

**STUDENTS' PERCEPTION OF THE INSTRUCTIONAL MEDIA  
USED BY THE ENGLISH LECTURERS IN SPEAKING CLASS**

**THESIS**

This Thesis is Submitted to Fulfill the Requirement  
for 'sarjana' Degree in English Language Education



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Assalamu'alaikum wr.wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara **SINTA MAYASARI** yang berjudul "**STUDENTS' PERCEPTION OF THE INSTRUCTIONAL MEDIA USED BY THE ENGLISH LECTURERS IN SPEAKING CLASS**". Sudah dapat diajukan dalam sidang munaqasah.

Demikian permohonan ini kami ajukan, terima kasih.

Wa'alaikumsalam wr.wb

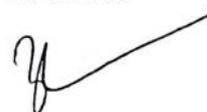
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## **PREFACE**

The thesis is submitted as a part of the completion for the “sarjana degree” in Institute College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, Desember 2018

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## ACKNOWLEDGEMENT



*Assalamu'alaikum Wr. Wb.*

Alhamdulillahil' alamin all of praises just Allah SWT the Almighty and merciful god who blessing and guidance have made me possible to finish this thesis completely. Praying and greeting to our Muhammad SAW and all of his family and followers who has brought us from the darkness to the lightness as we felt together.

The researcher finished this research entitled "STUDENTS' PERCEPTION OF THE INSTRUCTIONAL MEDIA USED BY THE ENGLISH LECTURERS IN SPEAKING CLASS." This thesis is presented in partial fulfillment of the requirement for the degree of strata I in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express her deepest appropriation to:

1. Mr. Dr. Rahmat Hidayat, M.Ag, M.Pd as the head of IAIN CURUP
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4. Mr. Sakut Anshori, S.Pd.I, M.Hum as my advisor who always give the time for guidance, support, advices and suggestion in the whole process of writing this thesis
5. Mrs. Eka Apriani, M.Pd as my co-advisor for his support, advices, guidance and suggestion in process of writing this thesis
6. All of the lecture's in IAIN CURUP who have given their knowledge to us
7. All of the English students' of English Study Program in IAIN Curup for their time and their willingness to help me in collecting the data
8. My great thanks to my beloved family, they are my father Mr. Dahrum Van Royen, my mother Mrs. Lismi, my brother Mr. Ferri Diningrat (Alm.) and also all of my family that always motivate, supports, hopes and your smile always increase my spirit
9. For my close friends Meksike Mayaki, and all of PBI in academic year 2014/2015, that cannot be mentioned one by one, thanks for their friendship, kindness, solidarity, helps and support the writer in finishing this thesis.

Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah SWT Bless us and give us the easiest way for facing our future. Aamiin Ya Robbal' alamin.

*Wassalamu'alaikum WR.WB*

Curup, Desember 2018

Writer

**SINTA MAYASARI**  
**NIM. 14551036**

## ***Motto and Dedication***

*Motto:*

- ❖ *“THERE IS NO LIMIT OF STRUGGLING.”*
- ❖ *“IF HE CAN DO IT, SO CAN I.”*

*Dedication:*

*This thesis dedicates to:*

- *Institute College For Islamic Studies (IAIN) Curup*
- *My wonderful and beloved family, my father (Mr. Dahrum Van Royen), my mother (Mrs. Lismi), my brother who has passed away that I really miss him (Mr. Ferri Diningrat) and also of all my family that cannot be mentioned one by one.*
- *My great advisor Mr. Sakut Anshori, S.Pd.I, M.Hum and my co-advisor Mrs. Eka Apriani, M.Pd who gave the writer guidance, support and suggestion in finishing this thesis*
- *My beloved English lecturers of English study program and all of the lecturers in IAIN Curup for support, suggestion and advices*
- *My beloved friend Meksike Mayaki, and all of my friends in TBI that cannot be mentioned one by one*
- *My Almamater IAIN Curup*
- *All of the people around me who gave me the golden precept that I could not be mentioned one by one*

## ABSTRACT

**Sinta Mayasari, 2018 : “STUDENTS’ PERCEPTION OF THE INSTRUCTIONAL MEDIA USED BY THE ENGLISH LECTURERS IN SPEAKING CLASS.”**

**Advisor : Sakut Anshori, S.Pd.I, M.Hum**

**Co-Advisor : Eka Apriani, M.Pd**

The objectives of this research were to investigate types and students’ perception of the instructional media used by the English lecturers in speaking class. In this study, the researcher used mixed-method (descriptive qualitative and quantitative). The population of this research were 139 consisted of all students from third, fifth and seventh semester in English study program at IAIN Curup. In this study the researcher took the sample for questionnaire from 25 % of population, there are 34 respondents from class randomly, and sample for interview the researcher took 10 representative respondents of sample from questionnaire to get more information. In this research, close-ended questionnaire and semi-structure interview were the instruments. The close-ended questionnaire used to known types of the instructional media used by the English lecturers in speaking class, and semi-structure interview used to known students’ perception of the instructional media used by the English lecturers in speaking class. The result from questionnaire showed that there were some level categories types of instructional media used by the English lecturers in speaking class from the level very high used until the level very low used. And, the result from interview showed that there were almost of respondents had positive perception of types of the instructional media used by the English lecturers in speaking class, and the result from interview also showed that the English lecturers not just used the instructional media to deliver material and to facilitate students in speaking class but also the English lecturers suggest the students to used the instructional media by students themselves in order to students had chance to more speak out by using the instructional media.

**Key word:** *Students’ Perception, Instructional Media, English Lecturers, Speaking Class.*

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

English is a subject that is important to be learn, in light of the fact that it will be valuable in communication and learning process. In learning English, actually there are four skills that need to be mastered by students. They are listening, speaking, reading, and writing. Listening and reading are receptive skills and speaking and writing are productive skills.<sup>1</sup> Meanwhile, according to Penny Ur states that the four skills are important. But, of all the four skills, speaking seems intuitively the most important.<sup>2</sup> It means that speaking is very needed for the students, because without speaking student cannot communicate with the others, as we know that communication is an essential need for students being. In addition, according to Nessa Wrifson and Elthon Jadd in Rahmania stated that speaking is seen as the most important instrument of communication. People use it almost constantly. Speech is the basic language activity by which people relate themselves to one another. There is a great need in this day for speech skill that goes beyond the individual, because it enables him to live as a man among men, not only a part of them.<sup>3</sup> It means that speaking is the most important and central skill to carry out communicates with the other constantly, and the other can grasp and give response in a short time.

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<sup>1</sup> Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1991), P. 147

<sup>2</sup> Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), P. 120

<sup>3</sup> Meita Rahmania, *Teaching Speaking Through Story Telling: A Case Study at the First Year of Smk Puspita Ciputat*, ( Unpublished Hidayatullah State Islamic University Jakarta, 2007), P. 34

Speaking is an interactive process to create a productive meaning that involves the producing, receiving and processing of information.<sup>4</sup> Moreover, according to David Nunan states that by speaking every person can share his or her ideas and think to another person.<sup>5</sup> It means that by speaking the students can share their idea and also can get information or knowledge by the other students speech. Moreover, Jack C. Richard and Willy A. Renandya state that speaking is one of the central elements of communication in EFL (English as a foreign language) teaching; it is an aspect that needs special attention and instruction.<sup>6</sup> It means that Speaking is considered as a very crucial skill because it is one of the basic keys of communication, and should be attention by all the people especially by the students, they must be mastering and has good in speaking skill, so that they can interact with the others, also they can express their ideas, purpose, convey message, exchange information and persuade to other students. They need speaking skill in order to take an active part in communication process and also to develop their knowledge.

Besides that, particularly for the students in university level must have a great motivation during the learning speaking process. If students are not aware of the importance of learning speaking, they would not give deep attention, and it will affect the learning process. Moreover, practicing English regularly is needed to improve students' speaking ability and it needs high motivation of the

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<sup>4</sup> John Comings, Barbara Garner, and Cristine Smith, *Review of Adult Learning and Literacy*, (London: Taylor & Francis, 2006), P.124

<sup>5</sup>David Nunan, *Designing Tasks For The Communicative Classroom*, (Cambridge: Cambridge University Press,1992), P. 216

<sup>6</sup>Jack C. Richards, Willy A. Renandya, *Methodology In Language Teaching Anthology Of Current Practice*, (Cambridge: Cambridge University Press, 2002), P. 210

students. English lecturers play important roles to support and to help their students practice in English, because of English lecturers is one of the important aspects that influence of teaching and learning process especially in speaking classroom. Furthermore, English lecturers must be creative in creating appropriate and interesting activities in speaking class to help their students improve their oral production.

As the facilitator, English lecturers should facilitate students to ease and attain an effective teaching-learning activity. There are a lot of factors that can influence learning activities. Two of them are instructional media and perception of that. There are many instructional media that can be used in speaking class such as video, images, books, computer/laptop, and so on. English lecturers can be used more than one instructional media to make his teaching interesting in speaking class. The used of some instructional media could influence the students' enthusiasm in following the class. In fact, many students find it frustrating when they have to speak in front of the other students, and commonly their reason is that they are afraid of making mistakes. They are nervous, panic, and tend to think that they cannot do that. So, English lecturers need to find the most appropriate instructional media to create an enjoyable classroom. Therefore, by implementing the appropriate instructional media is hoped to enable the students to reduce their nervousness, too.

In addition, Heinich *et al* mentioned that the most common use of instructional media in an instructional situation is for supplemental support of the

instructor (English lecturers) in the classroom to enhance learning.<sup>7</sup> So, instructional media will be support the English lecturers in speaking class and not just as a tool for delivering materials but also can facilitate the students to more speak out, have confidence, be active, and zealously to participate in learning activity. And also hope that the students not just can communicate in classroom only, but also can communicate in English with the people out of the class in so naturally and as their habit in their daily life.

Furthermore, Gagne stated in Ruis, Muhyidin, and Waluyo defines that media are various components in learners' environment which support the learners learn.<sup>8</sup> It means that instructional media are various components to support students learning in speaking class, and to increase the students speaking ability. In addition, according to Dick and Carey in Erastus Juma Wamalwa and Eric W. Wamalwa said that Instructional Media encompasses all the materials and physical means the instructors (English lecturers) might use to implement instruction and facilitate students' achievement of instructional objectives.<sup>9</sup> It means that Instructional media has the important roles in learning process. The primary role is to facilities student learning. Therefore the instructional media are important in instruction. Students are able to speak out with instructional media. The instructional media also creates an interesting atmosphere of learning, especially in speaking class.

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<sup>7</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, *Instructional Media and Technologies for Learning* (7<sup>th</sup> Ed.), (New Jersey: Merrill Prentice Hall, 2002), P. 11

<sup>8</sup> Nuhung Ruis, Muhyidin, Tri Waluyo *Instructional Media*, (Jakarta: MGMP-BERMUTU, 2009), P. 2

<sup>9</sup> Erastus Juma Wamalwa, And Eric W. Wamalwa, *Towards the Utilization of Instructional Media for Effective Teaching and Learning of English in Kenya*, (Kenya: Journal of Education and Practice, 2014), P. 141

The other factor that can influence the learning activities is perception. Perception plays an important part in learning process since it influences someone's behavior or attitudes and motivation to learn.<sup>10</sup> By the students' perception, the English lecturers will get information that the instructional media they used in speaking class has good or bad perspective for the students' speaking skill, or the English lecturers should used another various instructional media in the future. It means that the English lecturers not used the same of instructional media when they teach in speaking class. Therefore, looking at this condition the researcher interest to conduct this research on **“Students' Perception of the instructional media used by the English lecturers in speaking class”**.

## **B. Research Questions**

Based on the background that discussed above, the research questions of this research are:

1. What are types of the instructional media used by the English lecturers in speaking class?
2. How is students' perception of the instructional media used by the English lecturers in speaking class?

## **C. Objectives of the Research**

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<sup>10</sup> Andrew D. Szilagyi, Jr., and March J. Wallace, Jr., *Organizational Behavior and Performances*, (California: Good Year Publishing Company, Inc., 1980), P. 70

The objectives of this research are to investigate:

1. Types of the instructional media used by the English lecturers in speaking class
2. Students' perception of the instructional media used by the English lecturers in speaking class

#### **D. Delimitation of the Research**

The researcher delimits this research to get more specific data. Delimitation of this research is focused on the area of finding out types and students' perception of the instructional media used by the English lecturers in speaking class. The sample in this research is delimited on English students who are learning speaking and who have learned speaking. There were third and fifth semesters who were learning speaking, and the seventh semester who have learned speaking in English study program of IAIN Curup.

#### **E. Operational Definition**

The operational definition of this research are in the following:

1. Students' perception

The definition of students' perception express by K.-S. Hong, A. A. Ridzuan, and M.-K. Kuek state that perception is someone's thought about something that they learn to measure how their attitude toward using something, whether they agree or not about that method or about something

that they learn.<sup>11</sup> Furthermore, Eiken and Shidu in Bilik stated that students' perception is a process point of view about something that happen in the learning process in class and the student will provide suggestions or argument for the instructor (English lecturers) or classmates to improve their teaching learning process. Students' perception can be challenging and intriguing experience through the observation or learning process.<sup>12</sup>

## 2. Instructional Media

According to Heinich *et al* states that Media is the plural of medium, it's a channel of communication, derived from the Latin word meaning "between". The term refers to anything that carries information between a source and a receiver, and the purpose of the media is to facilitate communication.<sup>13</sup> Furthermore, according to Dick and Carey in Erastus Juma Wamalwa and Eric W. Wamalwa states that Instructional Media encompasses all the materials and physical means the instructors (English lecturers) might use to implement instruction and facilitate students' achievement of instructional objectives.<sup>14</sup> So, the instructional media here are everything that can be used and needed by the English lecturers to facilitate students' in learning process in speaking class and to achieve the instructional objectives.

## 3. English lecturers

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<sup>11</sup>K.-S. Hong, A. A. Ridzuan, and M.-K. Kuek, *Students' Attitudes Toward the Use of the Internet for Learning: A Study at A University in Malaysia*, (*Malaysia: international forum Educational Technology & Society (IFETS)*, 2003), P. 47-48

<sup>12</sup> Marthisa Olivia Bilik, *Students' Perception on the Role of Group Discussion in Interpersonal Speaking Class*, (West Java: Unpublished Satya Wacana Christian University), P. 9-10

<sup>13</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, *Op.cit.* P. 9-10

<sup>14</sup> Erastus Juma Wamalwa, And Eric W. Wamalwa, *Loc. cit.*

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. So, English lecturers are educators who teach in college level or English lecturers at English study program in IAIN Curup.

