

**AN ANALYSIS OF ENGLISH TEACHING MEDIA USED BY THE ENGLISH
LECTURERS IN NON ENGLISH STUDY PROGRAM
(A CASE STUDY AT STAIN CURUP)**

THESIS

**This Thesis is submitted to fulfill the requirement for ‘Sarjana’
degree English language education**



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Assalamu'alaikum wr wb

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Demikian permohonan ini kami ajukan, terima kasih.

Wassalam

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Motto

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

- *Parents are the greatest gift in my life.*

“My gratitude and prostration in front of you ya Allah,

today I have reached a glimmer of the future. For my beloved father and my beloved mother, I can not repay your merits, how big your sacrifice, do not feel the droplets of sweat falling to reach my goal”

- *Think big, and act now*
- *It only takes a smile to hide a million tears.*
- *Intelligence is not the determinant of succes, but hard work is the real determinant of your succes.*

Dedication

This thesis is dedicated to all people who always pray and give support in finishing this thesis. They are:

- *My beloved Allah SWT and prophet Muhammad SAW who always guide me and take care of me to be a good person.*
- *My beloved father/Bak (Darussalam) and my beloved mother/Umak (Juniarti) who always have honesty and sincerity to grow me up, educate, accompany and pray for me and their greatest live and support for me at all until I can accomplish this thesis.*
- *My beloved brother (Rifky Prabowo, Dandi Rama Tri Putra, Wahyu), thanks for your love, help, support, pray and advice, so I am better than before. I love you so much.*
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This thesis entitled **“an Analysis Of English Teaching Media Use By The English Lecturer In Non English Study Program”** is presented in fulfillment for the degree of strata 1 in English Study Program of Tarbiyah of Sekolah Tinggi Agama Islam Negeri (STAIN) Curup.

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Finally, the writer realizes that this thesis is still far from being perfect. Thus, writer would like to expect any suggestions for the improvement of it. Writer hopes that it would be useful for the readers.

Curup, December 2017

Writer

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ABSTRACT

Riska Pitalia (2017). **“An Analysis Of English Teaching Media Use By The English Lecturer In Non English Study Program”**

Advisor : Jumatul Hidayah, M.Pd

Co- Advisor : Eka Apriani, M.Pd

The purposes of this study were: 1) to find media used by lecturers in teaching English in non-English study program. 2) to investigate the implementation of media in teaching English for non-English study program. The research is a qualitative research. The subjects were 7 lecturers who teach English subject in non-English study program of STAIN Curup. Then, the technique to collect data were questionnaire, interview, and recording. The instrument of this research were questionnaire and interview guideline. There were five steps in analyzing the data. They were organizing and preparation of data, reading the data, coding, describing, and interpretation of data. The result shows that some lecturers used illustration from the book or handbook for teaching English. For example, lecturer made it balance on the material. Lecturer investigated the topic or material that would be discussed for that meeting. The lecturer described about how to use that illustration. Lecturer used journal as a media in teaching English. In using journal, lecturer let students to read it (read aloud). The lecturer also tested pronunciation and discussed the reading comprehension from the text/journal. Some lecturer used graphic as a media for teaching English (reading material form). All of the lecturers used infocus as a media in teaching English, such as switch on the laptop and connect it with infocus. Lecturers also used slide show. First, the lecturer prepared the material and make the slide. Slide show can help the learning process mainly in discussion or presentation the material. The lecturer used it as a warm up activities in teaching. Lecturer used language laboratory. It was used just for teaching listening. They used white board when they wanted to give some conclusion about the material after they used some media in teaching. Lecturer used it just for letting students be creative in learning. They used real pictures and posters in teaching English for teaching descriptive text. Next, flashcard was also used as game activities at class. Then, Computers/laptop was also used to help them for presenting the slide show.

Keywords: Analysis , English Teaching Media and Non English Study Program

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CHAPTER I

INTRODUCTION

A. Background

Learning is a complex process that occurs in every person throughout his life. The learning process was due to the interaction between man and his environment. According to Dimiyati and Mudjiono, learning is an action and students' complex behaviors that is experienced by the students themselves.¹ It can be concluded that the language learning is conditioned by the way in which the mind observes, organizes and stores information.

In learning process held normally in college or school, no other is meant to lead to significant changes on students in a plan, both in terms of knowledge, skills, and attitudes. Interactions of process is influenced by the environment, which among others consists of students, teachers, librarians, principals, material or subject matter (books, modules, leaflets, magazines, video or audio recordings and the like), and the various learning resources and facilities (overhead projector, audio and video tape recorders, radios, televisions, computers, a library, a laboratory, a learning resource center, and others).² That means that learning process needs media to engage the student

¹Dimiyati And Mudjiono. *Belajar dan pembelajaran*, (Jakarta: .Renekacipta, 1998), p.221

² *Ibid.*, p. 224

knowledge and skill in learning. The media is an instrument in learning. For example, source material and the tools for supporting the learning process.

Teaching media is a manner to deliver about information or technique in learning used by teachers when they present teaching material in which teacher is as main object in creating a situation that is educative interaction, namely between teacher and student, between student and student, and between student and teaching media in support the destination of learning process.³ Jensen stated that learning media can increase student motivation.⁴ From both of the statement, we can make a conclusion that in learning process, using teaching media should be done with competent to make good interaction between teacher to student, student to student, and student to teaching media. Then, the media chosen will influence student motivation in learning process.

In teaching, material is concerned with the media for teaching English. It is important to improve lecturers' knowledge about the media in presenting materials. The major problems of teaching English in class seem that learners are not interested in studying. In order to make them interested and motivated in learning, it is suggested that English teachers should use media in their teaching and learning process so that the class will be more meaningful and

p. 14 ³ Asnawir dan Basyirudin Muhibbinsyah, *Media Pembelajaran*, (Jakarta:PT. Intermedia, 2002),

⁴ Anonymous, 2016, *The Importance of Media in The Classroom*, p. 3

enjoyable.⁵ That means that teaching material has relation with the media, in which the media is as a tool to present the material. It is aimed to engage the students' motivation in learning. Media is very useful in learning the English language. Lecturers and learners are helped by using media to achieve the learning goals. Media can keep the basic, concrete and real concepts of the teaching. The learners' motivation is aroused by using media in learning.⁶ That means that English teaching media are very important to help students acquire new concepts of the skills and language competences. There are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when they choose them.

Based on the pre observation done by researchers, in non-English study program, the students were not always active in learning. Students became passive when they learnt English, and they also had low activities when learn in English class. Then, lecturer should use media for learning result. Then, in non-English study program, learning English subjects is not their primary purpose. Additionally, English subject was taught as integrated skill. Automatically, it had different media used than in the English study program learning in which the skill had been divided on four skills. Additionally, the students were not more interested in learning English

⁵ Azhar Arsyad, *Media Pembelajaran*, (Ed. Revisi,-16-Jakarta: Rajawali Pers, 2013), p. 1-2

⁶ Aristo Rahadi, *Media Pembelajaran*, (Jakarta: Direktorat Jenderal Pendidikan Dasar, 2004), p. 13.

because the English subject is just credit course system (SKS). They were not interested in following the learning process except for getting the score. In short, students in non-English study program had less motivation in learning. Therefore, the lecturer should use media for engaging the students' motivation and achievement in learning English.

Furthermore, based on the interview result to the lecturer in non-English study program, the lecturer should use media for learning to engage in learning process because in non-English study program, the students were not always active like in English study program. Sometime, they were just a good listener at class.⁷ It is supported by the other lecturer that some students became passive when they learnt English, and students felt bored when they learnt in English class. There were some students who were active but most of them became passive (just listen and hear).⁸ From the interview result above, lecturers should use media for teaching and learning process because some students became passive when they learnt English and students fell bored when learnt in English class.

Based on the fact from observation and interview to the lecturers at non-English study program, the students had less motivation and passive in learning English. Next, researcher was interested in studying with the title "an

⁷ Ms. Henny, Septia Utami, M.Pd, Interview Result at 22/ 08/2017

⁸ Mrs. Eka Apriyani, M.Pd., Interview Result at 12 / 08/2017

analysis of English teaching media used by the English lecturer in non-English study program”’.

B. Research Questions

Based on the background above, the research questions were following:

1. What are the types of teaching media used by lecturers in non-English study program?
2. How do the lecturer used the teaching media in non-English study program?

C. Object of The Research

Based on the research questions above, the objective of this research is to investigate:

1. The types of teaching media used by lecturers in non-English study program.
2. The implementation of teaching media used by the English lecturer in teaching in non-English study program.

D. Significance Of The Research

1. For Non English Study Program

This paper is to investigate the media and its application by the English lecturer who teaches in the department of non-English. It will be as reflection tools in improving students’ knowledge and interests in learning to know what the media give most benefits for students and lecturers.

2. For researcher

This paper is to add insight for researchers and readers of the importance of teaching media in teaching and learning.

3. For lecturer

It aims to get more distribution about media in teaching English at STAIN Curup. It is as tool for revision the English language learning mainly for students in non-English study program.

4. For students

By using various media, students can know in what media can enrich the understanding in learning English.

E. Limitations of the Study

The researcher limited the subject matter. The researchers only focuses on the media and the way to apply media in non-English study program. The researcher used all of study program at STAIN Curup except English study program. From that, lecturer got seven lecturers in non-English Study Program.

