number of the students.

D. Good Audio Visual Media

1. Arouse the students' interest and attentiveness.
2. A good quality techniques on it.
3. Exactness information.
4. Clearly focussed on the purpose.
5. Discussed the practice and meaningfulness participation.



TABLES ON THE USE OF THE INSTRUCTIONAL MEDIA IN THE TEACHING OF ENGLISH

Table 1. The Use of Visual Media in the Teaching of English

Statements	Responds			
	Always	Often	Seldom	Never
- Does your English teacher use overhead projector in English class?	-	-	29	25
- Does your English teacher use flash cards in English class?	4	24	26	-
- Does your English teacher use real objects in English class?	15	39	-	-
- Other visual media used by your English teacher in English class:				
1. Blackboard	49	5	-	-
2. English Textbooks	54	-	-	-
3. Composite Picture	-	11	23	-
4. Posters	-	10	10	-
5. Maps	-	6	12	-

Table 2. How the English Teacher Got Visual Media

Statements	Responds			
	Always	Often	Seldom	Never
- Does the English teacher ask you to provide or produce visual media for your English class?	-	-	29	25

Table 3. The Use of Audio Media in the Teaching of English

Statements	Responds			
	Always	Often	Seldom	Never
- Does your English teacher use record player in English class?	-	-	-	54
- Does your English teacher use tape recorder in English class?	-	13	41	-
- Does your English teacher use language laboratory in English class?	-	-	-	54
- Other audio media used by your English teacher in English class	-	-	-	54

Table 4. How the English Teacher Got Audio Media

Statements	Responds			
	Always	Often	Seldom	Never
- Does the English teacher ask you to provide or produce audio media for your English class?	-	-	-	54

Table 5. The Use of Audio Visual Media in the Teaching of English

Statements	Responds			
	Always	Often	Seldom	Never
- Does your English teacher use film in English class?	-	-	-	54
- Does your English teacher use television in English class?	-	-	-	54
- Does your English teacher use program instruction in English class?	-	-	-	54
- Other audio visual media used by your English teacher in English class?	-	-	-	54

Table 6. How the English Teacher Got Audio Visual Media

Statements	Responds			
	Always	Often	Seldom	Never
- Does the English teacher ask you to provide or produce audio visual media for your English class?	-	-	-	54

Table 7. The Students' Attitudes toward the Use of Instructional Media in Their English Class

Statements	Responds	
	Yes	No
- Were you happy if your English teacher use the instructional media in English class?	53	1
- Were the instructional media used by your English teacher interesting?	51	3
- Can your English teacher's explanation be understood whenever he used the instructional media?	53	1

Appendix 8

English Song

Let's sing together!

Twinkle, Twinkle, Little Star

1 1 5 5 | 6 6 5 . | 4 4 3 3 | 2 2 1 . |
Twinkle twinkle lit - tle star, How I wonder what you are

5 5 4 4 | 3 3 2 . | 5 5 4 4 | 3 3 2 . |
Up above the world so high like a diamond in the sky

1 1 5 5 | 6 6 5 . | 4 4 3 3 | 2 2 1 . ||
Twinkle twinkle lit - tle star, How I wonder what you are

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Lukas Priyo Utomo
NIM/ Angkatan : 960 210 401 065/ 1996
Jurusan/ Program Studi : Pendidikan Bahasa dan Seni/ P. Bahasa Inggris
Judul Skripsi : "A Descriptive Study on the Use of Instructional Media in the Teaching of English of the Fifth Year Students of SDN Jember Lor I Jember in the Academic Year 2000/ 2001"
Pembimbing I : Dra. Wiwiek Eko Bindarti, MPd

KEGIATAN KONSULTASI

No.	Hari/ Tanggal	Materi Konsultasi	T.T./Pembimbing	
1.	Selasa, 25 Januari 2000	Matrix		
2.	Selasa, 15 Februari 2000	Chapter I		
3.	Kamis, 17 Februari 2000	Revise on Chapter I		
4.	Senin, 24 April 2000	Chapter II		
5.	Selasa, 16 Mei 2000	Revise on Chapter II		
6.	Senin, 17 Juli 2000	Chapter III		
7.	Jum'at, 24 Juli 2000	Revise on Chapter III		
8.	Selasa, 22 Agustus 2000	Research Instruments		
9.	Kamis, 31 Agustus 2000	Matrix, Chapter I, II, III and Instruments		
10.	Senin, 2 oktober 2000	Chapter IV		
11.	Kamis, 20 Nov. 2000	Revise on Chapter IV		
12.	Senin, 15 Januari 2001	Revise on Chapter IV		
13.	Selasa, 5 Februari 2001	Chapter V		
14.	Sabtu, 10 Februari 2001	Revise on Chapter V		


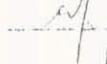

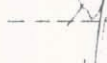
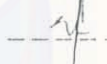


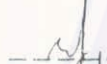
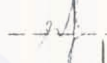

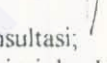
CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi;
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi.