#### 4. Speaking class

Speaking is an interactive process to create a productive meaning that involves the producing, receiving and processing of information.<sup>15</sup> In this research, speaking is expressing of idea, knowledge, information, etc., that students have on their mind or they feeling to communicate with another students in speaking class in order to their speaking skill will be increased. Furthermore, class is a room where groups of students are taught. So, speaking class is where the instructors taught the students about speaking, in the hope that students in speaking class can speak in English, and be able to communicate with the other by using English.

### **F. Significance of the Research**

The researcher expects in this research will be able to contribute the results of the study, the researcher gives the explanation of the significant of the study:

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<sup>15</sup> John Comings, Barbara Garner, and Cristine Smith, Loc. Cit.

1. The researcher hopes that the result of this investigation can give more information about the instructional media to the English lecturers who teach in speaking class
2. The researcher also expects that will be of great helps for the English lecturers and students in teaching and learning process in speaking class.

### **G. Thesis Organization**

The explanation of this research would be organized into five chapters. The first, Chapter one, about background of the research, research questions, objectives of the research, delimitation of the research, operational definition, significance of the research, and thesis organization. The second, Chapter II, representation of literature review of related theories including general description about theory of perception, Instructional media, and about speaking class. The third, Chapter III, presents methodology of the research which include of the research design, subject of the research, techniques of collecting data, research instruments, validity of instruments, and techniques of analysis data. The fourth, Chapter IV about consists of finding and discussion then all the data will be analyze in this chapter. The last, Chapter V provide the conclusions and suggestions for the readers.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Students' Perception

##### 1. Definition of Students' Perception

In learning English, students' perception is crucial to support the learning process, particularly in classroom activities. According to K.-S. Hong, A. A. Ridzuan, and M.-K. Kuek state that perception is someone's thought about something that they learn to measure how their attitude toward using something, whether they agree or not about that method or about something that they learn.<sup>16</sup> In addition, the definition of perception stated by Szilagy and wallace as cited in Adipranata point out that perception is defined as a procedure by which people take care of approaching improvements, sort out, and afterward translate such boosts into a message that thusly demonstrates a suitable activity or behavior.<sup>17</sup>

Furthermore, according to Robbins also defined that perception as a process by which individuals (students) organize and interpret their sensory impressions in order to their environment.<sup>18</sup> From those definitions, it can be concluded that perception refers to someone's or student sense or view toward a certain object, in this study is the instructional media. In other words, student's perception is can be the essential factors to support the teaching learning process itself in the classroom, especially in speaking class.

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<sup>16</sup> K.-S. Hong, A. A. Ridzuan, and M.-K. Kuek, *Students' Attitudes Toward he Use of the Internet for Learning: A Study at A University in Malaysia*, (Malaysia: international forum Educational Technology & Society (IFETS), 2003), P. 47-48

<sup>17</sup> S. M. I. Yessy Adipranata, *Students' Perception on the Use of Role Play Technique in Speaking Class in the English Education Study Program of Sanata Dharma University*, (Yogyakarta: Unpublished Sanata Dharma University, 2009), P. 9

<sup>18</sup> Stephen P. Robbins, *Organizational Behavior*, (New Jersey: Prentice Hall Inc, 2001), P. 121-122

Moreover, about the definition of students' perception, a theory from Eiken and Shidu in Bilik said that students' perception and observation can work together and can become a part of studies. Eiken and Shidu stated that students' perception is a process point of view about something that happen in the learning process in class and the student will provide suggestions or argument for the instructor (English lecturers) or classmates to improve their teaching learning process. Students' perception can be challenging and intriguing experience through the observation or learning process. In this manner, the process will expand students' awareness of the whole process of teaching as well as their own learning.<sup>19</sup>

So, by looking at the definition above, the researcher concluded that students' perception is the students' attitude to response about what they have done or about what they learn in learning process. In this study, perceptions refers to how the students of speaking class think, reflect, and give impressions, and also they express their feeling and thinking about the instructional media used by the English lecturers in speaking class toward their speaking skill, and also how that the instructional media give contribution to their speaking skill.

## **2. Forms of perception**

The general perception is a response based on an evaluation directed towards an object and expressed verbally, whereas other forms of perception is the view that based on the assessment of an object that happens, anytime, anywhere, if the stimulus effect. Thus it can be seen that there are two forms of perception that is both positive and negative

### **a) Positive perception**

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<sup>19</sup> Marthisa Olivia Bilik, *Students' Perception on the Role of Group Discussion in Interpersonal Speaking Class*, (West Java: Unpublished Satya Wacana Christian University), P. 9-10

The positive perception is perception or view of an object and towards a situation where the subject perceives likely to receive an object arrested for his personal suit.

b) Negative perception

Perception or view an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal.<sup>20</sup>

### 3. Factors Affecting Perception

According to Sobur the factors that influence the perception is basically divided into 2 internal and external factors, they are:

a. **Internal factors** affecting the perception, that the factors contained within the individual, which includes several things, among others:

- 1) Physiological: information in through the senses, then the information obtained will affect and complement efforts to give meaning to the surrounding environment. Capacity senses to perceive in each person is different so the interpretation of the environment may also be different.
- 2) Caution: individuals need a certain amount of energy spent to pay attention or focus on the physical and mental facilities that exist in an object. Energy each person is different so one's attention to the object is different and this will affect the perception of an object.
- 3) Interests: the perception of an object varies depending on how much energy or perceptual vigilance driven to perceive. Perceptual vigilance is the

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<sup>20</sup> Walgito In Oktari Thesis, The Students' Perception on English Lecturer's Technique in Teaching Perbankan Syariah Study Program at First Semester of STAIN Curup (Curup: Unpublished STAIN Curup, 2017), P. 11

tendency of a person to pay attention to a certain types of stimulus or may be deemed interest.

- 4) Needs that direction: this factor can be seen from how strong an individual looking for objects or messages that may provide an answer according to him.
- 5) Experience and memory: experience could be said depending on the memory in terms of the extent to which one can recall past events to determine the stimuli in the broad sense.
- 6) Mood: a person's emotional state affects behavior, mood shows how feeling at times that can effect ho a person receives, reacts and remembers.

**b. External factors** that influence perception, is a characteristic of the environment and objects involved. These elements can change a person's perspective of the world around them and effect the perception is:

- 1) The size and placement of the object or stimulus. This factor states that the big relationship of an object, the more easily understood. This shape will affect the individual's perception and by looking at the shape on an object the size of an individual would be easy to turn attention to shape perception.
- 2) The color of the objects. Objects that have more light, it will be easier to understand (to be perceived) as compared to a few.
- 3) The uniqueness and contrast of the stimulus. Stimulus outer appearance with the surrounding background and entirely beyond suspicion that another individual will attract much attention.
- 4) The intensity and strength of the stimulus. Stimulus from the outside will give more meaning when more frequent attention than those seen only once. The strength of the stimulus is the power of an object can affect perception.

- 5) Motion or movement. Individuals will pay much attention to the object that provides motion in its outlook than a stationary object.<sup>21</sup>

It can be concluded the factors that affecting the perception is internal factor contained within the individual and external factor is a characteristics of the environment and objects involved.

## **B. The Instructional Media**

### **1. Definition of the Instructional Media**

According to Heinich *et al* states that media is the plural of medium, it's a channel of communication, derived from the Latin word meaning "between". The term refers to anything that carries information between a source and a receiver, and the purpose of the media is to facilitate communication.<sup>22</sup> In other words, according to Gagne cited in Ruis, Muhyidin, and Waluyo states that media are various components in learners' environment which support the learners learn. In addition, Briggs defines media are physical means which are used to send messages to the students and stimulate them to learn.<sup>23</sup>

According to Dick and Carey in Erastus Juma Wamalwa and Eric W. Wamalwa states that Instructional Media encompasses all the materials and physical means the instructors (English lecturers) might use to implement instruction and facilitate students' achievement of instructional objectives.<sup>24</sup> So, Instructional Media has the important roles in learning process. Their primary role is to facilities student learning. Therefore the instructional media are important in instruction.

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<sup>21</sup> Alex Sobur, *Psikologi Umum*, (Bandung: Pustaka Setia, 2009), P. 452

<sup>22</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, *Instructional Media and Technologies for Learning* (7<sup>th</sup> Ed.), (New Jersey: Merrill Prentice Hall, 2002), P. 9-10

<sup>23</sup> Nuhung Ruis, Muhyidin, and Tri Waluyo, *Instructional Media*, (Jakarta: MGMP-BERMUTU, 2009), P. 2

<sup>24</sup> Erastus Juma Wamalwa, And Eric W. Wamalwa, *Towards the Utilization of Instructional Media for Effective Teaching and Learning of English in Kenya*, (Kenya, Journal of Education and Practice, 2014), P. 141

Furthermore, the term “Instructional Media”, according to Romiszowski in Seth refers to devices and materials employed in teaching and learning. Nkuuhe holds the view that instructional media are all devices and materials used in the teaching and learning process. According to Nyame-Kwarteng states that instructional media are the various materials that appeal to the five senses- seeing, hearing, touching, feeling and tasting which enhance teaching and learning.<sup>25</sup>

So, from the explanation above, the researcher concluded that the instructional media here are everything that can be used and needed by the English lecturers to facilitate students' in learning process in speaking class. Therefore, instructional media are not just for expected to help English lectures to present the lesson more clearly and interesting to be followed by the students but also can facilitate students to more active and attractive in speaking class. On the other words, Instructional Media are used by English lectures are not only to impart and emphasize on information or idea, yet in addition be able to encourage and motivate students to express their ideas or abilities, can stimulate interest of the students to be actives, have confidence to speak out, and zealously to participate in learning activities. Also, it's able to be supporting effectiveness and efficiency of speaking class.

## **2. Types of the Instructional Media**

In English language teaching as a foreign language, Instructional Media is very necessary to use for some reasons, like in speaking class there are some reasons to use Instructional Media such as to make the students in speaking class be active and attractive, have confidence to speak out and can communicate each other, etc., so the English lecturers should use Instructional Media in speaking class. On the other hand,

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<sup>25</sup> Owusu Koranteng Seth, *Instructional Media as a Tool for Ensuring Quality Teaching and Learning for Pupils in the Junior High Schools (Selected Schools in the Kumasi Metropolis)*, (Kumasi: Kwame Nkrumah University of Science and Technology, 2009), P. 12-13

the Instructional Media helps English lecturers in teaching-learning process and arranging the time well. The availability of Instructional Media in the class will influence students' learning spirit. The following sections describe the different types of instructional media outlined by Heinich *et al*, they are in the following:

## 2.1. Visual Media

According to Dale in Ngussa and Chiza defines Visual media are those whose content is received through the sense of sight.<sup>26</sup> According to Azhar Arsyad states that Visual media (image or parable) play a very important role in the instruction process. Visual media can facilitate understanding (for example through the elaboration of structures and organizations) and strengthen memory. Visual can also foster student interest and can provide a connection between the content of subject matter and the real world. In order to be effective, visuals should be placed in meaningful contexts and students must interact with visual (image) to ensure that information processes occur.<sup>27</sup> Furthermore, Heinich *et al* classified this media into several types they are including Photograph, illustrations from books, drawings, posters, film, PowerPoint slide, digital images, LCD/In-focus, that explained as follow:

### 1) Photographs

According to Heinich *et al* Photographs is a still picture most commonly used in instruction. And this instructional media is part of non-projected visuals, which non-projected visuals are can translate abstract ideas into a more realistic format. They can be used in many ways at all levels of instruction and in all disciplines. The instructors may use them to stimulate creative expression, such as telling or writing stories or

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<sup>26</sup> Baraka Manjale Ngussa and Abel Chiza, *The Influence of Instructional Media Use on Pupils' Mastery of Reading and Writing in Kiswahili Language in Kinondoni District, Tanzania*, (Tanzania: International Journal of Educational Policy Research and Review, 2017), P. 189

<sup>27</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Pt Rajagrafindo Persada, 2004), Cet.5, P. 91

composing poetry. Non-projected visuals are particularly helpful with objectives requiring identification of people, places, or things.<sup>28</sup> According to Azhar Arsyad states that photos like other visual forms can be found from various sources, such as newspapers, magazines, brochures, and books. Thus, photos can be obtained easily to be used effectively as instructional media. As instructional media, photos must be selected and used in accordance with the intended teaching goals. Thus the photo can fulfill its function to generate motivation and interest in students, develop the ability of students to speak, and help students interpret and remember the content of the subjects relating to the photographs.

Besides students can use photos individually, photos can also be used in groups especially to launch discussion activities about the contents of the lesson. For example discussions about certain species of animals will be effective if accompanied by photographs of various types of animals including the species being discussed. To show the different types of building styles (architects) of Islam, or the different styles of architects from various countries and times, for example, photos can be used effectively.

Sudjana and Rivai, outline several criteria for selecting photos for instruction purposes, they are artistic quality, clarity and adequate size, validity, and attractiveness. Photos really describe the concept or message of the content of the lesson that the instructors want to match so that it can facilitate the achievement of goals. Photos are adjusted to the age level of students, simple or uncomplicated so students do not misinterpret the message in the photo.

Photos that are used as instructional media must be artistic in the sense that the photo considers factors such as composition, effective coloring, and good retrieval and processing techniques. Furthermore, photos must be large enough and clear for the

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<sup>28</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, Op. cit. P. 142

group of students they are facing. Photos must be clear because only with good sharpness and contrast can provide sufficient accuracy and details to illustrate the reality that they display.

The truth of the photo or the validity of the photo describes the real situation, not a photograph of an object or event made or dramatized. Besides that, photographs for instruction purposes must be able to attract students' attention, for example photographs of objects or objects that are familiar with student life. However, it does not mean that photos of objects that are not familiar with students should not be presented. Maybe a photo about something that is alien to students can attract the attention of students because it is the first time gathering and students want to know more about the object.<sup>29</sup>

## 2) Illustrations from books

According to Heinich et al Illustrations from books are still pictures most commonly used in instruction. And this instructional media is part of non-projected visuals.<sup>30</sup> Furthermore, Illustration comes from Latin, namely "Illustrare" which means to explain. In Dutch is "Ilustratie" means decoration with pictures or making something clear. Illustrations are usually visualized through pictures, paintings, and also photography. Illustration is the visualization of a writing that is made to facilitate a writing so that it can be understood. Whereas, according to Rohidi states that illustrated images related to fine art are depictions of something through visual elements to better explain, clarify or also beautify a text, so that readers can come to feel directly through their own eyes, the nature of motion, and the impression of the story presented.

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<sup>29</sup> Azhar Arsyad, Op. cit., P. 127

<sup>30</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, Op. cit., P. 142

There are some functions of Illustration images, as following:

- Attract people's attention.
- Make it easy to understand an explanation or explanation of a writing.
- As a means of expressing the experience of an event expressed in an image.
- Provide a brief description of the contents of the writing or story delivered.
- As the value of the beauty of writing. For example book cover.