F. Definition of Key terms

1. English Teaching Media

English Teaching media is instruments used in teaching and learning process by the teachers to give the information from the teacher to student.⁹ So, English teaching media is a tool used for teaching and learning in delivering or explaining the material to students at classroom by the lecturers in non-English study program.

⁹ Rizal Asroni, *Media instruksional Educative*, (Jakarta : Rineka Cipta, 1997), p. . 3

2. English Lecturer

English lecturers are educators for college or university especially in the field of English language and the person responsible for giving guidance to students to direct it to the good life in the physical and spiritual development.¹⁰ So, English lecturers are educators who teach in college level or English lecturer at STAIN Curup mainly in non-English study program.

3. Non English Study Program

Non English Study program covered dakwa, syariah and Tarbiyah (PAI, PGMI, PAI and others).

¹⁰ Martin H Manser, *Oxford Learners' Dictionary*, (London: Longman, 1999), p. 129

CHAPTER II

REVIEW OF THE LITERATURE

A. Review of Related Theories

1. Teaching English

Teaching is an activity in learning and teaching process. Learners listen some teacher's explanation. According to User, teaching is the activity to derive culture in experience of the skill to the students. In this theory, classroom activity is focused on the teacher role. The students only listen what the teacher gives. Good students are the students who give full attention, not only asking and also just watching and listening.¹¹

Teaching is giving knowledge to someone by the simplest and the most appropriate ways. In this case, the sort time is very important. The teacher should note if there are individual differences among the students, so that there are also needed differences services in teaching leaning process. Teaching is the guidance of learning. Its definition shows that the active learning process is when the students following the process of learning. The teacher just guides and shows to the students how the way in learning or the teacher is just to be a facilitator.

¹¹ User, *Menjadi guru profesional*, (Bandung . Remaja Rosda Karya, 1998), p.135

Teaching is the guidance of learning activities. The purpose is to aid the pupil learns. In the teaching and learning process, teaching should use various teaching method instead of using single method monotonously in order to avoid the boredom of students.¹²

In teaching material, there are some problem to be concerned about in the classroom, such as classroom atmosphere and technique of teaching, planning, prepared quality, the management of classroom, appropriate behavior of students, how teacher should behave, evaluation, and preferred quality of students.¹³

In teaching and learning process, the teachers' role is as a facilitator who helps students to develop their language ability. According to Martin State, there are few important elements, which need attention from the teachers. They are as follows:

- a. The teacher should use creativity to perform the lesson and suitable method
- b. The teacher should create a condition or situation class to be active

¹² *Ibid*

¹³ *Ibid*

- c. The teacher should determine the appreciate theme that is also suitable with the students ability in teaching and learning process with students ability n teaching and learning process ¹⁴

The implementation of various methods will be useless if the technique of using it misleading and insufficient. The teacher competences are required in choosing method. The teaching technique applied for students should make them enjoy when they are inside the classroom. In the other world, the technique should not make the students be depressed and break their spirit to study down. That means that the writer concludes the method is one of communication method used between teacher and students for orderly presentation of language material in teaching and learning process. However, the method could be guide, direction and makes students became adult person in attitude. This teaching technique is important in teaching and learning process of every teacher.

From the theory above so, there are some aspect in teaching. Before teachers teach, teachers should arrange some plan such as teaching administration, for example lesson plan, syllabus and soon. Then, the other aspect is material. Teachers should prepare the material in teaching and indicate the indicator and sub indicators of material based on the basic competence and standard competences. The next technique is also

¹⁴ Dedy Martin. *An analysis of in teaching Variation By English teacher in electuary school at teluk Segera Kota Bengkulu*. Unb. Thesis, Bengkulu. 2002. P 6

important in teaching. Teacher should use suitable techniques based on the teaching material and suitable with situation and condition at classroom. In spite of, media also helps teacher and students in teaching learning process because by using media give students get information about the material easily. The learning teaching process is not effective if it did not show the result of the process. To get all of them, teacher should do evaluation. It aims to find the weakness advantages of students' in learning, and what the next reflection toward the ongoing evaluation. The last aspect is management. Management is teachers' way to set the learning and teaching process at classroom learning. The management is very important such as in opening lesson while lesson and in closing too. It aims to set all of the element and activities in classroom.¹⁵

2. Aspect of Teaching

1) Planning of the teaching

Planning is a process of arranging the material of the lesson, using the media, approach or method of the lesson in time allocation to get the goal that has determined. The readiness includes many factors such as preferred length and intensity of a course, preferred learning arrangement, methodology, learning styles and general purpose.¹⁶ So,

¹⁵ *Ibid.*, p.54

¹⁶ Nunun, *Language Teaching Methodology*, (New York, 1991), p.50

before teachers move into the classroom and start to present the material they have to be ready in planning of the teaching.

2) Material

Besides teacher qualifications and school facilities, teaching and learning material is also important factor in determining quality of education. Material are resources or essential of a teacher in teaching to support the teaching and learning process.¹⁷

3) Technique

Technique is the way of teacher do in implementing a method specifically. It is a particular trick, stratagem or contrivance used to accomplish objectively. Technique must be consistent with a method and therefore in harmony with approach as well.¹⁸

4) Media

Media is an ideal way of getting a message across. Videos, photos, maps, diagrams and graphs can convey complex ideas at a glance and can give a written message more impact. Media also encompasses audio and animations. When using any type of media, it is good practice to be mindful of its purpose in relation to your learning and teaching aims.¹⁹

¹⁷ *Ibid.*,

¹⁸ Antony, *Let's Learning English*, (New York: American Book, 1980), p.20

¹⁹ *Ibid.*,

5) Evaluation

The evaluation is part from teaching and learning process and does to for every teacher. That evaluation is a term used for whole study in learning process of gathering information in order to make decision successful outcome have been.²⁰ Evaluation is program has all of teacher after teach in the classroom and this is more important. Then, it also has become the tradition in teaching and learning process, so the teachers know the students ability in mastering about the material. Evaluation is an important aspect among that because evaluation is related with the reaches of purpose of learning, the efficiency of instructional procedure, and deciding the level of achievement. In other words, evaluation is the central in the process of teaching and learning.

3. The Importance of Media in the Classroom

Teachers have a wealth of information from which to choose for our classrooms. Teachers can now bring history into the classroom through pictures, music, and other visuals to a degree never before possible. Teachers can communicate with students from other countries, and Teacher can take classes from teachers. Teachers have never met in places teacher have never been. Teacher can apply the physics from the classroom to simulations available to us through the Internet, and teacher can develop projects across grade levels and campuses. Students are no longer limited by the walls of a

²⁰ *Ibid.*

classroom or the knowledge of a single textbook. The world is available to most classrooms, even when students do not have their own computers. Teacher can bring the media into the classroom through visuals, sounds, smells, and tastes. Because our brains rely heavily on stimulus from the outside for learning, this is just one of the reasons that teaching with media is brain friendly.²¹

4. English Teaching Media

According to the popular science dictionary, the media is an intermediary or information.²² The word comes from the Latin *media medius*, which literally means middle, intermediate, or introduction. According to KBBI, media can be interpreted as an intermediary, liaison; tools (means of) communication such as newspapers, magazines, radio, television, movies, posters, and banners; which lie between the two parties (people, groups, etc.) The term comes from the Latin *media* which is the plural of *medium*.

Gagne defines media as various types of components in the environment of students who can stimulate students to learn. Meanwhile, Heinich, Molenda, and Russell stated that: "A medium (plural media) is a channel of communication, example include movies, television, diagrams, printed materials, computers, and instructors. (Media are communication

²¹ Wright, Andrew. *Visual Materials for The Language Teacher (5th ed.)* (Hongkong: Wilture Enterprise (International) Ltd., p 90.

²² Pius partanto dkk. *Kamus ilmiah populer*, (Surabaya: Arkola. P. 454

channels including movies, television, diagrams, printed material, computer, and instructors) AECT (Association of Education and Communication Technology), provides media restrictions as any channel that is used to convey a message or information. NEA (National Education Association) provides media restrictions as other forms of communication, both printed, audio-visual, and instruments. From some limits above, it can be concluded that the media is anything that can be used to replay message and can stimulate the mind, can be uplifting, caring, and the willingness of students so as to encourage the learning process of students.²³

According to Gerlach, the media are human, material, or it happened that establish the conditions that enable the pupils to acquire abilities, skills, or attitudes.²⁴

From the explanation above, researcher concluded that the learning media is anything that can be used as an intermediary to deliver the message, stimulate the mind, interests, feelings, and the willingness of students so as to encourage the creation of a learning process on self-learners.

5. Types of media

There are some visual media in general, and they are (1) still pictures, (2) realia, (3) drawing or teacher-made drawing, and (4) charts, posters,

²³ Wright, Andrew, *Op Cit.*, p. 03

²⁴ Hamdani, *Strategi Belajar Mengajar*, (Bandung: Pustaka setia. 2011), p. 72-73

cartoons, and real objects . The other media that are very useful for teaching learners are flash cards and puppets.²⁵

a. Still Pictures

- 1) Still pictures are photographic (or photographic like) representations of people, places, and things.