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UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

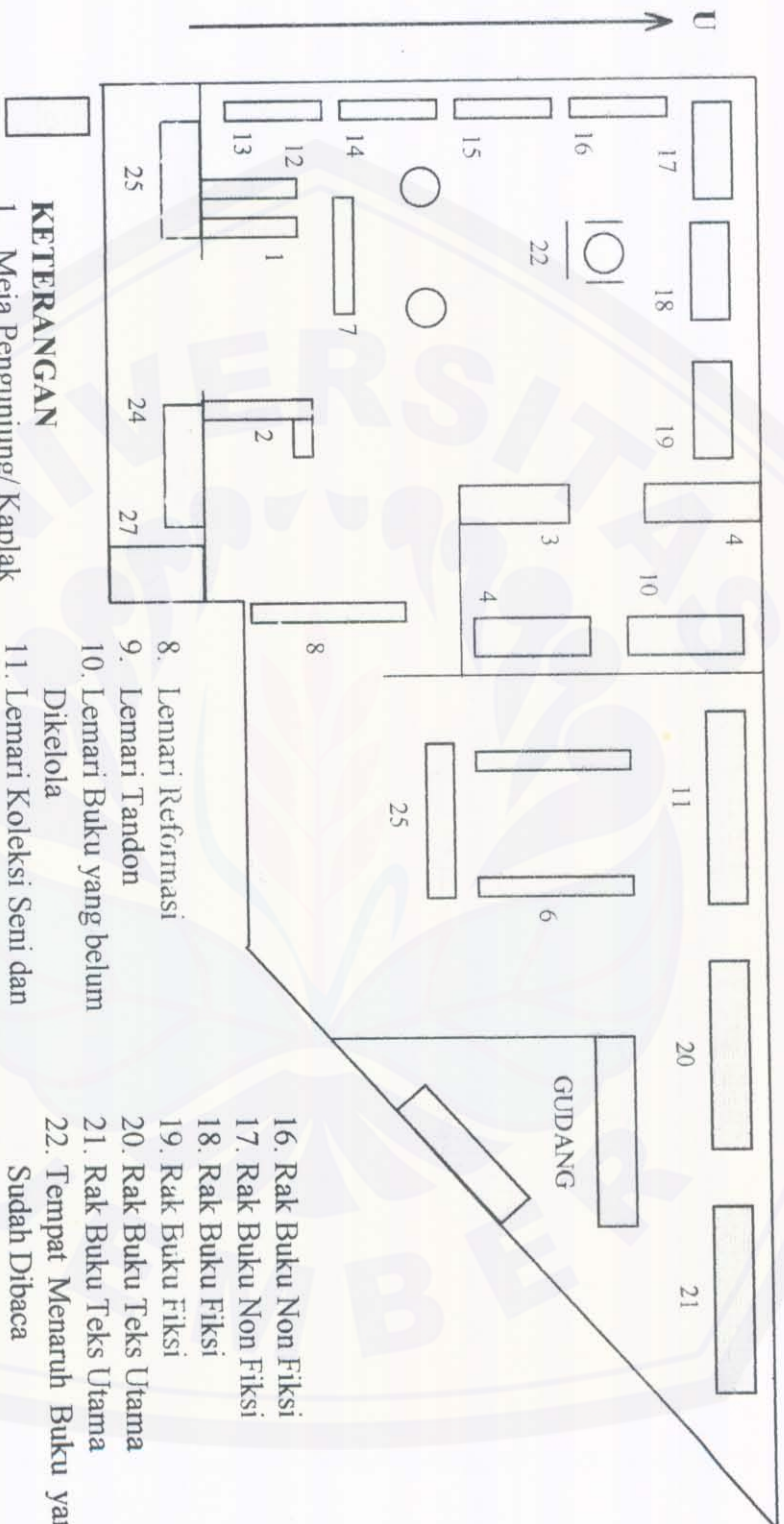
Nama : Lukas Priyo Utomo
 NIM/ Angkatan : 960 210 401 065/ 1996
 Jurusan/ Program Studi : Pendidikan Bahasa dan Seni/ P. Bahasa Inggris
 Judul Skripsi : "A Descriptive Study on the Use of Instructional Media in the Teaching of English of the Fifth Year Students of SDN Jember Lor 1 Jember in the Academic Year 2000/ 2001"
 Pembimbing II : Drs. Bambang Suharjito, MEd