Besides that there is also an illustration function according to Arifin and Kusrianto, namely:

- Descriptive functions, replacing verbal and narrative descriptions of things to be shorter but easily understood through pictures or paintings.
  - Expressive function. Show and express an abstract idea, feeling, purpose, situation or concept to be real so that it becomes easy to understand.
  - Analytical or Structural Functions, showing details part by part of an object or system or process in detail, so that it is easy to understand.
  - Qualitative functions, making lists, tables, graphs, cartoons, photos, images, sketches, and symbols.<sup>31</sup>

### 3) Drawings

Drawings are instructional media which are included in the non-projected visuals. Drawings, sketches, and diagrams employ the graphic arrangement of lines to represent person, places, things, and concepts. Drawings are, in general, more finished and representational than sketches, which are likely to lack detail. Drawings are readily found in textbooks and other classroom material. The

instructors can use them in all phases of instruction, from introduction of the topic through evaluation. Because they are likely to be less detailed and more to the instructional point than photographic materials, students of all ages understand them easily.

The Instructors made drawings can be effective aids to learning. The instructors can sketch on the chalkboard (or some other appropriate surface) to coincide with specific aspects of their instructional unit. For instance, the instructors may quickly and easily draw stick figures to show motion in an otherwise static representation.<sup>32</sup>

#### 4) Graphs & Charts

Graphs & Charts are instructional media which are included in the non-projected visuals. Heinich et al states that Graphs provide a visual representation of numerical data. They also illustrate relationship among units of the data and trends in the data. Data can be interpreted more quickly in graph form than tabular form. Graphs are also more visually interesting than tables. There are four major types of graphs: bar, pictorial, circle, and line. Numerous computer software programs now make it easy to produce professional-looking charts, graphs, and other visuals.

Charts are visual representations of abstract relationship such as chronologies, quantities, and characteristics. They appear frequently in textbooks and training manuals as tables and flowcharts. A chart should have a clear, well-defined instructional purpose. It should express only one major concept or configuration of concepts. A well-designed chart should communicate its message primarily through

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<sup>32</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, Op. cit., P. 143

the visual channel. The verbal material should supplement the visual, not the reverse.<sup>33</sup>

In addition, according to Seth said that charts are probably much more available and used and could be easily made by teachers. Things to consider in using charts include:

- a) The chart should be simple, accurate and attractive.
- b) Consider whether chart is needed and would do better than other resources.
- c) The type of data and the number of learners to benefit from the charts should be considered.

The various charts include bar charts, organizational charts, pie charts, directional charts, pictorial charts, and flip charts. An appropriate chart should have features such as being simple to see, read and understand. It should not include too much text and should contain relevant materials appropriate for the lass. When the charts are available, the instructor can proceed to plan the over-all arrangements. According to [http://: www audio media.edu](http://www.audio.media.edu), charts and diagrams are used to graphically represent complex ideas among others. They can be designed to clothe abstraction with greater meaning.

Charts present factual comparative information in the form of pie-chart graphs to focus attention on the features of an object. Charts clamped or fixed together at the top and fixed to a chalkboard can be used in a flip sequence to illustrate the structure of a topic. Different color contrasts should be considered when arranging and using charts. Wall charts are large pictures with a lot of items used for question-and-answer work, and which are used for discussing the relations of objectives and people.

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<sup>33</sup> Ibid , 144

Furthermore, Graphics involve printed paper announcement or advertisement that is shown publicly. It can be exhibited either to promote a product, event, or educate. It should immediately catch the attention of the specific audience.<sup>34</sup>

#### 5) Posters

Posters are instructional media which are included in the non-projected visuals. Posters incorporate visual combinations of images, lines, color, and words. They are intended to catch and hold the viewer's attention at least long enough to communicate a brief message, usually a persuasive one. To be effective, posters must be colorful and dynamic. They must grab attention and communicate their message quickly. One drawback in using posters is that their message is quickly blunted by familiarity. Consequently, they should not be left on display for too long. Commercial billboards are an example of posters on a very large scale.

Posters can be effective in numerous learning situations. They can stimulate interest in a new topic, a special class, or a school event. They may be employed for motivation luring students to a school meeting or to the media center, for instance, or encouraging them to read more. In industrial education courses, science laboratories, and other situations where danger may be involved, posters can remind people of safety tips.<sup>35</sup>

#### 6) Digital Images

Digital images are instructional media which are included in the projected visuals. It is possible to store images in a digital (or analog) form and show them on a computer or television monitor or project them before a group. Available digital

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<sup>34</sup> Owusu Koranteng Seth, Op. cit., P.14-15

<sup>35</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, Op.Cit. P. 146

storage media include CD-ROM, photo CD, DVD-ROM, and computer disks. Videodiscs (or laser discs) look similar but store the image in an analog format.<sup>36</sup>

#### 7) PowerPoint slide

PowerPoint slide is instructional media which are included in the projected visuals. PowerPoint is presentation software package that has become very popular. It is easy to use and makes very colorful projected presentations. Each slide (the term used to describe the individual projected image) can have a variety of styles. There are templates that provide a set color scheme and font choice. Many of these are very bright and easy to read. Or, the user can decide to select a different color scheme. This is relatively easy to do. Graphics are provided within the program, or visual images can be imported onto the slides. These special digital images customize the presentations.

In addition to using the existing templates for presentation, it is possible to create original backgrounds and color schemes. When a school or a company wishes to have the slide reflect a particular image, it is possible with this type of software. Finally, PowerPoint allows the user to include music and animation. There are times when the presenter does not need to speak about the topic; easily attached audio files can enhance a presentation by providing a musical interlude when there are a set of slides where the visuals or text are all that is necessary. And, it is possible to add hyperlinked buttons to other programs, such as a Web browser, to demonstrate a particular point within a presentation.<sup>37</sup>

#### 8) Liquid Crystal Display (LCD/In-focus)

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<sup>36</sup> Ibid, 158

<sup>37</sup> Ibid, 165

Liquid Crystal Display (LCD/In-focus) is digital image projection and this instructional media included as the projected visuals. Liquid Crystal Display (LCD/In-focus) projection panels project computer images onto a screen-the electronic equivalent of an overhead transparency. An LCD panel is plugged into a computer and placed onto the stage of a high-intensity overhead projector. The overhead projector light shines through the LCD panel, projecting the image on a screen. LCD projectors are also available as separate, free-standing units-data projectors-that do not require an overhead projector as their light source. The light source is built into the data projector. LCD projectors have audio capabilities in addition to the visual output. With an LCD projectors, images can be projected from a computer, a video player (videotape, videodisc or DVD), or a television signal. The advantage the projector brings is the ability to show full-motion video signals in addition to the still images of a traditional presentation software package.<sup>38</sup>

In addition, according to Ruis, Muhyidin, and Waluyo states that Liquid Crystal Display (LCD) 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 instruction because they are more practice and efficient.<sup>39</sup> Furthermore, the University has invested heavily in modernizing classrooms and lecture halls to take advantage of instructional technology, including LCD projectors. LCD's used with a computer project an image onto a screen or blank wall - and provides more instructional flexibility in the types of content that can be used in a classroom. Classroom Support will train instructors on how to use the LCD Projectors as well as other classroom technology.

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<sup>38</sup> Ibid, 164

<sup>39</sup> Nuhung Ruis, Muhyidin, Tri Waluyo, Op. cit., P. 9

a. Advantages of LCD's

- Since slides are stored in files on the computer, they can be made accessible to students or other instructors.
- Presentations are easily made using PowerPoint or other software applications. PowerPoint can also be used to prepare handouts and content outlines.
- Some instructors post their PowerPoint slides to their course sites so that students may download them for study purposes.

b. Instruction through the Use of LCD's

Students prefer consistent presentation of information. Consider standardizing the usage of instructors' LCD slides, keeping in mind the following:

- The opening slide might be the title or main theme of the day.
- Subsequent slides might be key terms, discussion questions, and important concepts.
- Use the slides to tell a story. Talk to the students, not at them.
- Involve the students in discussion of the visuals.
- If instructors use slides regularly, the final or ending slide will become a signal to the students that class is over, with accompanying lack of interest and closure. Instead, use the last slide as a discussion device to allow students to synthesize information and bring closure to the topic.
- While using a standard series of slides, vary the layout and color for each lecture. All presentation software allows the choice of different backgrounds and color through the use of templates or master slides.
- Use sound clips, animations, and clip art with discretion.
- Avoid using too many slides. A good rule of thumb is to spend two or three minutes per slides.

- Be careful about infringing on another author's copyrights. If there is any doubt, get permission and inform students that instructors' have permission.<sup>40</sup>

## 2.2. Text Media

According to Smaldino *et al* states that Text is alphanumeric characters that may be displayed in any format such as in book, chalkboard/whiteboard, computer screen, and so on.<sup>41</sup> The term text comes from Latin which means weaving. Text, according to Halliday, is a unity of meaning. In line with the definition of Halliday, Christie and Mason define text as woven words or sentences to create a unified whole. Furthermore, the text is described as the language produced and understood by people receptively, what is said and written, and read and heard in everyday life. The term text includes both oral and written texts. Strengthening these definitions, citing the opinion of Kress and Eggin, Emilia states that the text is a complete social and contextual unity of language that may be in the form of oral and written languages.

Text Based instruction is carried out in text units with the aim of carrying out various communicative actions meaningfully, by using or relating to texts that benefit the lives of students, receptively and productively, verbally or in writing, in various contexts that are relevant to students' lives, in the form of speaking, listening, reading and writing activities that are naturally integrated in a variety of meaningful communicative activities. This means that the text is learned not as a final goal, but as a tool to carry out various activities related to real life.

The aims of Text-Based Instruction are to prepare students to enter the real world of language use by focusing on how language is used to achieve various purposes, such as making experimental reports, telling stories, or explaining things. In addition,

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<sup>40</sup> Chapter 9 - Instructional Media: Chalkboards to Video (Instruction at FSU Handbook , 2011), P. 107

<sup>41</sup> Sharon E. Smaldino, James D.Russel, Robert Heinich, and Michael Molenda, *Instructional Technology and Media for Learning* (8<sup>th</sup> Ed.), (New Jersey: Pearson Merrill Prentice Hall), P. 9

Text-Based Instruction also aims so that students can understand science through text presented in accordance with certain social goals and understand their mental development to solve real-life problems by critical thinking. Text Based Learning is seen as having advantages compared to other language learning methods because this learning allows students to learn languages explicitly. In addition, Text Based Learning is able to develop students' critical thinking skills because this learning is very thick with reading and writing, which is the most powerful way to develop critical thinking skills.<sup>42</sup>

### 2.3. Motion Media

According to Smaldino *et al* states that these are media that show motion, such as animation.<sup>43</sup> Furthermore, Animation is a moving image, derived from a collection of objects that have been arranged in such a way and move to follow the path that has been set every time count. In this case the meaning of "object" can be in the form of writing, pictures of animals, pictures of plants, pictures of humans, and others. Animation is a graphic which displays movement in quick succession so that the object looks alive. With proper and mature planning, the flow of the animation movement will be interesting to watch. If in the world of multimedia animation is a way to use programs on a computer to produce motion of an object on the screen.<sup>44</sup>

#### 1) Animation in learning

During this time animation was used in learning media for two reasons. First, to attract students' attention and strengthen motivation. This type of animation is usually in the form of writing or moving images, funny, weird animations that would attract students' attention. This animation usually has nothing to do with the material that will

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<sup>42</sup> Aina mulyana, *Model atau Metode Pembelajaran Berbasis Teks (Text- Based Instruction / Genre-Based Instruction)*, Retrieved on September 15<sup>th</sup> 2018 from <https://ainamulyana.blogspot.com/2017/06/model-atau-metode-pembelajaran-berbasis.html> 2017

<sup>43</sup> Sharon E. Smaldino, James D. Russel, Robert Heinich, and Michael Molenda, Loc. Cit.

<sup>44</sup> Pengertianku, *Pengertian Animasi dan Jenisnya Serta Prinsipnya*, Retrieved on September 8<sup>th</sup> 2018 <http://www.pengertianku.net/2017/10/pengertian-animasi-dan-jenisnya-serta-prinsipnya.html> 2017

be given to students. The second function is, as a means to provide students with an understanding of the material to be given.<sup>45</sup>

#### 2.4. People Media

According to Smaldino *et al* states that People media means these may be teachers/lecturers, students, or subject-matter experts. People are critical to learning. Students learn from teachers/lecturers, other students, and other adults.<sup>46</sup> Furthermore, according to Azhar Arsyad states that People media is the oldest media used to send and communicate messages or information. People media proposes two effective techniques, namely a problem-centered design and asks Socrates. Problem-centered instruction designs are built on problems that must be solved by students. The design steps for this type of instruction are as follows:

- a. Formulate relevant problems
- b. Identify related knowledge and skills to solve the problem. Use text books and lectures as sources to present knowledge
- c. Teach why knowledge is important and how that knowledge can be applied to problem solving
- d. Student exploration guide. As an instructor for problem solving lessons, his role is:
  - Allowing student exploration not to be obstructed, active participation, and asking questions
  - Helping students to connect new knowledge and prior knowledge
  - Helps students form and internalize representations of problems or tasks

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<sup>45</sup> In Ahmad Zainul Arifin Thesis, *Pemanfaatan Media Animasi Dalam Peningkatan Hasil Belajar Pada Pembelajaran Shalat Kelas V di SDN 2 Semangak Klaten Tengah Jawa Tengah*, (Unpublished Universitas Islam Negeri Sunan Kalijaga Yogyakarta, 2013), P. 23

<sup>46</sup> Sharon E. Smaldino, Robert Heinich , James D. Russell, Michael Molenda, Loc. Cit.