The still pictures most commonly used in instruction are photographs, postcards, illustrations from books, periodicals, catalogs, and so on.). They also stated the advantages of using still pictures. For example, no projected still pictures can translate abstract ideas into more realistic format. They allow instruction to move down from the level of verbal symbols in Dale's cone of experience to a more concrete level. Still pictures are easy to use because they do not require any equipment. They are relatively inexpensive. Many can be obtained at little or no cost. Still pictures can be used in many ways at all level of instruction and in all disciplines.

Furthermore, pictures play an important role in facilitating the teaching and learning process. Pictures and illustrations are not a substitute for books and other learning activities. Their function is a helping or supplementary one. Pictorial materials have proved their

²⁵ Kasbolah, Kasihani, *Instructional Media for Young Learners of EFL*. (ELE, 1995), p. 71.

value in ways already enumerated, the chief four of which are (1) motivating interest and learning, (2) providing source material for study and investigation, (3) providing artistic and esthetic development, and (4) providing cues which led to creative effort²⁶

2) Realia

Heinich in Kasbolah defines realia as the visual aids which are most closely associated with a direct purposeful learning experience. It is very easy to buy mode of object or thing made from plastics. The examples of realia are plastic fruit, kitchen utensils, dolls, cars, furniture, etc.²⁷

3) Drawings or Teacher Made Drawing

Brown stated that the most important aspect on drawings is the communicative aspect. Drawings will be in the form of sketches, graphics, cartoons, or other visual presentation. The practice of drawing will develop skill of drawing itself. there are two important steps on drawing. They are starting figure drawing with simple stick

²⁶ Wright, Andrew. *Visual Materials for The Language Teacher (5th ed.)* (Hongkong: Wilture Enterprise (International) Ltd., p. 134

²⁷ Kasbolah, op.Cit., p. 71

figure and adding detail to character. Sketches of real thing can establish environments or activities.²⁸



4) Charts, Posters, and Cartoons

An important purpose of many charts according to Brown is to present visually ideas or concepts which are likely to be difficult to understand if they are presented in oral or written form. Chart also can highlight important points of presentations. An effective chart tends to be composed of mixture of several different types of graphics, pictures, drawings, graphs, diagrams, and verbal materials²⁹

Brown et al. said “Pictures in the charts should be big enough so the students sitting in the back of the class can still see them Teacher.”

²⁸ Brown, James, W., Lewis, Richard, B., Harcleroad, Fred, F, *Audio Visual Instruction : Techniques, Media, and Methods*, (New York: Mc Graw-Hill, Inc, 1983), p. 90.

²⁹ *Ibid.*, p. 112

The size of the picture used in the charts depends on the kinds of pictures; situation pictures must be bigger than pictures of one object.³⁰

In general (especially for students), it should express only one major concept or configuration of concepts. The teacher should be sure that his charts contain the minimum of visual and verbal information needed for understanding. So, the most important thing that should be kept in mind is “keep it simple”.. According to Brown the more directly the design suggests the message to be conveyed, the more effective posters are. he characteristics of the best poster. The best poster has just one purpose. The treatment is forceful and clear. It is full of color and the size is large enough to be easily seen and understood in brief glance.³¹

Cartoons are one of the major forms of graphic communication. Brown says that cartoons have power to capture attention and influence attitude and behavior. The message of the cartoon is usually clearly communicated. The first one is that it has minimum details and the second one is that it contains of familiar symbols or characters, and

³⁰ *Ibid.*

³¹ *Ibid.*, p. 118

stereotypes that are quickly recognized and understood. Below are the examples:



Cartoon



Flipchart



Poster

5) Real Object

Students understand and retain the meaning of a word better when they have been shown or have touched some objects associated with it. For this reason, teachers are suggested to make a collection of everyday objects, including such things as newspaper, tickets, posters, bottles, fruit, vegetables, cans, dishes, etc. For example, the teacher uses apples, bananas, and peaches. He uses them as tools to employ a concept. The teacher emphasizes the meaning of the objects by showing and demonstrating them into some relevant activities such as eating them, put them into refrigerator. Further the students can also group the items under fruit or food. By doing so, they can recode

information into a classification scheme to enable them to learn and to make sense of stimuli which they experience.³²

Gerlach and Elly mention some characteristics about real objects and models. They recite that real objects have the potential of increasing realism, real objects are preferred when authenticity is desired, real objects and models help reduce the gap between instruction and later performance, and real objects and models can frequently be handled, manipulated, assembled, and observed very closely. If learning is increased through the use of several senses, then real objects will facilitate learning.

Heinich, Molenda, and Russe state that models and real objects are the recommended media when realism is essential for learning-with concepts that involve three dimensions; tasks that require identification by size, shape, or color; and hands-on or laboratory practice.³³ Their suggestions about the ways to use real objects and models are shown below:

- 1) Familiarize yourself with the object or model before using it in classroom instructions

³² *Ibid.*

³³ *Ibid.*

- 2) Practice your presentation. If your object or model is working one, be sure you know how it works and what might go wrong
- 3) Be sure your audience does not get the wrong impression of the size, shape, or color of the real object if the model differs from it in these respect
- 4) Whenever feasible, encourage your students to handle and manipulate the objects and model under stud
- 5) Store objects out of sight when they are not being used for instruction. Left standing around, they are likely to take students' attention away from other classroom activities.

Real object



6) Flash Cards

Flash cards can be in the form of photograph, drawings, or pictures cut from magazines and newspapers. According to Suleiman , to be effective, pictures or drawings that are used in

flash cards must fulfill some criteria. The criteria are as follows: (1) pictures must be good, clear, interesting, easy to understand and big enough to show detail; (2) pictures must be important and appropriate with the problem discussed; (3) pictures must be right and authentic. It means that the pictures have the same condition with the real things; (4) pictures must be simple. Complicated pictures will make students be confused and fail to find the real meaning of the pictures.

The pictures in flash cards must be big enough so that all students can see them clearly. The size of flash cards can be about 21 x 17 cm. The number of flash cards for vocabulary practices in the classroom can be seven to ten pieces of cards. According to content, there are two types of flash cards. First, flash cards which describe one action, one person, and one object. This type can be used to present new vocabulary, practices, and test some patterns. The second type describes a situation consisting some activities, people, or objects. This type can be used to describe situations such as a picnic, birthday, at the restaurant, in the class, in the kitchen, and other situations. This type can also be used to introduce dialogue, practice sentence patterns, and stimulate students to make composition orally.

7) Puppets

According to Cox , students are natural puppeteers. People can see any student with a stuffed animal, toy car, or object that can become an extension of the body and voice, and people will see a born puppeteer. Therefore, teacher is better to be able to make and provide puppets in the classroom. Puppet is a perfect way for students to tell story. Cox states that a simple way to relieve and retell a story is through the use of puppets. By making puppets, students can play a part of or an entire story or create their own story based on a story's characters. Making puppets should be kept simple and left up to students. Teacher can ask the students to make puppets. They should use their imagination in creating puppets; their ideas are so much better than those of adults. Teacher should also collect puppet-making materials. Many of the materials needed are everyday objects that would be discarded anyway.³⁴

- 8) Over Head Projector (OHP) Over head projector is very useful for large classes. Teachers can face the class freely. Teaching by using an OHP is less messy than using chalk. Material can be prepared before

³⁴ Cox, Carol. *Teaching Language Arts. A Student – And Response – Centered Classroom.* (Massachuchite: Allyn & Bacon.), p. 117

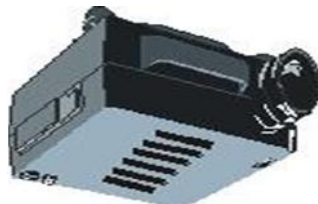
the hand on the transparency. Presenting material on the OHP allows to face the learners all the time and provides the learners with a common focus of attention.³⁵



LCD stands for Liquid Crystal Display. It is similar with an OHP. It must be connected to the computer to display teaching materials to learners. And nowadays LCDs are more popular than OHPs for presentation or for teaching because they are more practice and efficient.³⁶

9) LCD projector

LCD stands for Liquid Crystal Display. It is similar with an OHP. It must be connected to the computer to display teaching materials to learners.



³⁵ *Ibid.*

³⁶ *Ibid.*

10) Radio

According to Jensen, interactive abstracts learning that includes the use of various media such as the internet, radio, distance learning can increase students motivation.³⁷

B. Review Of Related Finding

Related to this research, especially about English teaching media, several related researchers have been done by other researchers, such as the study done by Arti Iluspa (2008) in STAIN CURUP by the titled “ The Effect Implementing Pre-Reading Activities By Using Picture Toward Students’ Reading Comprehension Achievement At The Second Year Of SMPN 6 Curup. The method of this research is experiment method. The result of this thesis is that picture can improve students’ achievement.³⁸

The result of the Arti Iluspa’s thesis is about the effect of implementing pre-reading activities by using picture toward students’ reading comprehension achievemen. It explained the effect of picture media to improve students’ achievement. The difference of that research with this researchi is the researcher investigated the teaching media used and the application of teaching media by the English lecturer in non-English study program.