KEGIATAN KONSULTASI

No.	Hari/ Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin, 17 Januari 2000	Matrix	
2.	Selasa, 15 Februari 2000	Chapter I	
3.	Selasa, 1 Maret 2000	Chapter II	
4.	Jum'at, 24 Maret 2000	Revise on Chapter II	
5.	Rabu, 14 Juni 2000	Chapter III	
6.	Senin, 10 Juli 2000	Revise on Chapter III and Research Instrument	
7.	Senin, 7 Agustus 2000	Matrix, Chapter I, II, III and Instruments	
8.	Senin, 16 Oktober 2000	Chapter IV	
9.	Rabu, 8 November 2000	Revise on Chapter IV	
10.	Senin, 15 Januari 2001	Revise on Chapter IV	
11.	Sabtu, 10 Februari 2001	Chapter V	

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi;
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi.

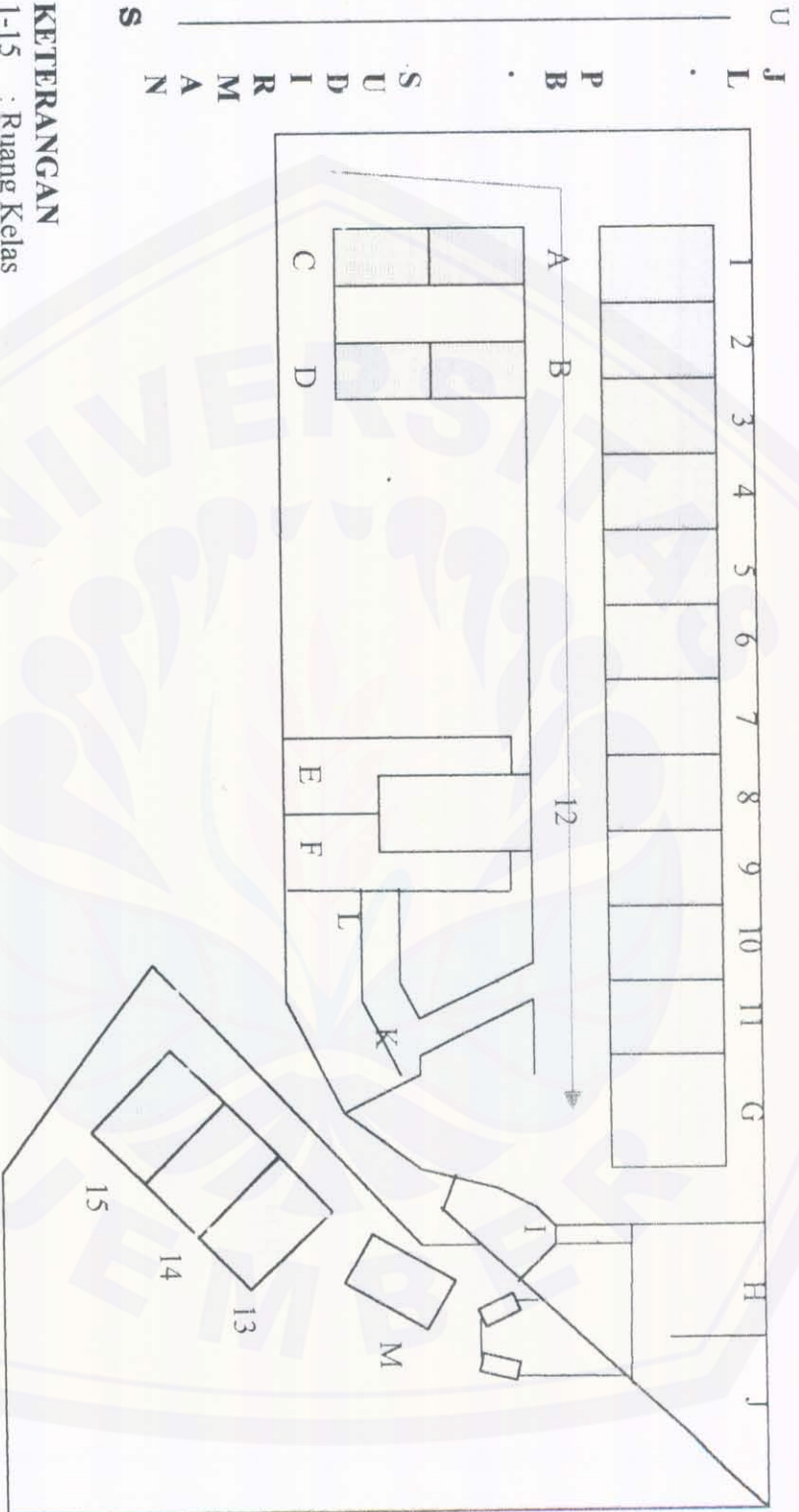
PETA PERPUSTAKAAN SDN JEMBER LOR I JEMBER