- Helping students identify similarities between new problems and past experiences that contain similar problems.
- Give feedback about the right or wrong way of thinking and problem solving path
- Use graphical representation of the problem that is associated with verbal descriptions.
- Develop problems in diverse contexts with stages of complexity

One important factor in instruction with people media is interactive learning design. With the presence of people as the main actors in the learning process, the opportunity for interaction is increasingly wide open. Well-structured interactive lessons are not only more interesting but also provide opportunities for mental experiments and creative problem solving. Besides that, interactive lessons encourage student participation and if used properly can enhance learning outcomes and transfer of knowledge. As a guide to developing interactive lessons the following steps are put forward:

- a. Identify the subject matter of the lesson
- b. Develop instruction offerings that cover all information expected by students to master
- c. Read / observe the overall presentation and determine where interactive dialogues can be combined and inserted
- d. Determine the type of information desired from students, develop questions or other strategies that require students to analyze, synthesize, evaluate, or make decisions.
- e. Determine what messages that want to convey with interactive activities

- f. Establishing important discussion points, these important points can be presented after involving students in discussions or other strategic activities.<sup>47</sup>

## 2.5. Video

Video combines motion, color, and sound in ways that can dramatize ideas better than any other medium.<sup>48</sup> Furthermore, according to Azhar Arsyad states that as with films, videos can describes an object that moves together with natural sounds or appropriate sounds. The video capability is the same as the film, which is to paint live images and sound giving it its own charm. This Instructional media is also generally used for entertainment, documentation and education purposes. They can present information, explain processes, explain complex concepts, teach the skills to be abbreviates or extend time, and influence attitudes. The advantages of the video are the same as the advantages of the film, namely:

- a. Videos can complement basic experiences of students when they read, discuss, practice, etc.
- b. The video can describe an exact process that can be witnessed repeatedly if deemed necessary. For example, the correct steps and methods for ablution.
- c. Besides encouraging and increasing motivation, videos also instill attitudes and other effective aspects.
- d. Videos that contain positive values can invite thought and discussion in groups of students. In fact, videos also like slogans that are often heard, can bring the world into class.

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<sup>47</sup> Azhar Arsyad, Op. cit. P. 82-86

<sup>48</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, Op. cit. P. 190

- e. Videos can present dangerous events when viewed directly such as volcanic lava or wild animal behavior.
- f. Can be shown to large groups or small groups, heterogeneous groups, as well as individuals.<sup>49</sup>

Davis points out that teaching video is not as simple matter of pressing “play” and telling students to watch. A significant amount of careful preparation is required to exploit the rich potential video can offer. The good news is that well designed video-based activities can be successful aid to stimulate students to speak.

#### 1) Choose the Video

This requires careful consideration of several criteria:

##### a) Intelligibility

Can the students understand the language of the film? Don’t be afraid to challenge students with natural language. With a certain amount of explanation and vocabulary instruction, along with contextual clues, students can understand far more than the instructor expects

##### b) Appeal

The movie must be appealing and engaging students’ motivation. In addition, as Tatsuki points out, instructor should like the film as well. Enthusiasm is infectious, choose the movie that instructor can share with the students.

##### c) language objective

Instructor may wish to choose the movie which emphasizes particular grammatical, curricular, or thematic objective

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<sup>49</sup> Azhar Arsyad, Op.Cit. P. 127

## d) length

Most instructor need to limit length to fit available class time.

## e) familiarity

Consider whether or not students have already seen a highly popular film. In many, however, they will have seen it in their native language not English. This can in fact be favorable choice, since students will be familiar with the story.

## 2) Prepare the Viewing Guide

- a) Prepare some brief previewing questions, as well as basic background information to help establish the necessary schema
- b) Prepare a list of vocabulary which essential for describing each scene.
- c) Review any grammatical structure that instructor wishes students to practice
- d) Show a selected scene, ask the students to watch "*just for fun*"
- e) Ask the students to watch again to prepare them to speak

## 3) Speaking Task

- a) Ask students to talk about one of the character of the movie, expressing their opinion about his/her situation.
- b) Ask students to pretend to be one of the characters, and talk about it
- c) Let them to perform a peer dialogue between two characters in the movie, which take place after the film has ended. Then ask them to enact their dialogue with small group
- d) Ask the students to prepare the power point presentation about the movie, describing the main character, plot, theme, and personal opinions
- e) Ask students to talk and describe the power point that they have made.

- f) Advanced students can talk about the purposes, context, or the relationship of the movie toward current issues.<sup>50</sup>

## 2.6. Audio Media

According to Heinich *et al* states that Audio media means that for recording and transmitting the human voice and other sounds for instructional purposes. Like cassette audiotapes, records, etc.<sup>51</sup> In addition, Suyanto in Baidawi defined that Audio media are the media of which the contents are recorded and can be heard. Audio media is instructional media that have function to help students' learning through produced voice. By the produced voice, students can identify the intonation and pronunciation without live presence of native speakers.<sup>52</sup>

Furthermore, according to Azhar Arsyad states that Audio can display motivating messages. Besides attracting and motivating students to learn more material, audio material can be used to:

- a. Develop listening skills and evaluate what has been heard
- b. Organize and prepare for discussion or debate by expressing the opinions of experts who are far from the location
- c. Make a model that will be emulated by students
- d. Prepare interesting variations and changes in the level of learning speed about a subject or a problem.

Audio media can be used in all phases of instruction starting from the introduction or opening when introducing the topic to the evaluation of student learning outcomes. The use of audio media strongly supports the complete learning system

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<sup>50</sup> Fitrawati, *Improving Students' Speaking Ability by Using Instructional Media For Advanced Learners*, (Universitas Negeri Padang, Indonesia : Lingua Didaktika, 2015), P. 16

<sup>51</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, Op.cit., P. 172

<sup>52</sup> Achmad Baidawi, *Using Visual Media in Teaching Speaking*, (Okara Journal of Languages and Literature, 2016), P. 58

(mastery learning). Students who study slowly can turn back and repeat the parts they have not mastered. On the other hand, students who can learn quickly can move on according to the level of learning speed.

The recorded material has been widely available for various fields of science. For example, sound recordings of various types of musical instruments can be used to tell children, play, perform stories, songs, and so on. Although there is no standard procedure for the use of audio materials, it is recommended that audio material be presented by following the usual steps to follow when using other forms of study material. The steps are as follows:

*Squeeze yourself.* The instructor plans and prepares himself beforehand by examining and testing the material, making notes about important things included in the audio material, and determining what will be used to arouse interest, attention, and motivation of students, which parts will be material for the main discussion and which is used as an assessment of student understanding.

*Generating student readiness.* Students are guided to have readiness to listen, for example by giving initial comments and questions. Another variation in preparing students for listening is (1) identifying the material, participants, or circumstances that occurred during production, (2) providing interesting background information about the program, (3) briefly discussing with students about the topic and raising some key questions where the answer is expected to be obtained from the audio material, (4) making on the board a list of key words or key phrases contained in the audio material, (5) explaining why students should listen to the audio material, how the material relates to the current knowledge and assignments of students, what students expect to do during

and after listening to the audio material, and how students are expected to benefit from the material.

*Listen to audio material.* Guide students to experience listening with the right time or with a slight delay between the introduction and the beginning of the listening process. Students pray for quiet listening, focus on audio material, listen with an open mind and with will, and consciously connect what is heard with the questions discussed before the program starts

*Discussion (discussing) audio program material.* It is better if after hearing the program, the discussion begins informally by asking general questions, such as "which parts (which ideas are the most memorable / prominent) of the program?" Follow up on the program. In general, discussion and evaluation after listening to the program ends listening activities. However, it is expected that students will be motivated to learn more about the lesson by reading in the library, reading textbooks, watching related films, or doing other activities related to the contents of the audio program material.<sup>53</sup>

## **2.7. Manipulatives Media**

Manipulatives Media are real objects-such as tools/things, etc., they are some of the most accessible intriguing, and involving materials in educational use. They are known as Manipulatives because student may handle and inspect them.<sup>54</sup> Gatot Muhsetyo et al defines that "Manipulative materials are materials that can be manipulated by hand, rotated, held, reversed, moved, arranged or arranged or cut into pieces". From this opinion it can be understood that manipulative material is a material

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<sup>53</sup> Azhar Arsyad, Op.Cit., 127

<sup>54</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, Op.Cit., 86

that can be played with by hand. This tool is directly related to and part of the explanation of the concept of the material descriptions presented.

a. Function of Manipulative Materials

Gatot Muhsetyo, et al. states that Manipulative material serves to simplify difficult or difficult concepts, present relatively abstract material to be more tangible, explain concepts or concepts more concretely, explain certain traits related to calculating work and geometry, and show facts.

b. Examples of Manipulative media Materials

Gatot Muhsetyo, et al., mentions that the examples of manipulative materials are types of paper, cardboard, marbles, gravel, beads, books, pencils, granules, wood, wire, sticks or food wrappers

- Manipulative Materials from Paper

These paper materials are easily obtained in various colors, from store-bought manila paper or from used various unused covers, from food or beverage packaging cartons.

- Manipulative Materials from Wood

These wood materials can be decorated with various attractive colors to explain the concepts of numerals, number similarities, and integer operations.

- Manipulative material from sticks

Fractions can be manipulated with attractive color sticks used to explain unit concepts, tens, hundreds for low grade elementary students.

- Manipulative Materials from Dotted or Striped Paper

Dotted paper can be square or isometric. This model can be used to explain many things related to geometry. Explain flat builds and their properties, the relationship between flat and flat building.<sup>55</sup>

## 2.8. Printed Media / Materials

According to Heinich *et al* states that Printed media / materials include textbooks, fiction and non-fiction books, etc., as well as word processed documents prepared by students and instructors (English lecturers). Textbooks have long been the foundation of classroom instruction. The other forms of media discussed in this book are frequently used in conjunction with and as supplements materials.<sup>56</sup> In other words, according to Baidawi said that these media are the making process is through printing process. These media include English text books, magazines, newspapers, journal, and so on. The use of these media in teaching English is necessary and meaningful because it can help learners to get more knowledge and information through reading widely, and provide more enjoyment from various sources of facts.<sup>57</sup>

Furthermore, according to Azhar Arsyad states that the most commonly known mold-based instruction metrics are textbooks, journals, and so on. Interactive text-based instruction became popular in the 1960s with the term programmed instruction which was material for independent learning. With this format, each small unit of information is presented and students' responses are requested either by answering questions or participating in training activities. The correct answer is given after the student answers.

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<sup>55</sup> Andean Perdana, *Pengertian, Fungsi, dan Contoh Media Bahan Manipulatif* , Retrieved on September 12<sup>th</sup> 2018 from <http://hirarkiinside.blogspot.com/2014/08/pengertian-fungsi-dan-contoh-media.html> 2014

<sup>56</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, Op.Cit., 92

<sup>57</sup> Achmad Baidawi, Op.Cit., 57-58

The designing designer must strive to make this text media material interactive.

The following instructions might help prepare interactive text media.

- a. Present information in amounts that should be digested, processed and mastered. Information is divided into the smallest logical groups of about 3 to 7 items / groups. The more complex the information is, the fewer the number of items displayed in one presentation.
- b. Consider the results of observations and analysis of student needs and prepare exercises that suit those needs.
- c. Consider the results of student response analysis, how students answer questions or do exercises provide opportunities for additional training, prepare examples, or suggest additional reading.
- d. Prepare opportunities for students to be able to learn according to their abilities and speed, the success of presenting material with text media is largely determined by the opportunity students learn based on their abilities.
- e. Use various types of exercises and evaluations such as playing roles, case studies, competitions, or simulations.<sup>58</sup>

So, from explanation above, the kinds of this media are textbooks, fiction and nonfiction books, which fiction book such as novel, poetry and drama, and nonfiction books like articles, academic journal, newspaper, and magazines. They will be discussed in the following:

#### 1) Textbooks

According to Purwodarminto the book is an important tool for the ongoing learning process. Because in essence the use of media books in the teaching and

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<sup>58</sup> Azhar Arsyad, Op.Cit., 127

learning process is aimed at facilitating students to learn.<sup>59</sup> Textbooks are prepared by experts based on their fields to support instructional programs. It is a book about a field of study or a particular science that is arranged to facilitate teachers and students in an effort to achieve learning goal.

The preparation of this textbook is adjusted to the sequence and scope. The function of the textbook for the instructor is as a guide for identifying what students should be taught or learned, knowing the order in which teaching materials are presented, knowing the techniques and teaching methods, obtaining teaching materials easily and use it as a learning tool for students inside or outside of school. According to Krisanjaya states that the function of textbooks for students is as a means of certainty about what he learned, a control tool to find out how much and how far he has mastered the subject matter, a learning tool (outside the textbook class functions as a instructor) where he can find instructions, theories, concepts and training or evaluation materials.<sup>60</sup>

## 2) Novel

### a. The definition of Novel

It is a form of literature in the form of prose which has intrinsic and extrinsic elements. The word novel that feels from Italian is "novella" which means a story or story. The writer who wrote a novel is called a novelist. The contents of the novel are longer and more complex than the contents of the short story, and do not have structural limitations and poetry.

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<sup>59</sup> Herowati, S.Pd., *Media Cetak Dalam Pembelajaran*, Retrieved on September 19<sup>th</sup> 2018 from <http://heromukmin.blogspot.com/2017/03/media-cetak-dalam-pembelajaran.html> 2017

<sup>60</sup> Galih Brawijaya, *Contoh Makalah "Guru dan Peranan Media Cetak Dalam Pembelajaran"*, Retrieved on September 18<sup>th</sup> 2018 from <http://galihbrawijaya.blogspot.com/2014/10/guru-dan-peranan-media-cetak-dalam.html> 2014

A novel usually tells or describes the lives of humans who interact with the environment and also each other. In a novel, usually the author tries as much as possible to give direction to the reader to find hidden messages such as a description of the reality of life through a story contained in the novel.

b. Characteristics of the novel

The following are the features of the novel: General Features in Novel:

- Novels have more than 35,000 words.
- The novel consists of at least 100 pages.
- The duration for reading novels is at least 2 hours or 120 minutes.
- The story is more than one impression, effect, and emotion.
- The storyline in the novel is quite complex.
- Selection of stories in a wider novel.
- The story in the novel is longer, but many sentences are repeated.
- The novel is written with a narrative then supported by a description to describe the situation and conditions that are in it.<sup>61</sup>

3) Poetry

a. Definition of Poetry

According to Carlyle, poetry is a musical thought. Poets in creating poetry think sounds that are melodious like music in his poetry. Another opinion expressed by Shelley, suggests that poetry is a recording of the most beautiful seconds in our lives. For example, events that are very impressive and give rise to strong renewal, such as happiness, romance, even sadness because of the death of a loved one.

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<sup>61</sup> Arya, *Pengertian Novel Beserta Ciri-ciri, Struktur, dan Unsur Unsurnya*, Retrieved on September 18<sup>th</sup> 2018 from <https://sahabatnesia.com/pengertian-novel/> 2016

According to Pradopo, the poem expresses thoughts that evoke feelings, which stimulate the senses' imagination in a rhythmic arrangement. All that is something important, which is recorded and expressed, expressed in an interesting and giving impression.