³⁷ Anonymous, *Loc.Cit.*, p. 3

³⁸ Arti Iluspa, 2008, *The Effect Implementing Pre-Reading Activities By Using Picture Toward Students’ Reading Comprehension Achievement At The Second Year Of Smp N 5 Curup.* Thesis Stain Curup

Rudi hartoni did a Case Study on the Used of Visual Media in English Instructional Process at State Islamic Secondary School 1 Malang Gusmaizal Syandri Muhammadiyah. This study was aimed to describe the use of visual media in English classes of State Islamic Secondary School 1 Malang. This study was a descriptive study. There were observation sheet, questioner, and interview guide used in this study. The finding showed that first the English teachers at State Islamic Secondary School 1 Malang used visual media in their instructional process. Second, the English teachers used flash cards, charts, pictures, and real objects because they were easily available. Third, those visual media used by the English teachers were used as means for attracting the students' attentions, giving the students spirit to ask questions, and helping the teachers explain the materials. Fourth, all the students have positive attitudes towards the used of visual media in the instructional process because they can understand the materials better and were not bored during the instructional process. Fifth, in terms of operating the visual media, the English teacher used the visual media by demonstrating and drawing. Sixth, all the English teachers have made the visual media by themselves. The last, sometimes the English teachers have problems or difficulties in providing and making the visual media. Keywords: Visual Media, English Instruction, State Islamic Secondary School³⁹

³⁹ Rudi hartoni, *A Case Study on the Used of Visual Media in English Instructional Process at State Islamic Secondary School 1 Malang Gusmaizal Syandri Muhammadiyah* University of West Sumatera

The last is the research by Yuliana with the title "The Instructional Media Used By The English Teachers (A Case Study At SMK Negeri 1 Curup Timur). The result of this thesis is that media consists of media image, cassette, tape, and text and resources material.⁴⁰ The difference of this research are that it was about instructional media used by the English teachers and how the teacher use media in teaching process. Meanwhile, this research investigated how the lecturer using media in teaching process.

⁴⁰ Yuliana, *The Instructional Media Used By The English Teachers*, (Thesis Stain Curup, 2010), p. v

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Kind of the research

The type of this research was descriptive which is explained on qualitative ways. According to Denin, qualitative research is a situated activity that locates the observer. It consists of a set of interpretive, material practices that makes the world visible. Qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret some phenomena in the field.⁴¹ From the statement above, it can be said that qualitative way aims to give more explanation or interpret cases or event about media used by the lecturer for teaching English in non-English Study Program and its implementation at non -English Study Program of STAIN Curup. Then researcher explains systematically because there are some phenomenon which different using both of theories and field research.

According to Hancock Beverley, descriptive design means that the research focuses on the analysis of textual data.⁴² From the quotation above, this descriptive research aims to describe the data about teaching media used by English lecturer and how lecturer applied teaching media in the classroom.

⁴¹ Denzin. *Qualitative Research*, (The elephant in the living room: Or extending the conversation about the politics of evidence, 2009), p. 3.

⁴² Hancock. Beverley, *Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research*, (Trent Focus Group: Retrieved in Research, 1998), p.67.

B. Subject Of The Research

According to Idrus Muhammad, subject was someone or something that hits the wish obtained information.⁴³ That means, subject is an individual in research they used as a source of information that the collection of research data. According to Arikunto, purposive sampling was choosing sampling by the consideration.⁴⁴ That means that purposive sampling was choosing the participant based on the some principles on the criteria of informant.

Therefore, in this research, there were 9 of English lecturers. Researchers chose lecturers who teach in non-English study Program at STAIN Curup. From 9 samples, only 7 lecturers had taught English for several semesters in non-English study program STAIN CURUP. Based on the consideration, 7 lecturers who teach for several semesters automatically had used some media then the other lecturers. That means that the researcher take 7 lecturers who teach English subject in non-English study program STAIN CURUP.

C. Technique of collecting the data

Data analysis technique is one of the measures used in research qualitative. There were some ways to collect data. They were questionnaire, interview and recording.

⁴³ Idrus, Muhammad, 2009, *Metode Penelitian Ilmu Sosial*, Yogyakarta: Erlangga, p. 30

⁴⁴ *Ibid.*, p. 112

1. Questionnaires

Questionnaire refers to device for securing answers to questions by using a form which the respondent fills in by himself. It consists of some questions printed or typed in a definite order.⁴⁵ That means, the questionnaires were list of question which should answered by the respondents. It aimed to help researcher to design question systematically.

The type of questionnaire was open questionnaires. Open questionnaire allowed more number of answer.⁴⁶ In this research, open questionnaire provided the respondents' answers and reason or some more explanation about using type of media in teaching English.

2. Interview

Interview is a technique of collecting data by way communication with the data source. The communication can be done through dialogue (question and answer) orally, either directly or indirectly.⁴⁷ It used semi structured interviews. It aims to get the information about the research problem and it is done face to face to English lecturers. However, before that, the researcher ask the confirmation when and where the English lecturers were ready to be interviewed. This research chosed in depth

⁴⁵Dilip Chandra. *What is "Schedule" and Questionnaire" in Research Methodology*. Updated on March 18, 2017. Accessed on August 03, 2017

⁴⁶ Meadows, Keith A. *So you want to do research? 5: Questionnaire design*. (London : North East London Consortium for Research and Development), P.565

⁴⁷ *Ibid.*, p. 23

interview. In-depth interviews are attempts to achieve a holistic understanding of the interview' point of view or situation. Because researcher are unsure of what has happened in some issues, researcher want to enable to talk freely and ask as some questions as possible.⁴⁸ Here, the researcher made interview guide that consists of questions were to be asked, but it could not close possibility that there are other questions would be arisen to support the data. Interview had been done one time for teacher. The researcher prepared to interview some questions about implementation of media in teaching English in Non-English Study Program at STAIN Curup

3. Tape Recorders

For gathering valid information about the issues or problem on this research. researcher used tape recorder to record the interview response. The recoding the voice or information was done by using hand phone.

D. Research Instruments

1. Questionnaire

Questionnaires are the most commonly used data collection techniques used by program researchers/reviewers because they are viewed as effective and efficient. Questionnaire is suitable for very large number of respondents and the area of research is very wide. In this research,

⁴⁸ Catherine Dawson, *Practical Research Methods*, (Cromwell Press. Withlshire, 2002), p. 27-28

researcher used open questionnaire. There, researcher designed the questionnaires based on the indicators on the main theories. It adopted the Smith and James Brown Theories. The questionnaires was validated by professional judgment. Then, researcher revised it based on some suggestions from the lecturer. The questionnaire was designed based on the theories provided or research variable from the theories to find out indicators. From the indicators, researcher identified sub indicators from theories. Lastly, from the sub indicators, there were raised some statements of questionnaire. The construction of questionnaires is as following:

Table 1
Questionnaire

No	Variable	Indicators	Sub indicator	Questions
	Types of media used	1) Still pictures	1) Teacher used Still pictures - postcards, illustrations from books, - periodicals - catalogs	1. Do you use postcards, illustrations from books? why? and when? 2. Do you use periodicals? 3. Do you use catalogs in teaching English ?why and when?
		2) Realia	2) Teacher used Realia - plastic	4. Do you use plastic fruits as a media in teaching english ,

			fruit, - kitchen utensils, - dolls - cars - furniture	why? and when? 5. Do you use kitchen utensils as a media in teaching English , why? and when? 6. Do you use dolls as a media in teaching English , why? and when? 7. Do you use cars as a media in teaching English , why? and when? 8. Do you use furniture as a media in teaching English , why? and when?
		3) Drawings or Teacher Made Drawing	3) Teacher used Drawings or Teacher Made Drawing - Sketches - graphics - cartoons - other visual presentation	9. Do you use sketches, why? and when? 10. Do you use graphic, why? and when? 11. Do you use cartoons, why? and when? 12. Do you use other presentation why? and when?
		4) Charts	4) Teacher used Charts	13. Do you use Charts why? and when?

		5) Posters	5) Teacher used Posters	14. Do you use Posters why? and when?
		6) Cartoons	6) Teacher used Cartoons	15. Do you use Cartoons why? and when?
		7) Real Object	7) Teacher used Real Object newspaper, tickets, posters, bottles, fruit, vegetables, cans, dishes,	16. Do you use newspaper as a media in teaching why? and when? 17. Do you use tickets a media in teaching why? and when?
		8) Flash Cards	8) Teacher used Flash Cards	18. Do you use posters a media in teaching why? and when? 19. Do use vegetables as a a media in teaching why? and when?
		9) Puppets	9) Teacher used Puppets	Do you use Flash Cards why? And when? 20. Do you use Puppets as a media in teaching why? and when?

		10) Over Head Projector (OHP)	10) Teacher used Over Head Projector (OHP)	21. Do you use Over Head Do you use Projector (OHP) a media in teaching why? and when?
		11) LCD Projector	11) Teacher used LCD	22. Do you use LCD Projector a media in teaching, why? and when?
		12) Radio		23. Do you use Radio a media in teaching why? and when?