KETERANGAN

1. Meja Pengunjung/ Kaplak
2. Meja Sirkulasi/ Peminjaman
3. Meja Pengelolaan
4. Meja Pengelolaan
5. Meja Baca
6. Meja Baca
7. Lemari Katalog
8. Lemari Reformatasi
9. Lemari Tandon
10. Lemari Buku yang belum Dikelola
11. Lemari Koleksi Seni dan Audio Visual
12. Rak Buku Kelas I - II
13. Rak Buku Kelas I - II
14. Rak Buku Kelas I - II
15. Rak Majalah, Klipping, Karya Tulis
16. Rak Buku Non Fiksi
17. Rak Buku Non Fiksi
18. Rak Buku Fiksi
19. Rak Buku Fiksi
20. Rak Buku Teks Utama
21. Rak Buku Teks Utama
22. Tempat Menaruh Buku yang Sudah Dibaca
23. Rak Data
24. Rak Pamor
25. Rak Pamor
26. Papan Mading dan Pengumuman
27. Rak Penitipan Tas

PETA SDN JEMBER LOR I JEMBER



- KETERANGAN**
- 1-15 : Ruang Kelas
 - A : UKS/ PKG
 - B : Ruang KS Jember Lor I
 - C : Ruang KS Jember Lor II
 - D : Ruang KS Jember Lor III
 - E : Perpustakaan Jember Lor II
 - F : Perpustakaan Jember Lor IV
 - G : Ruang Kesenian Jember Lor I
 - H : Ruang Baca Perpustakaan Jember Lor I
 - I : Ruang KOPSIS/ Dapur Jember Lor I
 - J : Ruang Perpustakaan Jember Lor I
 - K : WC
 - L : Kamar Mandi
 - M : Musholla



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jl. Kalimantan III/ 3 Kampus Tegal Boto Kotak Pos 162 Telp. (0331) 334988

Nomor : 2689 / J25.1.5/ PL5/ 2000
Lampiran : Proposal
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala Sekolah
SDN Jember Lor I
di
Jember

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember, menerangkan bahwa Mahasiswa yang tersebut dibawah ini:

Nama : Lukas Priyo Utomo

N I M : 960 210 401 065

Program/ Jurusan : Bahasa dan Seni/ Pendidikan Bahasa Inggris
Berkenaan dengan penyelesaian studimya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan judul:

A Descriptive Study on the Use of Instructional Media in the Teaching of English of the Fifth Year Students of SDN Jember Lor I - Jember in the Academic Year 2000/ 2001

Pada lembaga yang Saudara pimpin.

Sehubungan dengan hal tersebut diatas, kami mohon dengan hormat Saudara berkenan, dan sekaligus kami mohon bantuan informasinya. Atas perkenan dan perhatiannya, kami mengucapkan terima kasih.



Dekan
Pembantu Dekan I,
Drs. DJOKO SUHUD

NIP: 130 355 407



SEKOLAH DASAR NEGERI JEMBER LOR I

Jalan PB.Sudirman No.82 Telp.(0331) 485286

J E M B E R

SURAT KETERANGAN

NOMOR : 423.4/89/436/37.18/11.2000

Yang bertanda tangan di bawah ini, Kepala Sekolah Dasar Negeri Jember Lor I, Kecamatan Patrang Kabupaten Jember, menerangkan bahwa seorang mahasiswa :

Nama : Lukas Priyo Utomo
Temp./Tgl. Lahir : Pasuruan 28 Mei 1977
NIM : 960 210 401 065
Jurusan : Pendidikan Bahasa dan Seni
Program : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan – UNEJ

telah mengadakan penelitian di SDN Jember Lor I sejak tanggal 1 November sampai dengan 22 November 2000 sehubungan dengan penyusunan skripsinya yang berjudul :

“ A descriptive study on the use of instructional media in the teaching of English of the fifth year students of SDN Jember Lor I Jember Lor I in the academic year 2000/2001”

Demikian surat keterangan ini di buat, untuk di pergunakan seperlunya.

Jember, 23 November 2000

Kepala SDN Jember Lor I



DESAJID ABDULLAH

Pembina

NIP. 130 458 667