From some of the definitions stated above, it can be concluded that poetry is the expression of the poet's heart from the whole experience of life that uses a distinctive language in its presentation. Poetry is born from deep contemplation by using collaboration between thoughts and feelings to produce works that are full of meaning.

b. The function of teaching poetry

According to Damono, the function of learning poetry is learning from all kinds of history that appear in poetry. The creation of a poem certainly reflects life at a certain age, from kindness, morality and ethics that have a positive impact on life. Another opinion expressed by Gani in Ismawati, the purpose of teaching poetry is to foster poetry appreciation and develop wisdom and capture life's signals. The scope of poetry appreciation teaching covers at least 4 aspects, namely;

- support language skills,
- increasing cultural knowledge,
- develop feelings and intentions, and
- character formation.

The stages in appreciating a poem, the first thing that must be done in poetry appreciation is the exploration stage, then the interpretation stage and the creative stage. The exploration phase is done by reading poetry so that it is known and understood. The

stage of interpretation is analyzing the poetry building elements to the approach used in interpreting poetry. The creative stage is to re-express poetry that is learned in another form or create its own literary work based on the knowledge and experience that is owned, this stage is the highest level of appreciation.<sup>62</sup>

#### 4) Drama

Dramatic-based activities are useful for ESL / EFL students. These activities facilitate and accelerate the development of oral abilities because they motivate students to gain a clearer understanding of the flow of a work and also a deeper understanding of the awareness of its characters. Although drama in class can assume many forms, there are three main types, namely dramatization / drama writing, role playing, and improvisation.

##### - Dramatization / drama writing

Dramatization requires class performances from written script material. Students can make their own texts for short stories or parts / segments of novels, adapting their work as closely as possible to the original text. Based on the story, they must guess what the characters will say and how they will say it. Manuscripts are written by students who may also be involved in the drama. Poetry consists of one or more personas may also be written by students. Students should pay attention to reading the segments / sections that are determined from the previous dialogue and are able to answer questions about character and flow. They should mark vocabulary, idioms, or dialogues that they do not understand and words that they cannot say / speak. Students then practice the scene with their partners. Even though

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<sup>62</sup>Nanang Arifin, *Metode Pengajaran Puisi dan Drama*, Retrieved on September 19<sup>th</sup> 2018 from <https://materikuliahpraktis.blogspot.com/2018/03/metode-pengajaran-puisi-dan-drama.html> 2018

they don't remember it, they learn it well enough to make eye contact and say their dialogue / monologue with meaning and feeling. In addition, they discussed the semiotic aspects of performing scenes (such facial expressions, gestures, and physical aspects). Finally the dramatization was presented before the class began.

- Improvisation and role playing

Both improvisation and role playing may be developed around the character, plot, and theme of literature. Improvisation is a more systematic activity, namely a dramatization without a script. There is a plot that can be identified with a prefix, middle, and an improvised ending. However, in role playing, students imagine the characters of the work they are reading and joining in a speaking activity other than a dramatization, such as an interview or panel discussion.

- Group Activities

In this activity, each student is responsible for disclosing facts and ideas to contribute and discuss that stimulate total participation. All students are involved and participation is multi-directional. When teaching English through literature, some group activities used in language classes are general class discussions, small group work, panel discussions, and debates. All of these group activities serve to develop students' speaking abilities and provide opportunities to practice pronunciation. The teacher marks the errors in the pronunciation of the students during the activity and then justifies the mistakes so that they do not happen again.<sup>63</sup>

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<sup>63</sup>Denny Nugraha, *Mengajarkan Bahasa Inggris Melalui Sastra*, Retrieved on September 18<sup>th</sup> 2018 from <http://dennynugraha9.blogspot.com/2015/08/mengajarkan-bahasa-inggris-melalui.html> 2015

## 5) Articles

### a. Definition of Articles

Articles are written works or essays that aim to convey a fact that intends to convince and entertain readers. According to Sumandiria states that the article is a freelance writing that contains the opinions or opinions of someone who thoroughly explores a problem that is actual and usually controversial in order to influence, inform, convince and entertain the readers.

### b. Characteristics of Articles

Characteristics of Articles, namely:

- The contents of the writing are based on facts, not just a myth that is not guaranteed.
- Factual and informative, disclosing information based on the results of research that has been done and can be justified.
- Scientific articles also have opinions or analysis of the writers' thoughts. But that thought is strengthened or based on valid data in the form of the results of previous research. Theories, as well as facts written into articles.
- Using systematic writing methods. With the aim that all information in the article can be accepted by the public.
- Using a variety of official and standard languages. This is because using an official language that is characterized by being straightforward, logical, denotative and effective will make the language of scientific articles feel solid and contained.

### c. Benefits of Articles

In addition to as the instructional media explaining a subject, the article also has several benefits such as the following:

- Means to convey the author's ideas in developing imagination and creative power.
- Systematic thinking and speaking in an orderly and orderly manner.
- Understand the purpose of writing, which will be able to master the writing competence that must be achieved.
- As a means of publicizing scientific results of thought through scientific journals.
- Providing academic impact to readers.<sup>64</sup>

#### 6) Academic Journal

##### a. Definition of academic journals

According to the Judge, the scientific journal is a publication magazine that contains KTI (Scientific Writing) which actually contains data and information that submits science and technology and is written in accordance with the rules of scientific writing and published periodically.

Sources of scientific data and information that are used as the basis for the preparation of KTI (scientific papers) such as scientific journals are articles containing data and information that advance science and technology and are written according to scientific rules.

The KTI rules (scientific papers) consist of the following characteristics:

- Logical, means numbered explanations of data and information that enter into the logic of the thought of the truth of science.

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<sup>64</sup> Defi Rahma, *Pengertian Artikel, Ciri-ciri, Jenis, Tujuan, Manfaat dan Cara Membuatnya*, Retrieved On September 18<sup>th</sup> 2018 From <https://www.kata.co.id/Pengertian/Artikel/1714> 2017

- Objectives, means that data and information are in accordance with the facts.
- Systematic, means the source of data and information obtained from the results of the study by following a sequence of systematic thinking or consistent / continuous.
- Reliable, means that data and information that have been tested and valid and are still possible to continue to be reviewed.
- Design, means planned and has a design, and
- Accumulative, means a collection of various sources that are recognized for their truth and existence and contribute to the developing repertoire of science and technology.<sup>65</sup>

b. Benefits of academic journals

Some of the benefits that can be mentioned here include:

- As a means of developing science. The scientific journal is the arena of intellectual discourse through writing. Knowledge development can be done with research findings, criticisms of research findings, consensus formation and new findings. The process continues. That's how science develops and journals play an important role as ingredients.
- As a database of public policies. Public policy requires academic texts as the foundation. Journals can act as the scientific basis for making public policy. Without a scientific basis, public policy can be said to be arbitrary.
- Some other benefits can be mentioned both qualitatively and quantitatively. Quantitatively, for example the number of publications

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<sup>65</sup>Jurnal Mahasiswa STIA Tabalog, Administrasi Public/Negara & Administrasi Bisnis/Niaga, *Pengertian Jurnal Ilmiah*, Retrieved on September 18<sup>th</sup> 2018 from <https://ejournal.stiatabalong.ac.id/2017/04/13/hello-world/> 2017

of scientific journals is usually used as a benchmark for the progress of an institution or institution, such as a state, university, study center, and so on.<sup>66</sup>

#### 7) Newspapers

According to Vilma Tafani said that there are different purposes and ways for using newspapers in language classroom. They may be used for the *culture* they transmit. The more widely students read, the greater their understanding of this cultural meaning will be. They may also be used for reflecting *changes in the language* as well, and in doing so, helping students and instructors keep up pace with such changes. Most newspapers are linguistically up-to-date and provide valuable linguistic data. They may be used for the wide variety of *text types* and *language styles*, not often found in textbooks. At the same time, newspapers provide a natural source of many of the *varieties* of Written English that become very important to students, and valuable for language study as the students progress. So, they may be used as supplementary material and examples in Text Analysis, Academic Writing, Stylistics, Semantics, etc. while analyzing different types of texts.

The *variety* of subjects and topics makes newspapers interesting and motivating for the students to work with. Newspapers report real-life events, and this arouses students' curiosity. Newspaper-based activities in the classroom may engage students in enjoyable activities and encourage their further reading. Newspapers are an invaluable source of *authentic materials*. The more students read, the more they want to explore.

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<sup>66</sup>Sosiologis.com Blog Sosiologi Kontemporer, *Jurnal Ilmiah: Pengertian, Proses Publikasi & Contoh*, Retrieved on September 18<sup>th</sup> 2018 from <http://sosiologis.com/jurnal-ilmiah> 2018

Newspapers can be used as instruction materials to develop students' language skills. They can be used effectively with a wide range of levels from Elementary to Advanced, either interpreting them or using them as they are. Some newspapers are easy to read, easy to use. The committed instructors can design exercises to develop reading comprehension, critical thinking skills, writing skills, grammar skills, vocabulary, map/chart reading skills, geography skills, social study skills and more. Having a lot of newspapers and information the instructors should be careful with the way how to organize a certain activity using them. So, they are particularly suitable *for mixed-ability classes*, depending on the activity, questions, etc. In planning a lesson using a newspaper, the instructors should take into consideration the length of the article, paragraph, the complexity of the language, the density of information, the subject-matter and content, the time available and the level of the students.

The newspaper *activities* might be a lot, interesting and multidimensional. They might be about the headlines, headline combinations, articles, categorizing articles, news flash, putting it back together, exchanging the news, ranking articles, press conference, filling in the gaps, news in brief, predicting photographs, famous faces, photo stories, moving pictures, putting the picture in the story, advertisements, classifying ads, role-plays ads, job interviews, horoscopes, problem page letters, TV guides, cartoons and strip cartoons, acting out cartoons, find someone who... special interest groups, newspaper puzzles, crosswords, and many others.<sup>67</sup>

#### 8) Magazines

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<sup>67</sup> Vilma Tafani, *Teaching English Through Mass Media*, (Albania: Acta Didactica Napocensia, 2009), P. 83-85

According to Vilma Tafani said that there are different kinds of magazines. Based on a questionnaire done with high school and university students most of them mentioned that they liked to read mostly political, scientific, fashion, cultural, entertaining and sport magazines. This interest of the university and high school students should be exploited by the instructors to up-date instructional materials and break the monotony of the lesson by using always the textbooks.

Magazines are resources for different subjects, cutting out pictures and passages associated with particular topics. Magazines are also sources in language development in providing pictures to stimulate verbal or written stories. For example, they may be used for introducing colors and clothes, means of transport, short stories, stimulating picture discussions and for other supplementary materials as well, which cover a topic that may be under discussion in a language class. As for the ways how to use magazines in the classroom we can refer to the ideas and clues given for the newspapers. Both newspapers and magazines have a lot of things in common.<sup>68</sup>

## **2.9. Computer/Laptop**

According to Heinich *et al* states that the Computer/Laptop provides virtually instantaneous response to student input, has extensive capacity to store and manipulate information, and is unmatched in its ability to serve many students simultaneously. It has become a tool of choice in instruction. The Computers/Laptop role has changed because of its ability to provide rich learning experiences for students, giving them the power to influence the dept and direction of their learning. It has the ability to control

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<sup>68</sup> Ibid, 85-86

and integrate a variety of media-still and motion pictures, graphics and sounds, as well as printed information. The computer can also record, analyze, and react to student responses typed on a keyboard or selected with a mouse.<sup>69</sup>

Furthermore, according to Azhar Arsyad states that the progress of computer technology since it emerged in the 1960s was very slow. Large room and a large number of people needed to run the computer at that time. But since 1975 when it was discovered a small processor (microprocessor) these conditions changed dramatically. A small processor contains all the capabilities needed to process various commands that must be done before by equipment that fills a large room. In fact, the development of a small processor continues to this day which not only has smaller size but also has greater capabilities, the ability to handle information and instructions that are almost unlimited with increasing speed. Thus, the size of the computer becomes small which because of its size is named "Laptop" or "Notebook" which can be carried everywhere in a small tote bag. The price of computers is also increasingly affordable for use in individual households. Computer as a learning media is known as Computer-Assisted Instruction - CAI, or Computer-Assisted-Learning-CAL). Viewed from a learning situation where computers are used for the purpose of presenting lesson content, CAI can take the form of tutorials, drills and practices, simulations, and games.<sup>70</sup>

## **2.10. Multimedia**

According to Heinich *et al* states that Multimedia is combination of various audio media, visual media, and computer, and including combinations managed by computers. The generic term multimedia refers to the sequential or simultaneous use of a

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<sup>69</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, Op.cit., 214

<sup>70</sup> Azhar Arsyad, Op.Cit., 127

variety of media formats in a given presentation or self-study program. Multimedia systems may consist of traditional media in combination or they may incorporate the computer as a display, device for text, pictures, graphics, sound, and video.<sup>71</sup>

Furthermore, according to Azhar Arsyad states that Multimedia is simply interpreted as more than one media. It can be a combination of text, graphics, animation, sound, and video. In this section a combination and combination of two or more types of media is emphasized on computer control as a driver of the overall combination of media. Thus, the meaning of multimedia that is generally known today is a variety of combinations of graphics, text, sound, video, and animation. This merger is a unit which together displays information, messages, or content of the lesson.

Information presented through this multimedia in the form of living documents, can be seen on the monitor screen or when projected onto a large screen through an overhead projector, and can be heard, seen by the movement (video or animation). Multimedia aims to present information in a form that is fun, interesting, be easy to understand, and clear. Information will be easy to understand because as much as possible the senses, especially the ears and eyes are used to absorb that information. Therefore, computer-based multimedia is very promising for its use in the field of education.<sup>72</sup>

### **2.11. Internets**

The internet is a frequently changing collection of millions of computer networks serving tens of millions of people around the world. Any individual on the internet can communicate with anyone else on the internet. Users can access any information, regardless of the type of computers to communicate with each other. The internet forms

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<sup>71</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, Op.Cit., 242

<sup>72</sup> Azhar Arsyad, Op.Cit., 127

the foundation of the information superhighway. This expanding network of cable, fibers, and telephone lines forms the physical structure of the electronic “universe” known as cyberspace, and delivers vast amounts of information directly to individuals at school, work, and home.<sup>73</sup>

According to Sutedjo in Sudiran states that Internet is a computer network that has the ability to access widely. In terms of media, the Internet can be used as a systematic supporting facility of instructional media. In the teaching-learning process, a lecturer can use a computer with all its programs to improve students’ learning achievement. Internet as part of the electronic media can be used to stimulate student interest in many subjects. Internet is a global communications network that uses computer as a tool to access information. The Internet also has wide connections between networks around the world. As a symbol of the information technology revolution, Internet has three characteristics: (1) It overcomes the obstacle between computer and other communication devices such as telephone, radio, satellite, and so on; (2) Communication data which are conveyed through the Internet generally in the form of text, sound, and images. All those data are processed directly and quickly; and (3) Accessing the Internet information uses the computer which is connected with an international network.