2. Interviews Guidance

Researchers must have the interview guidelines to indicate what questions are asked, in what order and how much additional prompting or probing is permitted.⁴⁹ In this research, researcher uses the interview guide that comprises of several questions about any media that is in use by lecturers teaching English in non-English study program

⁴⁹ *Ibid*, p. 292

Table 2
Interview guideline

No	Variable	Indicators	Sub indicator	Questions
	Types of media used	1) Still pictures	1) Teacher used Still pictures - postcards, illustrations from books, - periodicals - catalogs	1. How do you use postcards, illustrations from books?? 2. How do you use periodicals? 3. How do you use catalogs in teaching English ?why and when?
		2) Realia	2) Teacher used Realia - plastic fruit, - kitchen utensils, - dolls - cars - furniture	4. How do you use plastic fruits as a media in teaching English , ? 5. How do you use kitchen utensils as a media in teaching English ? 6. How do you use dolls as a media in teaching English ? 7. How do you use cars as a media in teaching English ? 8. How do you use furniture as a media in teaching English?

		3) Drawings or Teacher Made Drawing	3) Teacher used Drawings or Teacher Made Drawing - Sketches - graphics - cartoons - other visual presentation	9. How do you use sketches as a media in teaching? 10. How do you use graphic as a media in teaching? 11. How do you use cartoons as a media in teaching? 12. How do you use other presentation as a media in teaching?
		4) Charts	4) Teacher used Charts	13. How do you use Charts as a media in teaching?
		5) Posters	5) Teacher used Posters	14. How do you use Posters a media in teaching?
		6) Cartoons	6) Teacher used Cartoons	15. How do you use Cartoons a media in teaching?

		7) Real Object	7) Teacher used Real Object newspaper, tickets, posters, bottles, fruit, vegetables, cans, dishes,	<p>16. How do you use newspaper as a media in teaching ?</p> <p>17. How do you use tickets a media in teaching ?</p>
				<p>18. How do you use posters a media in teaching ?</p> <p>19. Do use vegetables as a media in teaching ?</p>
		8) Flash Cards	8) Teacher used Flash Cards	How do you use Flash Cards ?
		9) Puppets	9) Teacher used Puppets	20. How do you use Puppets as a media in teaching ?
		10) Over Head Projector (OHP)	10) Teacher used Over Head Teacher used Projector (OHP)	21. How do you use Over Head How do you use Projector (OHP) a media in teaching ?
		11) LCD Projector	11) Teacher used LCD	22. How do you use LCD Projector a media in teaching?

		12) Radio		23. How do you use Radio a media in teaching?
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E. Enhancing Data Validity

Researcher designed the questionnaires based on the indicators on the main theories. Questionnaires and interview guideline were validated by validator. The researcher chooses the other lecturer at STAIN Curup as validator. Then, researcher revised the some suggestion from the lecturer. The questionnaire was designed based on the theories provided or research variable from the theories find out about indicators. From the indicators, researcher identified sub indicators from theories. Lastly, from the sub indicators raised some statements of questionnaire.

F. Technique Of analysis of the Data

There are five steps in analyzing the data: organizing and preparation data, reading the data, coding, description, and interpretation data.

1. Organizing and preparing the data for analysis.

This involves transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types

depending on the sources of information.⁵⁰ In this research, researcher did some organizing and preparation for analyzing data from questionnaire and interview which covers using media in teaching English for students Non-English study program at STAIN Curup

2. Read the data.

A first step is to obtain a general sense of the information and to reflect on its overall meaning. What the participant response, and some answering from interview and it come from questionnaire result.

3. Coding

Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term.⁵¹

4. Description

The advance how the description and themes will be represented in the qualitative narrative. The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple

⁵⁰ John W. Creswell, 2009, *Research, Design, Qualitative, Quantitative, And Mixed Methods Approaches*, Third Edition, Los Angeles University Of Nebraska-Lincoln, P. 185

⁵¹ *Ibid.*, p. 185-186

perspectives from individuals, and quotations) or a discussion with interconnecting themes.

5. Interpretation

A final step in data analysis involves making an interpretation or meaning of the data. These lessons could be the researcher's personal interpretation, couched in the understanding that the inquirer brings to the study from her or his own culture, history, and experiences. It could also be a meaning derived from a comparison of the findings with information gleaned from the literature or theories.⁵² It collaborated the finding of the research to the theories provide in this context.

⁵² *Ibid.*, p. 187-189

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

For investigating the information of using media in teaching English at STAIN Curup, in this research, researcher investigated six listening lecturers at STAIN Curup. Then, there are also some document used for crosscheck the data from interview guideline. The research problems were 1) What are the teaching media used by lecturers to teach English in non-English study program? 2) How are the teaching media used by the English lecturer in non-English study program?

1. The Types of media used by lecturers to teach English in non English study program

To find the types of media used by the lecturers at STAIN Curup., the researcher investigate lecturers in non-English study program at STAIN Curup as subject for this research. It was following:

Table 1 Types of Media were used by lecturers

Lecturers	Type of media
1	Periodical(journal), Graphic, In focus/LCD, Slide show, Film, White board
2	lecturer used Postcard, Illustration from book, Newspapers, Relia pictures, and Furniture, Diagram, Graphic, Posters and LCD/in focus
3	Lecturer used Poster, Flashcard, In focus and Video.

4	Lecturer used Book illustrations, Slide show, Laptop, Loud speaker, Poster and Infocus
5	Lecturer used Book illustration, Poster , Flashcard, LCD, Slide show, Film, Computer and White board
6	Lecturer used Illustration from book, Periodical/articles, Diagram, Drafting and White board
7	Lecturer used Poster, Article, Slide show, Laptop and Infocus.

The table above explained Lecturer 1 used some media in teaching English, for example: periodical(journal), graphic, in focus/LCD, slide show, film, language laboratories, and white board. The lecturer did not use relia pictures, drawing, charts, posters, cartoon, real object, flashcard, puppets, and radio. Lecturer 2 used some media in teaching English for example: postcard, illustration from book, newspapers, realia pictures, and Furniture, Diagram, Graphic, Posters and LCD/in focus. The lecturer did not use relia pictures, real object, flashcard, puppets, and radio. Lecturer 3 used some media in teaching English for example: Flashcard, In focus and Video. The lecturer did not use relia pictures, drawing, charts, posters, cartoon, real object, flashcard, puppets, and radio

Lecturer 4 used some media in teaching English for example: Book illustrations, Slide show, Laptop, Loud speaker, Poster and Infocus. Then, The lecturer did not use relia pictures, drawing, charts, posters, cartoon,

real object, flashcard, puppets, and radio. Lecturer 5 used some media in teaching English for example: Book illustration, Poster, Flashcard, LCD, Slide show, Film, Computer and White board. The lecturer did not use realia pictures, drawing, charts, cartoon, real object, flashcard, puppets, and radio. Lecturer 6 used some media in teaching English for example: Illustration from book, Periodical/articles, Diagram, Drafting and White board. The lecturer did not use realia pictures, drawing, charts, posters, cartoon, real object, flashcard, puppets, and radio. Lecturer 7 used some media in teaching English for example: Poster, Article, Slide show, Laptop and Infocus. The lecturer did not use realia pictures, drawing, chart posters, cartoon, real object, flashcard, puppets, and radio

2. The using of media used by the English lecturer in non-English study program

For gathering the data about the using or implementation of media, the researcher did interview guide to the lecturers who teach non-English study program. It was proven by the finding bellow:

Table 2 Implementation of Media were used by lecturers

Lecturers	Implementation of media
1	<ol style="list-style-type: none"> 1. Periodical(journal) lecturer Lets students to read the journal. 2. Graphic: The graphic on the reading format. It was on place diagram, for describing the areas for finding some direction (on text form). It provided on the text form. Then student will describe and read the graphic.

	<ol style="list-style-type: none"> 3. In focus/LCD. Lecturer use in focus , prepare the material, and connect it with laptop then in focus equipment. It used it every time at class, design some power point (slide) then it will present by using LCD projector 4. Slide show. It used laptop and in focus and using slide show as a format of present the material. 5. Films were as warming up, it also as a example of native speakers. So, they ha example how to pronounce the word or sentences/ utterances. Lecturer used documenter film for teach about the social message about the film then give students some question about it. 6. Language laboratory. Language laboratory used when teach listening. 7. White board. Lecturer writes down the topic and conclude the teaching material on whit board in the end of lesson.
2	<ol style="list-style-type: none"> 1. Postcard. Lecturer used it as a game so the students more interesting in learning English. 2. Illustration from books. It depended on the material of teaching so it was balanced on the illustration in the books. For example when lecturer teach about simple present tenses. Lecturer find out some illustration from the book person or things or the pictures. Lecturer captures it and present at class. Lecturer used hand book for give some illustration. 3. Newspapers. For example find out and told about the famous people or about artist mainly positive issues. 4. Relia pictures. Lecturer used for the text theme (descriptive) so, they can describe about the real fact. 5. Furniture. Usually there some furniture's in the class such as table, chairs.
3	<ol style="list-style-type: none"> 1. Posters. It used for the text form. It can be on the pictures and information on those posters. so it can be known about the information and the significant of the posters. 2. In focus/LCD. Lecturer use in focus , prepare the material, and connect it with laptop then in focus

	<p>equipment. It used it every time at class, design some power point (slide) then it will present by using LCD projector</p> <ol style="list-style-type: none"> 3. Slide show. It used laptop and in focus and using slide show as a format of present the material. 4. For task presentation. It used almost every meeting and for explain the teaching material and Video. It was suitable on the theme of material, let students to response the information from video to check the students understanding.
4	<ol style="list-style-type: none"> 1. Book illustrations. It used for describing information Slide show. For explaining the material in teaching. 2. Laptop. As instrument for using slide show and in focus. It used for implement the slide show. Loud speaker. For loud the sound when used some media in teaching. 3. Periodical/articles. Lecturer find out the articles from internet (Google) it used for teaching reading comprehension, usually it used on the first meeting to improve the students' pronunciation in reading. It used about 10-15 minutes. 4. Diagram. Lecturer find out some illustration from the book person or things or the pictures. Lecturer captures it and present at class.
5	<ol style="list-style-type: none"> 1. Illustration from books. It depended on the material of teaching so it was balanced on the illustration in the books. For example when lecturer teach about simple present tenses. Lecturer find out some illustration from the book person or things or the pictures. Lecturer captures it and present at class. Lecturer used hand book for give some illustration. 2. Periodical(journal) lecturer Lets students to read the journal. 3. In focus/LCD. Lecturer use in focus , prepare the material, and connect it with laptop then in focus equipment. It used it every time at class, design some power point (slide) then it will present by using LCD projector 4. Slide show. It used laptop and in focus and using

	<p>slide show as a format of present the material.</p> <p>5. Drafting. It used to give material about object, noun, adverb, it give the drafting, the students write down which one the object, noun, adverb based on the drafting.</p> <p>6. Article. Lecturer provide in in slide show Slide show. Lecturer Prepare some material and make a power point of them</p>
6	<p>1. Illustration from books. It depended on the material of teaching so it was balanced on the illustration in the books.</p> <p>2. Postcard. Lecturer used it as a game so the students more interesting in learning English.</p> <p>3. Language laboratory. Language laboratory used when teach listening.</p> <p>4. White board. Lecturer writes down the topic and conclude the teaching material on whit board in the end of lesson.</p>
7	<p>1. In focus/LCD. Lecturer use in focus , prepare the material, and connect it with laptop then in focus equipment. It used it every time at class, design some power point (slide) then it will present by using LCD projector</p> <p>2. Slide show. It used laptop and in focus and using slide show as a format of present the material.</p> <p>3. Posters. It used for the text form. It can be on the pictures and information on those posters. so it can be known about the information and the significant of the posters.</p>

The table above explained the implementation of using teaching media. They were following: periodical(journal): Lecturer lets students to read the journal. Graphic: The graphic is on the reading format. Place diagram is used for describing the areas for finding some direction (on text form). It provided the text form. Then, student will describe and read the

graphic. In using focus/LCD, lecturers use in focus, prepare the material, and connect it with laptop then in focus equipment. It was used every time at class by designing some power point (slide) then presenting them by using LCD projector

Then, Slide show. It used laptop and in focus and using slide show as a format of present the material. Next, films were used as warming up. It was also as an example of native speakers, so they have example how to pronounce the word or sentences/ utterances. Lecturer used documenter film to teach about social message of the film, then give students some question about it. Language laboratory is used when teaching listening.

Next, white board. Lecturer writes down the topic and conclude the teaching material on whit board in the end of lesson. Then, Postcard. Lecturer used it as a game so the students more interesting in learning English. Additionally, Illustration from books. It depended on the material of teaching so it was balanced on the illustration in the books. For example, when lecturers teach about simple present tenses, lecturers find out some illustration from the book person or things or the pictures. Lecturer captures it and present it at class. Lecturer used hand book to give some illustration. Newspapers, for example, are used to find out and tell about the famous people or about artist mainly positive issues. Then, relia pictures. Lecturer used it for the text theme (descriptive) so, they can describe about the real fact. Furniture is usually used when there were

some furniture's in the class such as table and chairs, so lecturer remembers about some instrument by using furniture tools. Then, it is used for task presentation. Next, posters were used for the text form. It can be on the pictures and information on those posters, so the information and the significant of the posters can be found out. LCD/in focus was used for task presentation at classroom. Then, poster. In using posters lecturer let students to describe about the information about that picture, then the lecturers let students give some argument about the information in that posters. Lecturer copies the poster then gives it to students and discusses about the posters based on learning topics. Lecturer lets students make posters before the class begun. Then, he/she let them to collect the students' task. Flashcard. Lecturer let students to describe about the information on the cards. It is used for enrich the students' vocabularies. Where the card had some pictures, they let students to guess about what pictures it is. Furthermore, infocus is used for task presentation. It is used almost in every meeting, and for explain the teaching material. Then, video was suitable on the theme of material. It lets students to response the information from video to check the students understanding. Book illustrations is used for describing information Slide show is used for explaining the material in teaching. Laptop is used ass instrument for using slide show and in focus. It was used for implementing the slide show. Loud speaker was used to loud the sound when the lecturers used

some media in teaching. Then, Periodical/articles. Lecturer find out the articles from internet (Google). It was used for teaching reading comprehension. Usually, it was used on the first meeting to improve the students' pronunciation in reading. It was used about 10-15 minutes. In using diagram, lecturer finds out some illustration from the book, person or things or the pictures. Lecturer captures it and present at class. In using drafting, it was used to give material about object, noun, adverb. Given the drafting, the students write down which one the object, noun, adverb based on the drafting. In using article, lecturer provide slide show. In using slide show, lecturer prepared some material and made a power point of them

G. Discussion

1. The using of Types media used by lecturers to teach English in non-English study program

a. Book illustration

Book illustration is a type of media in teaching English. Several lecturers used it as a material resource in teaching English in non-English study program at STAIN Curup. It was proven on interview result bellow:

“It use usually used based on the material. So it should be suitable on the material “⁵³ “ The first, I determine the topic, what the topic will be learned ? after that I will find out the illustration on that

⁵³Lecturer II, interview result on 18/09/2017

book. After that I copied it and give it to students as a material, then the last I explained it based on that illustration. “⁵⁴

It was supposed by the others lecturer. Such as :

“If the learning topic used illustration from the book, pictures from the book that was used.”⁵⁵

The other lecturers argued” For example I teach about simple present tenses, so I find out some illustration about that material from that book or pictures about person/things, I capture it and present at class about that material”⁵⁶

Next, Lecturer said that “I used illustration from the book and then I will present on the slide show form”⁵⁷

From interview result above, some lecturers used illustration from the book or handbook for teaching English in non-English study program. For example, lecturer made it balance on the material. Lecturer determined the topic, or material discussed for that meeting. The lecturer described about how to use that illustration. But before that, there were some lecturers who used book and copied it as a main material or media for teaching English. Then lecturers explained it based on that illustration. Additionally, lecturers used it or take some illustrations from the book, pictures from the book. Then, there was also lecturer illustration from the book and then they presented that on the slide show presentation. Some lecturer used is as pre teaching and while teaching. It was as a mind material in teaching English.

⁵⁴Lecturer IV, interview result on 26/08/2017

⁵⁵ Lecturer V, interview result on 12/08/2017

⁵⁶ Lecturer VI, interview result on 12/08/2017

⁵⁷ Lecturer VII, interview result on 15/08/2017

According to Widdowson, the use of commercial textbooks can be benefit to provide structure and a syllabus for a program. Without textbooks, a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed. .⁵⁸

That means that the illustration of book or handbook was based on the English Syllabus and learning program at STAIN Curup. It was aimed to standardize instruction: The use of a textbook/book illustration. In a program, It can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

b. Periodical/journal

Lecturers used periodical or journal as a media in teaching English. It was used for discussing about the information or comprehension from the text and language features (grammatical aspect) from the writing. It was discussed below:

“I give it to students and let them to read and discussed about the grammar and language element of journal”⁵⁹

“I used periodical or article, usually I find it at Google, I find out some articles it can be used when teach reading, I used reading on pre teaching activities to improve the students pronunciation for 10-15 minutes”⁶⁰

Just two of lecturers used journal as a media in teaching English. In using journal, lecturer let students to read it (read a load). It was on pre

⁵⁸ Widdowson, <http://www.telus.net/linguisticsissues/authenticmaterials.html>

⁵⁹ Lecturer I, interview result on 31/08/2017

⁶⁰ Lecturer VI, interview result on 12/08/2017

teaching when train students' pronunciation in reading. It also discussed the reading comprehension from the text/journal. In while teaching, lecturer let students to find out the specific information and prepare some question to test the students' comprehending toward the text. Then, they discussed together about the grammatical aspect of that text.

Then, there was also lecturer used articles which found out on the Google. It was used for pre teaching activities as a warm up activities. It aimed to train the students' pronunciation in reading. It was used a media for learn English both of pronunciation and students' reading comprehension. ⁶¹

That means that they ask students to buy or copies that book. It was based on syllabus of the book as teaching English⁶² because the listening 1 until listening 4 had handbook for listening as a material

c. Graphic

Some lecturers used graphic as a media for teaching English. It aimed to get more comprehending in teaching English for students at non-English study program at STAIN Curup. It was following:

“The graphics were on reading material form”⁶³. “I used graphic in text form such as about education, how the education development at Indonesia for several years, automatically the graphic was top down form”⁶⁴

⁶¹ Widowson, Loc.CIt

⁶² Widdowson, <http://www.telus.net/linguisticsissues/authenticmaterials.html>

⁶³ Lecturer I, interview result on 31/08/2017

⁶⁴ Lecturer II , interview result on 18/09/2017

Lecturer used graphics as a media in teaching English for students in non-English Study program. It was used for while teaching process. It provided the discussion on the class about that graphic. It was used as reading material form. The lecturer let students read that graphic both on write and oral form. The graphics trained the students of how the students understand or comprehend toward it.