Teaching and learning activities in the classroom can be enriched by the presence of Internet. The use of Internet in the classroom will make the learning atmosphere more attractive and alive. It is because the Internet can provide a variety of information related to the learning materials. Its process is short, and its display is attractive. The information display in the form of text, images, and sounds that are interesting can stimulate the students’ curiosity. Learning driven by the high curiosity makes students enjoy. Enjoyable learning is the beginning of successful teaching and learning activities in the classroom. It

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<sup>73</sup> Robert Heinich, Michael Molenda, James D. Russell, Sharon E. Smaldino, Op.Cit., 263

is because feeling happy can motivate students to learn. Moreover, Feeling enthusiastic to learn makes the students not to get bored and tired to do their exercises.<sup>74</sup>

Internet helps students and teachers to compare and classify information, to induce and deduce ideas, to analyze errors, to abstract concepts, to analyze perspectives, to gather information, to work in teams, etc. The Internet is an excellent tool for locating the latest news not yet published. Information on the Internet has three characteristics that distinguish it from traditional classroom materials such as books, supplementary readings, videos and films. The information on the Internet is *extensive*, *dynamic* and *readily accessible*. Acknowledging these characteristics will provide a better understanding of the potential as well as the challenges this new instructional tool offers to instructors.

Unlike most traditional forms of classroom materials, information on the Internet exists in a medium that can be modified, revised or deleted with relative ease. Here lies its *dynamic* nature. Information is obtained immediately, inexpensively and without a great deal of effort. The *extensive, dynamic and accessible* nature of information on the Internet presents new challenges to the learner. Without adequate tools and strategies, students may become overloaded with information, unable to comprehend material written at different levels of complexity or they may become disorientated in countless links. In order to assess and evaluate the information received through the Internet we should focus our attention, think critically and attend to various chunks of information.<sup>75</sup>

### 3. Selection and Use of Available Instructional Media

Available Instructional media should be selected on the basis of how English lecturers enhance learning. This selection should be on the basis of their contribution in achieving the set lesson objectives according to the learners' level and ability. Selection is

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<sup>74</sup> Sudiran, *Students' Perception Towards the Use of Internet as Learning Media to Promote Reading Comprehension Skill*, (University of Muhammadiyah Malang, Malang, Indonesia: David Publishing, 2015), P. 686-687

<sup>75</sup> Vilma Tafani, Op.Cit., 91

based on how well media performs the intended task. According to Twoli et. al in Wamalwa Erastus Juma suggest that the following criteria in the selection on instructional media:

- a) That the best available material should be selected to realize a goal or lesson objective ensuring the materials make the learning situation more realistic and concrete,
- b) that the material should be appropriate for their age, intelligence, interests and experience of the learners and thus making learning easier and quicker hence ensuring that the material present information in an interesting manner,
- c) These materials should also supply a concrete basis for conceptual thinking and stimulate critical thinking while providing for integration of subject matter.
- d) The material should be physically or visually attractive in real color and neatness to present up to date information on the topic as being worth the time, expense and effort involved in its use.<sup>76</sup>

Furthermore, Criteria for Choosing the Instructional Media mentions by Reiser in Baidawi, according to him states that there are three factors which should be paid more attention by the instructors or here are English lecturers before choosing the instructional media. There are:

- a) Practicality

To provide and prepare the instructional media, sometimes the instructor/ English lecturers encountered difficulties so that they should think and look for the practical media which are easily available in the campus or in a shop if he/ she

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<sup>76</sup>Wamalwa Erastus Juma, Op. cit. P.20-21

wants to buy them. Besides, the instructor/English lecturers should the practicality to bring and to use them.

b) Students' characteristics

The students in the classroom are different so that it is important for the instructor/English lecturers to consider whether or not the media to be used are appropriate in light of the characteristics of the students' characteristic.

c) Instructional activities

Many kinds of instructional activities which could be designed by the instructor/English lecturers in order not to make students bored in following the activities. Therefore, different activities must be aided by different instructional media in order that the activities are varied and interesting to follow.<sup>77</sup>

#### **4. Functions of the Instructional Media**

There are many functions of instructional media in the teaching and learning process. According to Celce-Murcia in Amalia Hayati defined that Instructional Media helps instructors/English lectures to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Celce-Murcia also states the rational for using Instructional Media in the language classroom, they are:

- a) Instructional Media serves as an important motivator in the language teaching process.
- b) Instructional Media create a contextualized situation within which language items are presented and practiced.

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<sup>77</sup> Achmad Baidawi, Op. cit. P. 59

- c) Instructional Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.
- d) Instructional Media provide us with a way of addressing the needs of both visual and auditory learners.
- e) By bringing Instructional media into the classroom, instructors/English lecturers can expose their students to multiple input sources. Thus, while decreasing the risk of the students' becoming dependent on their teacher's dialect or idiolect, they can also enrich their language experiences.
- f) Instructional Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.
- g) Instructional Media provide teacher with a means of presenting material in a time efficient and compact manner, and simulating students' senses, thereby helping them to process information more readily.<sup>78</sup>

## 5. Advantages of using instructional Media in Instruction

Instructional Media can be used to support one or more of the following instructional activities. They are:

- 1) Gain attention. A picture on the screen, a question on the board, or music playing as students enter the room all serve to get the student's attention.

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<sup>78</sup> Amalia Hayati, *The Use of Puppets as Teaching Media to Teach Conversation for Young Learners (an Action Research of the Sixth Grade Students of SDN 4 Model Islam Gubug Grobogan in the Academic Year of 2008/2009)*, (Semarang: Unpublished Semarang State University: English Department Faculty of Languages and Arts, 2009), P. 14

- 2) Recall prerequisites. Use media to help students recall what they learned in the last class, so that new material can be attached to and built upon it.
- 3) Present objectives to the learners. Hand out or project the day's learning objectives.
- 4) Present new content. Not only can media help make new content more memorable, media can also help deliver new content (a text, movie, or video).
- 5) Support learning through examples and visual elaboration. One of the biggest advantages of media is to bring the world into the classroom when it is not possible to take the student into the world.
- 6) Elicit student response. Present information to students and pose questions to them, getting them involved in answering the questions.
- 7) Provide feedback. Instructional Media can be used to provide feedback relating to a test or class exercise.
- 8) Enhance retention and transfer. Pictures enhance retention. Instructional media help students visualize a lesson and transfer abstract concepts into concrete, easier to remember objects.

- 9) Assess performance. Instructional Media is an excellent way to pose assessment questions for the class to answer, or students can submit mediated presentations as classroom projects.<sup>79</sup>

### C. Speaking Class

#### 1. Definition of Speaking Class

Speaking is an interactive process to create a productive meaning that involves the producing, receiving and processing of information.<sup>80</sup> Speaking is the skill to use of language in way speech and not only as transferring messages but also as a communication to each other to give and receive an information. It is skill that express idea and feeling into oral form. Speaking is the ability that people have to communicate each other, people have language to deliver their speech, to tell somebody and also socialite in society. Moreover, Thornbury stated that speaking is one of the communication forms which involves people's oral interaction. It is the ability of someone in using his or her oral instrument in making communication to other people within a group and personal.<sup>81</sup>

Speaking is one of the skills that have to be mastered by students in learning English. Furthermore, class is a room where groups of students are taught. So, speaking class is where the instructors taught the students about speaking, in the hope that students in speaking class can speak in English, and be able to communicate with the other by using English. In addition, Richards states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English

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<sup>79</sup> Chapter 9 - Instructional Media: Chalkboards to Video, Op. cit. P. 104-105

<sup>80</sup> John Comings, Barbara Garner, and Cristine Smith, *Review of Adult Learning and Literacy*, (London: Taylor & Francis, 2006), P.124

<sup>81</sup> Thornbury, *How To Teach Speaking*, (Vermont, USA: Pearson education ESL., 2003), P. 1

fluently that can help them to easy communicate and also explore idea.<sup>82</sup> Speaking English well also helps students to access up to date information in any fields. And, the students have mastered all components of speaking skill in order to speak clearly and fluently.

Furthermore, according to Jeremy harmer there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities. Secondly, speaking task in which students try to use any or all of language they know provide feedback for both instructor (English lecturers) and students. And the last, students have opportunities to activate the various element of language they have stored in their brains, the more automatic their use of these elements become.<sup>83</sup>

Harmer explained getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task. In such situation, Harmer has explained that there are a number of things instructor (English lecturers) can do to help students, there were:

a. Preparation

The value of planning and rehearsal for speaking success, and students, too, will perform much better if they have chance to think about what they are going to say it. May involve just giving them quite time to think in their heads about how they will speak, or it may mean letting them practice dialogues in pairs before having to do anything more public.

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<sup>82</sup> Jack Richard, *Teaching Listening Speaking*, (Cambridge: Cambridge University, 2008), P. 19

<sup>83</sup> Harmer, J., *How to Teach English*, (England: Pearson Education Limited, 1998), P. 86

b. The value of repetition

Repetition has many beneficial effects. Each new encounter with a word or phrase helps to fix it in the student's memory. Repetition has other benefits it allows students to improve on what they did before. They can think about how to re-word things or just get a feel for how it sounds.

c. Big groups, small group

Grouping students has beneficial effects for students speaking. With pair tasks, students get enhance to speak and discuss the language in one-one. A major reason for reluctance of some students to take a part in speaking activities is that they find themselves having talk in front of a big group. A way counteracting this is by making sure that they get chances to speak and interact in smaller groups too.

d. Mandatory participation

Make sure that students are engage in task and manage students who sit back and let everyone else do the work. Mandatory participation also lies at the heart of jigsaw reading activities and story circle writing since both these and other similar activities only work when all the students take part.<sup>84</sup>

In addition, as Lubis stated that in order to guide the students of English as a foreign language class in real communication practice. The students can improve their speaking achievement by using English in their everyday lives.<sup>85</sup> They are two

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<sup>84</sup> Ibid, P. 345

<sup>85</sup> Yusnaini Lubis, *Developing Communicate Proficiency in the English as a Second Language (EFL) Class*, (Jakarta: DIKTI, 1998), P. 2

approaches in teaching speaking namely controlled or guided and free speaking. The controlled or guided speaking, it means that the English instructor (English lecturers) controls speaking activities. According to Littlewood the techniques for controlled practice can be adapted so that the learner is helped to relate language forms to their potential functional and or social meaning.<sup>86</sup> According to Widdowson states that speaking skill is active productive skill. It is the way in which language is realized in communication function. It means that in teaching speaking the students should talk a lot and the instructor (English lecturers) has to give opportunity for the students to communicate each others as much as possible by using target language. In this case instructor (English lecturers) should motivate how the students can enlarge their imagination to speak up.<sup>87</sup> Furthermore, in free speaking, the students are to express their idea in their own sentences. As Lubis states that the students are eager to converse in the language, and conversation practice therefore assumes primary importance in their learning experience.<sup>88</sup>

So, from the statements above, it can be concluded that in speaking class there are various ways or technique that may be the English lecturers in effort to improve the speaking achievement and make the students have chance to converse with other people or be able to interact in many situation through the language in people around the world, like discussed above that one way is the English lecturers implemented many activities in speaking classroom, to implemented it the English lecturers can be used the instructional media.

## 2. The Roles of Students in Learning Speaking

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<sup>86</sup> William, Littlewood, *Foreign and Second Language Learning*, (Cambridge: Cambridge University Press, 1967), P. 7

<sup>87</sup> H.G. Widdowson, *Testing Language as Communication*, (New York: Oxford University, 1984), P. 27

<sup>88</sup> Yusnaini Lubis, Op.Cit., P.10

According to Brown in Bahadorfar and Omidvar point out that there are some categories that can be used as the role of learners in developing speaking skills in the classroom, as following:

- a. Intensive - It goes one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspects of language.
- b. Responsive - It consists of short replies to teacher-or student-initiated questions or comments.
- c. Transactional (dialogue) - Transactional language, carried out for the purposes of conveying or exchanging specific information, is an extended form of responsive language.
- d. Interpersonal (dialogue) - It carried out more the purpose of maintaining social relationships than for the transmission of a fact and information. These conversations are little trickier for learners because they can involve some or all of the following factors – a casual register, colloquial language, emotionally charged language, slang and sarcasm.
- e. Extensive (monolog) - Here the register is more formal and deliberative. It can be planned or impromptu.<sup>89</sup>

#### **D. Review of Related Findings**

There are some related researches that had been done before, especially about instructional media: the first is “students’ perceptions on the video project in their speaking class: a study of 11<sup>th</sup> grade of SMAN 1 Kasihan students” by Riski Aninda

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<sup>89</sup> Maryam Bahadorfar and Reza Omidvar, *Technology in Teaching Speaking Skill*, (India: Acme International Journal of Multidisciplinary Research, 2014), P. 10

Sari. The aimed of this study was to find out the students perceptions on the video project in their speaking class. In this study there was one research problem, it was what the students' perceptions on the video project are in their speaking class. The method of this research was a survey research. This research was conducted in SMAN Kasihan and the participants were eleventh (11<sup>th</sup>) social two students. The data of this study were obtained by using questionnaire and interview. The result from questionnaire of this study showed that most of the students had good perceptions on the video project. They thought that a video project helped them to train their speaking skills. Through a video project, the students were motivated to give the best result in the project. And, the result from interview of this study showed that a video project helped them to realize their mistake, so that they could overcome those mistakes to be the better speakers. The researcher in research concluded that a video project was appropriate to be applied in English class.

The second finding is Adisti Pramestiya with the entitled "Students' perception on the use of PowerPoint in public speaking classes". The aimed of this study was to point out the students' point of view on the use of PowerPoint in teaching and learning process, especially in public speaking class. In this research the method was using quantitative method. The data of the research obtained through questionnaire to the students in public speaking class. In this study, the participants were 55 students of public speaking class from group A until group E. The result of this study showed that students' of public speaking classes like PowerPoint better than audio-visual aids to be used by teachers in teaching learning process. And, the result of this research have shown that PowerPoint could make the teaching process in class interesting, increase the students' motivation and make teacher more efficient in using time to deliver the material.

Based on the related studies above, the researcher states that this research is different. It will be seen clearly the differences in what the research examined in this study. All of the findings above were just focused on students' perception of one area of the instructional media, but in this research, the researcher includes students' perception on several of the instructional media based on Heinich *et al* book. Furthermore, the theories in terms of so many differences were found. Object and analyzes the data used are also very different. The first research focused in "students' perceptions on the video project in their speaking class". The second research focused in "Students' perception on the use of PowerPoint in public speaking classes". And, in this research, the researcher focused in students' perception of the instructional media used by the English lecturers in speaking class.