Brown stated that the most important aspect on drawings is the communicative aspect. Drawings will be in the form of sketches, graphics. The practice of drawing will develop skill of drawing itself. There are two important steps on drawing. They are starting figure drawing with simple stick figure and adding detail to character. Sketches of real thing can establish environments or activities.⁶⁵ In this result, the theories and finding was balance for improving students' skill in learning English mainly in writing.

d. Infocus /LCD

Infocus or LCD is a media used almost all of lecturers at STAIN Curup when they teach students at non English study program. It was one of media was provided by STAIN Curup to help the teaching and learning process mainly in English lecture subject. It was following:

⁶⁵ Brown, James, W., Lewis, Richard, B., Harclerod, Fred, F, *Audio Visual Instruction : Techniques, Media, and Methods*, (New York: Mc Graw-Hill, Inc, 1983), p. 90.

“I swith on the Laptop and connect it with infocus.”⁶⁶ “ it used to help the learning process mainly in discussion or presentation the material”⁶⁷ “ I used it every meeting. It helped learning process for explaining the material. So they used video and it was helped by infocus”⁶⁸ “ I used Infocus in teaching, I prepare the material will be presented by infocus media.”⁶⁹

All of the lecturers used infocus as a media in teaching English for students in non-English study program. The first time lecturer switch on the laptop and connect it with infocus. This media was used on the pre teaching. It produced the material and aimed of the material for teaching.

Then, for while teaching, infocus can help the learning process mainly in discussion or presentation the material because it was more practice than manual or without used a media in teaching. There was also several of them used it in every meeting for explaining the material or presentation.⁷⁰ In this result, the theories and finding was balance for implementation of infocus.

e. Slide show

Slide show is a media used almost all of lecturers at STAIN Curup when they teach students at non English study program. It was one of media was provided by STAIN Curup to help the teaching and learning process mainly in English lecture subject. It was following:

⁶⁶Lecturer I interview result on 31/08/2017

⁶⁷Lecturer II, interview result on 18/09/2017

⁶⁸Lecturer III, interview result on 25/08/2017

⁶⁹Lecturer IV, interview result on 26/08/2017

⁷⁰ Brown, James, W., Lewis, Richard, B., Harclerod, Fred, F, *Audio Visual Instruction : Techniques, Media, and Methods*, (New York: Mc Graw-Hill, Inc, 1983), p. 90.

“It used with computers/laptop by using infocus”⁷¹ Making slide before”⁷² It was designed based on the material used and resume the main topic or specific explanation”⁷³ Yes, I used all of the material on slide show form”⁷⁴

Lecturers used slide show as a media in teaching English for students in non English study program. The first, the lecturers prepare the material and make the slide. It was used on the while teaching process at classroom. Slide show can help the learning process mainly in discussion or presentation of the material because it was more practical than manual or without used a media in teaching. There was also several of them used it in every meeting for explaining the material or presentation.

f. Film

Film was one of media used by almost all of lecturers at STAIN Curup when they teach students at non English study program. It was one of media was provided by STAIN Curup to help the teaching and learning process mainly in English lecture subject. It was following:

“I used film as a warm up activities in teaching. I give film to inform to students about how native speakers’ pronounce about the word or sentences”⁷⁵

In short, the lecturer used it as a warm up activities in teaching. It was as an example how to produce utterances or good pronunciation about

⁷¹Lecturer I, interview result on 31/08/2017

⁷²Lecturer II, interview result on 18/09/2017

⁷³Lecturer IV, interview result on 26/08/2017

⁷⁴ Lecturer VII, interview result on 15/08/2017

⁷⁵Lecturer I, interview result on 31/08/2017

the words or sentences. It aimed to inform about good pronunciation like a native speakers.

Although films are scripted, they are made to sound natural to the target language speakers and thus they represent authentic (real language). Using films in listening classes offers many advantages for developing students' listening skills. For instance, Stretch of film dialogue may serve to flesh out language structures or lexical items learners have already encountered, illustrating them in authentic situations.⁷⁶

Film cover some words or phrases, for instance, phrasal verbs, that is too a soulless exercise in course books, since these are mainly used in the spoken language. Students can also find a good example of real spoken languages, which are full of false starts, incomplete sentences, and hesitations that are hard to indicate in text/course books.

It also requires teachers to walk a fine line between getting learners to become involved in the film in the one hand, while exploiting its language learning potential on the other. In doing so, therefore, teachers can explore with students issues of appropriateness and pragmatics while observing linguistic, paralinguistic and non-verbal elements of the communication via films. It provide the opportunity for the students to observe how target language speakers use interactional language combined

⁷⁶ Brown, James, W., Lewis, Richard, *Op.Cit*

with appropriate body language and pragmatic behaviors which are offered by both a visual and audio depiction of a dialogue and story in a potential real-life situation.

g. Language Laboratory

Language laboratory was media provided by STAIN Curup both of for students at non-English study program and students of English study program. It was following:

“I used language laboratory for listening, if in the class we have not some instruments such as a speaker and sound system”⁷⁷

Lecturer rarely used language laboratory. It was usedolyt to teach listening. In this case, just one of lecturer used it. For teaching English in non-English study program, the language laboratory has almost never been used.

h. White board.

White board was media used almost all of lecturers at STAIN Curup when they teach students at non English study program. It was one of media provided at classroom for help the learning process. It was following:

“ I write down the important topic on the white board in the end of lesson to conclude the material”⁷⁸ “ After used some media for example laptop/computer, slide show and so on, I check the

⁷⁷Lecturer I, interview result on 31/08/2017

⁷⁸Lecturer I, interview result on 31/08/2017

feedback about students understanding by writing down in white board”⁷⁹

That means that lecturers used white board when they want to give some conclusion about the material after they used some media in teaching. Then, lecturer also wrote down some clues and main point in the white board. It aimed to give feedback to students to know whether they they understand or not.

i. Newspaper

Newspaper was a media in teaching English, but not all of the lecturers at STAIN Curup used it as a media. It was discussed below:

“ I find out the famous figures or artists and let to find positive issues of them, then let them to write about it. ”⁸⁰

Therefore, lecturer used it just for letting students be creative in learning. It can train the students’ comprehending and ability in writing. Students can improve their writing based on their interesting topic. It can help the students in finding the ideas and information before they read.

j. Relia pictures

The lecturer used relia pictures in teaching English for students in non-English study program. However, just one of them used it. It was following:

⁷⁹ Lecturer V, interview result on 12/08/2017

⁸⁰ Lecturer II, interview result on 18/09/2017

“I used relia pictures such as a car and furniture, such as for car I used in on descriptive text form, I let students to describe the car based on the real object. Then for furniture, for example chair, tables, for point it is a chair? How to pronounce it in English”⁸¹

From the interview result above, the lecturer used relia pictures in teaching English. The first, it was used for teaching descriptive text. When it connects with relia pictures, it can help students for description the things. Then, lecturer used furniture to point the thing and how to say in English.

Brown stated that the most important aspect on drawings will be in the form of sketches, graphics. The practice of drawing will develop skill of drawing itself. there are two important steps on drawing. They are starting figure drawing with simple stick figure and adding detail to character. Sketches of real thing can establish environments or activities.⁸² In this result, the theories and finding was balance for improving students’ skill in learning English mainly in speaking or pronunciation.

k. Posters

The lecturer used posters in teaching English for students in non-English study program. However just one of them used it. It was following:

⁸¹Lecturer II, interview result on 18/09/2017

⁸² Brown, James, W., Lewis, Richard, B., Harclerod, Fred, F, *Audio Visual Instruction : Techniques, Media, and Methods*, (New York: Mc Graw-Hill, Inc, 1983), p. 90.

I used posters such as a car and furniture, such as for car I used in on descriptive text form”⁸³ “I used posters but it on the slide form”⁸⁴ “I used poster to let students for describe what are the pictures on the posters. Then let them to give comments”⁸⁵

From the interview result above, the lecturer used posters in teaching English. The first it was used for teaching descriptive text. When it connected with posters, it can help students for description the things. Then, lecturer used furniture to point the thing and how to say in English.

Brown stated that the most important aspect on. Drawings will be in the form of sketches, graphics. The practice of drawing will develop skill of drawing itself. There are two important steps on drawing. They are starting figure drawing with simple stick figure and adding detail to character. Sketches of real thing can establish environments or activities.⁸⁶ In this result, the theories and finding was balance for improving students’ skill in learning English mainly in writing.

1. Flashcard

Some lecturers used Flashcard in teaching anguish for students in non-English study program. However just one of them used it. It was following:

⁸³Lecturer II, interview result on 18/09/2017

⁸⁴ Lecturer VII, interview result on 15/08/2017

⁸⁵Lecturer III, interview result on 25/08/2017

⁸⁶ Brown, James, W., Lewis, Richard, B., Harclerod, Fred, F, *Audio Visual Instruction : Techniques, Media, and Methods*, (New York: Mc Graw-Hill, Inc, 1983), p. 90.