## CHAPTER III

### METHODOLOGY

#### A. The Research Design

This research is designed as a mixed-methods. Mixed methods involved the use of both quantitative and qualitative methods in a single study.<sup>90</sup> According to Creswell, quantitative study as a type of study which is explaining phenomena by collecting the numerical data that are analyze using mathematically based methods.<sup>91</sup> While qualitative was concerned with developing explanations of social phenomena. It described phenomena as they naturally.<sup>92</sup> It means that mixed-methods was a research which combined between qualitative and quantitative methods by analysis of data was presented in number form and displayed in explanations form. In this research, the researcher tries to give description about types and students' perception of the Instructional Media used by the English lecturers in speaking class.

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<sup>90</sup> Jack R. Fraenkel , and Norman E. Wallen, *How to Design and Evaluate research in education* (7<sup>th</sup> Ed.), (New York, NY: McGraw-Hill, Inc, 2009), P. 557

<sup>91</sup> Ibid

<sup>92</sup> Anne Lacey, and Donna Luff, *Trent Focus for Research and Development in Primary Health Care: Qualitative Data Analysis*, (Trent Focus, 2001), P. 2

## B. Subject of the Research

### 1. Population

The definitions of population were given in many books. According to Arikunto said that Population is a set (or collection) of all elements possessing one or more attributes of interest.<sup>93</sup> Moreover, Fraenkel and Wallen mentions that a population is the group to which the results of the study are intended to apply.<sup>94</sup> So, the population is totality subject of the research which has the specific requirement to apply in the research. And, Population in this research is the whole English students of third, fifth and seventh semester of the English study program at IAIN Curup which get speaking subject. There were seven classes involved, and can be seen on the following table:

Table 3.1  
Population

No	Class	Total
1	TBI VII A	13
2	TBI VII B	16
3	TBI V A	27
4	TBI V B	24
5	TBI III A	18
6	TBI III B	16
7	TBI III C	25
TOTAL		139

*Source: Documentation of English Tadris Study Program IAIN Curup*

<sup>93</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), cet. 15, P. 173

<sup>94</sup> Jack R Fraenkel, and Norman E. Wallen, *Op. cit.* P. 90

Based on the table above, the numbers of the population of this are 139 English students.

## 2. Sample

According to Dawson, sampling is the more manageable number of people to take part in the research.<sup>95</sup> In addition, Fraenkel and Wallen mentions that sample is the group to which the information of the study is obtained.<sup>96</sup> Meanwhile, according to Sugiyono said that the sample is a part of a number and characteristic owned by the population.<sup>97</sup> So, the researcher concluded that sample is part of representative of population which is researched. Then, taking sample from population is frequently called in technical term as “sampling”.<sup>98</sup>

Furthermore, according to Suharsimi Arikunto, He said that if the population is less than 100, it is better for us take all of the population as a sample, but if the populations are more than 100 we take from population 10%-15% or 20%-25 % more use as sample.<sup>99</sup> In this research, the populations are more than 100 persons. So, the researcher will take 25% of the population as a sample. Here, the researcher use technique of random sampling to take a sample, technique of random

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<sup>95</sup> Catherine Dawson, *Practical Research Methods a User-Friendly Guide to Mastering Research Techniques and Projects*, (United Kingdom : How to Books Ltd, 2002), P. 47

<sup>96</sup> Jack R. Fraenkel , and Norman E. Wallen, Loc. Cit.

<sup>97</sup> Sugiyono, *Metode penelitian kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2012), P. 81

<sup>98</sup> Ibid

<sup>99</sup> Suharsimi Arikunto, *Manajemen Pendidikan*, (Jakarta: RinekaCipta, 2009), P. 112

sampling is a technique to take a sample where all individual of the population have some chance to be chosen as member of sample.<sup>100</sup>

Based on the statement above the researcher will take 25% of the population as a sample because the numbers of population are more than 100 persons there are 139, so the researcher will take 34 students from class randomly. However, the subject of be collected to find out types of instructional media used by the English lecturers in speaking class at IAIN Curup.

Table 3.2

The number of sample

No	Class	Population	Sample (25%)
1	TBI VII A	13	3
2	TBI VII B	16	4
3	TBI V A	27	7
4	TBI V B	24	6
5	TBI III A	18	4
6	TBI III B	16	4
7	TBI III C	25	6
Total		139	34

So, there are 34 respondents of questionnaire that the researcher will investigates to find out types of the instructional media used by the English lecturers in speaking class, and the 10 representative respondents of the questionnaire from class randomly will interviewed by the research to get the data about the students' perception of the Instructional Media used by the English lecturers in speaking class.

<sup>100</sup> Amirul Hadi and Haryono, *Metode Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1990), P.198

### C. Techniques of Collecting Data

In research, the data are the power, so they are important in a research. Without collecting for the data, there are no researchers. In collecting the data, it must be valid and give the true information. To collect the data the researcher uses Questionnaire and interview.

#### 1. Questionnaire

Questionnaire is one of techniques of collecting data by respondent.<sup>101</sup> Furthermore, according to Danim Sudarman states that Questionnaire is one of group of written questions on paper or the other and given to the respondents to be answering without any intervention from the researcher.<sup>102</sup> In this research, Questionnaire was very important to get more detail data for those one research questions. Furthermore, the respondents could have more time to fulfill it. According to Sugiyono states that questionnaire can be open-ended or close-ended.<sup>103</sup> Open-ended questionnaire is a list of questions that there is no standard answer to these questions, and the data analysis is more complex.<sup>104</sup> It means that the respondents need to write the answer in answer sheet, and then give the explanation related to the question. Furthermore, close-ended questionnaire is used to generate statistics in quantitative research. As these Questionnaire follow a set format, and as most can be scanned straight into a computer for ease of analysis, greater numbers

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<sup>101</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rhineka Cipta, 2002), P.214

<sup>102</sup> Danim Sudarwan, *Menjadi Penelitian Kualitatif*, (Bandung: Pustaka Setia, 2002), P. 138

<sup>103</sup> Sugiyono, *Statiska Untuk Penelitian*, (Jakarta: Rineka Cipta, 1998), P.199

<sup>104</sup> Catherin Dawson, *Practical Research Method*, (United Kingdom: Deer Park Production, 2002), P. 88

can be produced.<sup>105</sup> So, the respondents only give the checklist in the provided answer.

In this research, the researcher used one questionnaire to answer one research questions. The format of questionnaire in this research is closed ended. It means that respondents answered the question based on the answers provided that has been prepared by the researcher. Moreover, according to Dawson mentions there are some advantages of using closed-ended questionnaire:

- a) Tend to be quicker for the researcher to record responses.
- b) Often easier and quicker for the researcher to record responses.
- c) Tend to be easy to code
- d) Respondents can only answer in a predefined way
- e) New issues cannot be raised
- f) It is quick and easy for respondents to tick boxes, might be more likely to answer all the questions.<sup>106</sup>

In conclusion, the using of questionnaire in this research was closed-ended questionnaire in order to point out types of the instructional media used by the English lecturers in speaking class.

## 2. Interview

One of the substantial techniques of qualitative research in collecting data is interview. Interview is a question-answer activity between one person and

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<sup>105</sup> Ibid, P. 88

<sup>106</sup> Catherine Dawson, Loc. Cit.

another person. Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person. In addition, Esteborg in Sugiyonos' book says that interview is a meaning of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about particular topic.<sup>107</sup>

Interview is used to get information from students to know the students' perception of the instructional media used by the English lecturers in speaking class. According Sugiyono that interview is directly communication between researcher and sample.<sup>108</sup> Interview will be done by using the guidelines of interview and also using tape recorder for taken the result interview. To do this interview, the researcher used tape recorder. Catherine said the advantages of using tape recorder are:<sup>109</sup>

- 1) Can concentrate on listening to what they say.
- 2) Able to maintain eye contact
- 3) Have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewee

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<sup>107</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D)*, (Bandung: Alfabeta, 2002), P. 18

<sup>108</sup> *Ibid.*, P. 66

<sup>109</sup> *Ibid.*, P.174.

- 4) Have plenty of useful for report. The recorder data will be changes into written transcript text.

#### D. Research Instruments

Instrument is a tool or facility that is used to the researcher to collect the data.<sup>110</sup> It means that the research instrument helped the researcher to get the information needed that related to the research. The using of research instrument lead the researcher in gathering the information or data needed that related to this research. In this research, the researcher used instruments for helping the complete the data. The research instruments here are:

##### 1. Questionnaire

In this research, the researcher used close questionnaire to know types of the instructional media used by the English lecturers in speaking class by using likert scale, there are five options that respondents can choose, they are Always (A), Often (O), Sometimes (S), Rarely (R), and Never (N). It was following:

Table 3.3  
Questionnaire

No.	Variable	Indicators	Statements	Responses				
				A	O	S	R	N
	Types of media used	1). Using Visual media	1). English lecturers use Photograph in speaking class					

<sup>110</sup> Suharsimi Arikunto, Op. Cit, P. 136

			2). English lecturers use Illustrations from Books in speaking class					
			3). English lecturers use Drawings in speaking class					
			4). English lecturers use Posters in speaking class					
			5). English lecturers use Graphs & Charts in speaking class					
			6). English lecturers use Power-Point Slide in speaking class					
			7). English lecturers use Digital Images in speaking class					
			8). English lecturers use Liquid Crystal Display (LCD/In-focus) in speaking class					
		2). Using Text media	9). English lecturers use Text Media Displayed at Book in speaking class					
			10). English lecturers use Text Media Displayed at Whiteboard in speaking class					
			11). English lecturers use Text Media Displayed at Computer Screen in speaking class					
		3). Using Motion media	12). English lecturers use Animation in speaking class					
		4). Using People media	13). English lecturers use People media in speaking class					

		5). Using video	14). English lecturers use Video in speaking class					
		6). Using Audio media	15). English lecturers use Cassette Audiotapes in speaking class					
			16). English lecturers use Records in speaking class					
		7). Manipulatives media	17). English lecturers use Tools (Things) in speaking class					
		8). Using Printed media	18). English lecturers use Textbooks in speaking class					
			19.) English lecturers use Novel in speaking class					
			20). English lecturers use Poetry in speaking class					
			21). English lecturers use Drama in speaking class					
			22). English lecturers use Articles in speaking class					
			23). English lecturers use Academic Journal in speaking class					
			24). English lecturers use Newspapers in speaking class					
			25). English lecturers use Magazines in speaking class					
		9). Using Computer/ Laptop	26). English lecturers use Computer/Laptop in speaking class					
		10). Using Multimedia	27). English lecturers use Multimedia in speaking class					
		11). Using Internets	28). English lecturers use Internets in speaking class					

## 2. Interview guidance

The interview questions are semi structure interviews the students give free answer that has relation with in interview guidance. A semi structured interview is a method of research used in the social science. A semi structure interview is flexible, allowing, new questions to be brought up during the interview as a result of what the interview says. The interview in a semi structured interview generally has a framework of themes to be explored. The researcher choice this interview because researcher need more information about students' perception of Instructional Media used by the English lecturers in speaking class. Before do research interview the researcher must make a question about this research in the paper after that, researcher do the interview.

Table 3.4  
Semi structured Interview

Theories	Variable	Indicators	Sub indicators	Questions
Students' perception of the Instructional Media	Types of media used	1). Using Visual Media	1). English lecturers use Visual Media in speaking class	Does your English lecturers use some Visual Media in speaking class? What do you think about that? Is it effectives for your speaking skill? Why?
		2). Using Text Media	2). English lecturers use Text Media in speaking class	Does your English lecturers use some Text Media in speaking class? What do you think about that? Is it effectives for your speaking skill? Why?
		3).Using Motion Media	3). English lecturers use Motion Media in speaking class	Does your English lecturers use Motion Media in speaking class? What do you think about that? Is it

			effectives for your speaking skill? Why?
		4). Using People Media	4). English lecturers use People Media in speaking class Does your English lecturers use People Media in speaking class? What do you think about that? Is it effectives for your speaking skill? Why?
		5). Using Video	5). English lecturers use Video in speaking class Does your English lecturers use Video in speaking class? What do you think about that? Is it effectives for your speaking skill? Why?
		6). Using Audio Media	6). English lecturers use Audio Media in speaking class Does your English lecturers use some Audio Media in speaking class? What do you think about that? Is it effectives for your speaking skill? Why?
		7). Using Manipulatives Media	7). English lecturers use Manipulatives Media in speaking class Does your English lecturers use Manipulatives Media in speaking class? What do you think about that? Is it effectives for your speaking skill? Why?
		8). Using Printed Media	8). English lecturers use Printed Media in speaking class Does your English lecturers use some Printed Media in speaking class? What do you think about that? Is it effectives for your speaking skill? Why?
		9). Using Computer/Laptop	9). English lecturers use Computer/Laptop in speaking class Does your English lecturers use Computer/Laptop in speaking class? What do you think about that? Is it effectives for your speaking skill? Why?
		10). Using Multimedia	10). English lecturers use Multimedia in speaking class Does your English lecturers use Multimedia in speaking class? What do you think about that? Is it effectives for your speaking skill? Why?
		11). Using Internets	11). English lecturers use Internets in speaking class Does your English lecturers use Internets in speaking class? What do you think

			speaking class	about that? Is it effective for your speaking skill? Why?
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### **E. Expert Validity**

According to Sugiyono states that the validity of instrument means that the instrument used for collecting data is valid.<sup>111</sup> In these instruments of the research, the researcher wants to get valid the instruments that are used to collect the data. In addition, to decide whether the test used were valid or not, the researcher used the construct validity to measure the test.

To decide whether the test were valid or not, the researcher used validity expert. After made the instruments, the questionnaire was validated by expert. In this study there were two validation experts, which were professionals lecturers in IAIN Curup. They were Mr. Paidi Gusmuliana, M.Pd, and Mrs. Masita Aranie, M.Pd. The researcher gave the instruments to validation experts to get the comments and feedbacks. There were five points stated in expert validation form: Appropriateness of indicators, number of the question items, the appropriateness of distracters, the language used in the questionnaire and interview items and appropriateness of the questionnaire and interview accuracy.

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<sup>111</sup> Sugiyono, Op. cit. P. 173

## F. Techniques of Analysis Data

### 1. The data from questionnaire

The close from question procedure has few steps as follow:<sup>112</sup>

- a. The first step is preparing, the researcher checked whether the questionnaire answers by the respondents were complete and whether the contents of questionnaire for each sheet were incomplete.
- b. The second steps were the researcher make questionnaire. The questions in questionnaire is related to the theory of the theory of the types of English teaching media can be used in the classroom. After making questionnaire, the researcher asks the lecturer to validate the instrument.
- c. The third were the researcher distributes the questionnaire and ask the subject to fill it.
- d. The fourth steps were the researcher accounted the score of total frequency was divided with the total questions. It is used to get types of the instructional media used by the English lecturers in speaking class. The formula was described as follow:

$$X = ((f A \times 4) + (f O \times 3) + (f S \times 2) + (f R \times 1) + (f N \times 0))$$

Where:

F : Frequency

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<sup>112</sup> C. Robson, *Real World Research: A Resource for Users of Social Research Methods in Applied Settings (3<sup>rd</sup> Ed.)*, (Chichester: John Wiley, 2011)

A : Always

S : Sometimes

R : Rarely

N : Never

In scoring, the researcher counted the number of students given answer in the item based on the questionnaire.