“I used it as a game in teaching; sometime there were some key words in flashcards, It used for avoiding the students feel born in learning without used text book”⁸⁷

“I used flash card to improve the students’ vocabularies”⁸⁸

That means that lecturer used flashcard as a game activities at class. It was humor activities at class by using game (flashcard). It was a various activities at classroom to attract the students’ spirit in learning. Flashcard also can improve the student’s vocabularies without using text or book.

The pictures in flash cards must be big enough so that all students can see them clearly. The number of flash cards for vocabulary practices in the classroom can be seven to ten pieces of cards. It can establish environments or activities.⁸⁹ In this result, the theories and finding was balance for improving students’ skill in learning English mainly in mastering vocabulary.

m. Computers/laptop

Several lecturers used computers/laptop in teaching English for students in non-English study program. However just one of them used it.

It was following:

“I used laptop, first I will design the slide/present the slide, second I used it when to teach listening, because in teaching English had listening skill or lesson”⁹⁰

“I used computer to present the slide show”⁹¹

⁸⁷Lecturer II, interview result on 18/09/2017

⁸⁸Lecturer V, interview result on 12/08/2017

⁸⁹Brown, James, W., Lewis, Richard, B., Harclerod, Fred, F, *Audio Visual Instruction : Techniques, Media, and Methods*, (New York: Mc Graw-Hill, Inc, 1983), p. 90.

⁹⁰Lecturer IV, interview result on 26/08/2017

⁹¹Lecturer V, interview result on 12/08/2017

“I let used laptop or computer to help present my slide”⁹²

So, lecturer used laptop or computer to help them for presenting the slide show because the slide show cannot be used without the computer or laptop as a main media for synergy it. Laptops can enhance the college experience by facilitating engagement with online course material, providing access to sources for learning, maximizing internship searches, and even improving communication with lecturer and students..⁹³ In this result, the theories and finding was balance as a facility in teaching.

n. Video

Lecturer used video in teaching English for students in non English study program. However just one of them used it. It was following:

“it would make balance with the learning topic for that meeting. Students were allowed to watch a video and let them to response how they comprehension about it”⁹⁴

That means that lecturer used video as alternative media for teaching English subject. It should be balanced with the material for that day or meeting. From that lecturer can check about the students understanding from video. Video is dynamic in that. It presents moving images with ready-made. The use of video in helping students to develop listening skills has received much attention since it began to appear regularly in language classes. In other words, video with its combination of colors,

⁹² Lecturer VII, interview result on 15/08/2017

⁹³ Brown, James, W., Lewis, Richard, B., O.

⁹⁴ Lecturer III, interview result on 25/08/2017

action, engaging, characters and story lines, is particularly appropriate in language classes. At college level, the kinds of authentic listening materials that can be used in the classroom are infinite, but the most commonly used perhaps are songs, films, and recorded conversations, video lecture, public announcements.

Based on the comparison between theories and finding above, there were some media that were not relevance and were not used by lecturers in teaching English at STAIN Curup specially for students in non-English Study program. There were some additional media were used for supporting learning process, such as Slide show, Film, Language Laboratory, White board, Newspaper, video, and load speaker. From the different media, they automatically had different implementation in.⁹⁵

Based on finding, there were some types of media used by lecturers such as Book illustration, lecturer used illustration from the book or handbook for teaching English in non-English study program. For example, lecturer make it balance on the material. Lecturers determined the topic, or material will be discussed for that meeting. The lecturers described about how to use that illustration. But before that, there were some lecturers who used book and copied it as a main material or media for teaching English. Then lecturers explained it based on that illustration. Additionally, lecturer used it or take some illustration from the book,

⁹⁵ Brown, James, W., Lewis, Richard, Loc.Ci., p. 90.

pictures from the book. Then, there was also lecturer illustration from the book and then they presented it on the slide show presentation. Lecturers used periodical or journal as a media in teaching English. Some lecturers used graphic, Infocus or LCD is a media used almost all of lecturers at STAIN Curup, Slide show, Film , Language Laboratory, White board, Newspaper, video, load speaker Relia pictures, Posters, Flashcard , and Computers/laptop as media in teaching English at STAIN curup specially for students in non-English Study Program.

Based on the theories, there were some type of media such as still pictures, realia, drawing or drawing, and charts, posters, cartoons, and real objects, Flash cards and puppets, radio, TV, and LCD projector. Based on the comparison between theories and finding above, there were some media that were not relevance and were not used by lecturers in teaching English at STAIN Curup specially for students in non English Study program. There were some additional media were used for supporting learning process. Such as Slide show, Film, Language Laboratory, White board, Newspaper, video, book illustration and load speaker.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. The Types media used by lecturers to teach English in non-English study program

There were some types of media used by lecturers such as Book illustration, graphic , Infocus or LCD is a media used almost all of lecturers at STAIN Curup , Slide show, Film , Language Laboratory, White board, Newspaper, Relia pictures, Posters, Flashcard, video, loud speaker and Computers/laptop as a media in teaching English at STAIN curup specially for students in non-English Study Program.

2. The use of Types media used by lecturers to teach English in non-English study program

Some lecturers used illustration from the book or handbook for teaching English. For example, lecturers make it balance on the material. Lecturers determine the topic, or material discussed for that meeting. The lecturers describe about how to use that illustration. Lecturer used journal as a media in teaching English. In using journal, lecturer let students to read it (read aloud) to test pronunciation by discussing the reading comprehension from the text/journal. Some lecturers used graphic as a media for teaching English (reading material form). All of the lecturers used infocus as media in teaching English such as switch on the Laptop and connect it with infocus.

Lecturers also used Slide show. The first, they prepare the material and make the slide. Slide show can help the learning process mainly in discussion or presentation the material. The lecturer used it as a warm up activities in teaching. Lecturer used language laboratory. It was used only for teaching listening. They used white board when they wanted to give some conclusion about the material after they used some media in teaching. Lecturer used it for letting students creative in learning. They used relia pictures, posters in teaching English for teaching descriptive text. Next, flashcard was used as game activities at class. Computers/laptop was used to help them for presenting the slide show.

B. Suggestions

1. Lecturers

Lecturers should use various media in teaching. It aimed to increase students' interests and motivation in learning English because various and interesting media would increase the students' achievement in English too.

2. Students

Students should show good participant in learning English. They should be more creative and active in learning process in order to improve their skill and comprehension in English.

3. STAIN Curup

STAIN should provide more media in teaching English, especially for students in non-English Study Program. It will be useful to engage students' skill and spirit in learning English.

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NAMA : Riska Pitalia
 NIM : 12551014

JUDUL SKRIPSI : *An Analysis Of English Teaching Media Used By The English Lecturer In Non English Study Program*

Kedua

Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga

Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat

Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima

Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam

Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh

Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup
 Pada tanggal, 17 Oktober 2016
 Kepala STAIN Curup



Hermi, M.Pd
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Tembusan :

- 1. Pembimbing I dan II
- 2. Bendahara STAIN Curup
- 3. Kasubag AU
- 4. Kantor Perpustakaan STAIN
- 5. Mahasiswa yang bersangkutan
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KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Riska Pitak
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 JURUSAN/PRODI : Terbayak / PBI
 PEMBIMBING I : Jumelan Hidayah M.Pd
 PEMBIMBING II : Eks Aprioni M.Pd
 JUDUL SKRIPSI : An analysis of English teaching methods use by the English lecturer in Non English study Program.


* Kartu konsultasi ini harap dilampirkan pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2.

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 3 (tiga) kali dilampirkan dengan kolom yang di sediakan.

* Agar ada waktu cukup untuk perlakuan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi.



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.		Chapter 1 : Background of the study	<i>[Signature]</i>	<i>[Signature]</i>
2.		Chapter II : Theory, Perbaikan Footnote dan theory	<i>[Signature]</i>	<i>[Signature]</i>
3.		Methodology of the research. Perbaikan instrumen.	<i>[Signature]</i>	<i>[Signature]</i>
4.		ACC Instrumen untuk di gunakan. ACC untuk Perbaikan.	<i>[Signature]</i>	<i>[Signature]</i>
5.		Bimbingan Bab 4 & 5	<i>[Signature]</i>	<i>[Signature]</i>
6.		Perbaikan bab 4 dan 5	<i>[Signature]</i>	<i>[Signature]</i>
7.		Perbaikan bab 4 dan 5	<i>[Signature]</i>	<i>[Signature]</i>
8.	27/10	ACC Sidang Murniaseskin.	<i>[Signature]</i>	<i>[Signature]</i>



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.		Background of the study.	<i>[Signature]</i>	<i>[Signature]</i>
2.		theory. Perbaikan bab 1 dan 2	<i>[Signature]</i>	<i>[Signature]</i>
3.		Methodology of the research.	<i>[Signature]</i>	<i>[Signature]</i>
4.		ACC Penelitian.	<i>[Signature]</i>	<i>[Signature]</i>
5.		Bimbingan bab 4 dan 5	<i>[Signature]</i>	<i>[Signature]</i>
6.		Perbaikan bab 4 dan 5	<i>[Signature]</i>	<i>[Signature]</i>
7.		Perbaikan Bab 4 dan 5	<i>[Signature]</i>	<i>[Signature]</i>
8.	04/12	ACC Sidang Murniaseskin	<i>[Signature]</i>	<i>[Signature]</i>