- e. The fifth steps were the researcher accounted the percentage of each items of questionnaire based on the students answer in questionnaire.

It follows the formula:

$$P = \frac{\Sigma \text{Score}}{\text{Max Score}} \times 100\%$$

Where:

P : Percentage

Score : Total score

Max Score: Maximum score

- f. After counting the percentage each items, then the researcher accounting the total percentage of each indicators by using the formula:

$$\frac{\text{Total score each items}}{\text{Maximum score} \times \text{items of each indicator}} \times 100\%$$

- g. After knowing the percentage of each items and indicators, then the researcher consulted that percentage based on the criteria used as Riduwan figure to know the level of instructional media used in speaking class, the criterion as the table in the following.

Table 3.5

The category of the instructional media used

Percentage	Category
81%-100%	Very high
61%-80%	High
41%-60%	Fair
21%-40%	Low
0%-20%	Very low

*Source: Riduwan*

- h. For the level used of each indicator, the researcher put in the right order based on the very high used until the very low used of types of the instructional media in speaking class.
2. The data from interview

After the data was collected from the techniques for collecting data is interview, the researcher continued to analyze the data. Creswell states that for analyzing qualitative data, the researcher can do data managing, reading/memoing, describing, classifying, interpreting and representing the findings in a written report.<sup>113</sup> For analyzing the data in this research, the researcher did these steps:

- a. Managing

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<sup>113</sup> John W. Creswell, *Research Design*, (California : SAGE Publications, 2014), P. 247

Before the data from observation and interview were read and able to be interpreted, they were managed by envisioning what the data from interview of the research looked like. The researcher divided the data based on the sources. From interview data were saved in other folders. Besides that, the folders of the data were also divided by the data in which data were gotten.

b. Reading / Memoing

After managing the data, the researcher read the data from interview with using the result of interview. The researcher read the data that has been obtained about students' perception of the instructional media used by the English lecturers in speaking class.

c. Classifying

Classifying data was done after reading the data of interview. The data classified based on the types of the instructional media used by the English lecturers in speaking class.

d. Describing

As this research name suggests, the data were analyzed by using words or pictures. In order that, describing data was done by using word in which it was to describe the data that had been classified based on the types. Besides that, the researcher described the students' perception of the instructional media used by the English lecturers in speaking class.

e. Interpreting

Data interpreting continuous after data collection, analysis and interpretive stage of a study, interpretation is also a part of process of writing the result of the study. Interpreting is the reflective and explanatory aspect of dealing with studies data.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. RESEARCH FINDINGS**

For ensuring the information of types of the Instructional Media used by the English lecturers in speaking class, the researcher investigates of 34 respondents by using close-ended questionnaire. And, to know how the students' perception of the Instructional Media used by the English lecturers in speaking class, the researcher did interview with the representatives of respondents from questionnaire, they were 10 respondents that the researcher interviewed to get the data.

##### **1. Types of the Instructional Media used by the English lecturers in speaking class**

To know types of the Instructional Media used by the English lecturers in speaking class, the researcher used close-ended questionnaire, which was distributed to 34 respondents. The questionnaire consists of 11 indicators, which contains are 28 items. The respondents should choose of five alternative responses for each item: always, often, sometimes, rarely, and never. Furthermore, the students respond on the types of the Instructional Media used by the English lecturers in speaking class can be seen in the following table:

Table 4.1  
 Percentage of types of the Instructional Media Used by the English lecturers in  
 speaking class

No. indicators	No. Items	Options					Score	Percentage (%)	Total percentage each indicator
		A/4	O/3	S/2	R/1	N/0			
		F	F	F	F	F			
1	1.	-	18	10	6	-	80	58.82 %	51.3%
	2.	-	15	12	5	2	74	54.41 %	
	3.	-	6	13	2	13	46	33.82 %	
	4.	-	3	15	10	6	49	36.03%	
	5.	-	-	-	5	29	5	3.73 %	
	6.	17	12	5	-	-	114	83.82 %	
	7.	5	10	14	5	-	83	61.03 %	
	8.	10	19	5	-	-	107	78.67 %	
2	9.	-	5	10	10	9	45	33.09 %	37.25 %
	10.	-	2	9	10	13	34	25 %	
	11.	5	5	16	6	2	73	53.68 %	
3	12.	-	7	10	10	7	58	42.65 %	42.65 %
4	13.	3	19	8	4	-	89	65.44 %	65.44 %
5	14.	10	15	9	-	-	103	75.73 %	75.73 %
6	15.	-	-	-	-	34	0	0 %	23.53 %
	16.	-	8	16	8	2	64	47.06 %	
7	17.	2	7	16	4	5	65	47.79 %	47.79 %
8	18.	-	-	10	13	11	33	24.3 %	14.52 %
	19.	-	-	2	9	23	13	9.56 %	
	20.	-	-	-	10	24	10	7.35 %	
	21.	-	-	6	8	20	20	14.71 %	
	22.	-	10	10	8	6	58	42.65 %	
	23.	-	-	5	7	22	17	12.5 %	
	24.	-	-	-	2	32	2	1.47 %	
25.	-	-	-	5	29	5	3.67 %		
9	26.	22	11	1	-	-	123	90.44 %	90.44 %
10	27.	20	13	1	-	-	121	88.97 %	88.97 %
11	28.	-	8	9	12	5	54	39.71 %	39.71 %

On the table, the researcher used frequency (F) as a number of students' frequency in choosing the one option (for item 1, there are Nihil students choose always, 18 students choose often, 10 students choose sometimes, 6 students choose rarely, Nihil student choose never. Percentage (%) is the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100 %. For example, the data shows that the score for the item 1 is  $X = ((f\ 0 \times 4) + (f\ 18 \times 3) + (f\ 10 \times 2) + (f\ 6 \times 1) + (f\ 0 \times 0) = 80$ . Thus, the maximum score of the questionnaire is  $34 \times 4 = 136$ . The percentage is  $P = \frac{80}{136} \times 100\% = 58.82\%$ .

After knowing the percentage of each items and indicators, then the researcher categorized that percentage based on the level category used. The criteria of level category use can be seen in the following table:

Table 4.2

The level category used of the instructional media

Percentage	Category
81%-100%	Very high used
61%-80%	High used
41%-60%	Fair used
21%-40%	Low used
0%-20%	Very low used

Furthermore, the researcher divided the table to classify the result of the data in each items based on each category. There were can be seen in the tables below, as follow:

Table 4.3

Percentage of Visual Media used by the English lecturers in speaking class

No.	Indicator	Statement items	Options					Score	Percentage (%)
			A/4	O/3	S/2	R/1	N/0		
			F	F	F	F	F		
1.	Using Visual Media	English lecturers use Photographs in speaking class	-	18	10	6	-	80	58.82 %
		English lecturers use Illustrations from Books in speaking class	-	15	12	5	2	74	54.41 %
		English lecturers use Drawings in speaking class	-	6	13	2	13	46	33.82 %
		English lecturers use Posters in speaking class	-	3	15	10	6	49	36.03%
		English lecturers use Graphs & Charts in speaking class	-	-	-	5	29	5	3.73 %
		English lecturers use PowerPoint Slide in speaking class	17	12	5	-	-	114	83.82 %
		English lecturers use Digital Images in speaking class	5	10	14	5	-	83	61.03 %
		English lecturers use Liquid Crystal Display (LCD/In-focus) in speaking class	10	19	5	-	-	107	78.67 %

The table shows the frequencies and the percentages of each item of the indicator. From the table above, for the first indicator (using visual media) there were eight items. And, for item number 1 (English lecturers use Photographs in speaking class), Nihil of student choose always, 18 of students choose often, 10 of students choose sometimes, 6 of students choose rarely, and 1 student choose never. The percentages the score is  $X = ((f 0 \times 4) + (f 18 \times 3) + (f 10 \times 2) + (f 6 \times 1) + (f 0 \times 0)) = 80$ . The percentage is  $P = \frac{80}{136} \times 100 \% = 58.82 \%$ . So, it indicates that the English lecturers use Photographs in speaking class is fair used.

For item number 2 (English lecturers use Illustrations from Books in speaking class), Nihil of student choose always, 15 of students choose often, 12 of students choose sometimes, 5 of students choose rarely, and 2 student choose never. The percentages the score is  $X = ((f 0 \times 4)$

+ (f 15x3) + (f 12x2) + (f 5x1) + (f 2x0) = 74. The percentage is  $P = \frac{74}{136} \times 100 \% = 54.41 \%$ . So, it indicates that English lecturers use Illustrations from Books in speaking class is fair used.

The item number 3 (English lecturers use Drawings in speaking class), Nihil of student choose always, 6 of students choose often, 13 of students choose sometimes, 2 of students choose rarely, and 13 student choose never. The percentages the score is  $X = ((f 0x4) + (f 6x3) + (f 13x2) + (f 2x1) + (f 13x0) = 46$ . The percentage is  $P = \frac{46}{136} \times 100 \% = 33.82 \%$ . So, it indicates that the English lecturers use Drawings in speaking class is low used.

The item number 4 (English lecturers use Posters in speaking class), Nihil of student choose always, 3 of students choose often, 15 of students choose sometimes, 10 of students choose rarely, and 6 student choose never. The percentages the score is  $X = ((f 0x4) + (f 3x3) + (f 15x2) + (f 10x1) + (f 6x0) = 49$ . The percentage is  $P = \frac{49}{136} \times 100 \% = 36.03 \%$ . So, it indicates that the English lecturers use Posters in speaking class is low used.

The item number 5 (English lecturers use Graphs & Charts in speaking class), Nihil of student choose always, Nihil of students choose often, Nihil of students choose sometimes, 5 of students choose rarely, and 29 student choose never. The percentages the score is  $X = ((f 0x4) + (f 0x3) + (f 0x2) + (f 5x1) + (f 29x0) = 5$ . The percentage is  $P = \frac{5}{136} \times 100 \% = 3.73 \%$ . So, it indicates that the English lecturers use Graphs & Charts in speaking class is very low used.

The item number 6 (English lecturers use PowerPoint Slide in speaking class), 17 of student choose always, 12 of students choose often, 5 of students choose sometimes, Nihil of students choose rarely, and Nihil student choose never. The percentages the score is  $X = ((f 17x4) + (f 12x3) + (f 5x2) + (f 0x1) + (f 0x0) = 114$ . The percentage is  $P = \frac{114}{136} \times 100 \% = 83.82$

%. So, it indicates that the English lecturers use PowerPoint Slide in speaking class that is very high used.

The item number 7 (English lecturers use Digital Images in speaking class), 5 of student choose always, 10 of students choose often, 14 of students choose sometimes, 5 of students choose rarely, and Nihil of student choose never. The percentages the score is  $X = ((f\ 5 \times 5) + (f\ 10 \times 4) + (f\ 14 \times 3) + (f\ 5 \times 2) + (f\ 0 \times 1) = 83$ . The percentage is  $P = \frac{83}{136} \times 100\% = 61.03\%$ . It indicates that the English lecturers use Digital Images in speaking class is high used.

The item number 8 (English lecturers use Liquid Crystal Display (LCD/In-focus) in speaking class), 10 of student choose always, 19 of students choose often, 5 of students choose sometimes, Nihil of students choose rarely, and Nihil student choose never. The percentages the score is  $X = ((f\ 10 \times 4) + (f\ 19 \times 3) + (f\ 5 \times 2) + (f\ 0 \times 1) + (f\ 0 \times 0) = 107$ . The percentage is  $P = \frac{107}{136} \times 100\% = 78.67\%$ . It indicates that the English lecturers use Liquid Crystal Display (LCD/In-focus) in speaking class is high used.

Table 4.4

Percentage of Text media used by the English lecturers in speaking class

No.	Indicator	Statement items	Options					Score	Percentage (%)
			A/4	O/3	S/2	R/1	N/0		
			F	F	F	F	F		
2.	Using Text media	English lecturers use Text Media Displayed at Book in speaking class	-	5	10	10	9	45	33.09 %
		English lecturers use Text Media Displayed at Whiteboard in speaking class	-	2	9	10	13	34	25 %
		English lecturers use Text Media Displayed at Computer/Laptop Screen in speaking class	5	5	16	6	2	73	53.68 %

The table shows the frequencies and the percentages of each item of the indicator. From the table above, for the second indicator (Using Text media) there were three items. And, for the item number 9 (English lecturers use Text Media Displayed at Book in speaking class), Nihil of student choose always, 5 of students choose often, 10 of students choose sometimes, 10 of students choose rarely, and 9 student choose never. The percentages the score is  $X = ((f 0 \times 4) + (f 5 \times 3) + (f 10 \times 2) + (f 10 \times 1) + (f 9 \times 0) = 45$ . The percentage is  $P = \frac{45}{136} \times 100 \% = 33.09 \%$ . It indicates that the English lecturers use Text Media Displayed at Book in speaking class is low used.

The item number 10 (English lecturers use Text Media Displayed at Whiteboard in speaking class), Nihil of student choose always, 2 of students choose often, 9 of students choose sometimes, 10 of students choose rarely, and 13 student choose never. The percentages the score is  $X = ((f 0 \times 4) + (f 2 \times 3) + (f 9 \times 2) + (f 10 \times 1) + (f 13 \times 0) = 34$ . The percentage is  $P = \frac{34}{136} \times 100 \% = 25 \%$ . It indicates English lecturers use Text Media Displayed at Whiteboard in speaking class is low used.

The item number 11 (English lecturers use Text Media Displayed at Computer/Laptop Screen in speaking class), 5 of student choose always, 5 of students choose often, 16 of students choose sometimes, 6 of students choose rarely, and 2 student choose never. The percentages the score is  $X = ((f 5 \times 4) + (f 5 \times 3) + (f 16 \times 2) + (f 6 \times 1) + (f 2 \times 0) = 73$ . The percentage is  $P = \frac{73}{136} \times 100 \% = 53.68 \%$ . It indicates that the English lecturers use Text Media Displayed at Computer/Laptop Screen in speaking class is fair used.

Table 4.5

Percentage of Motion media used by the English lecturers in speaking class

No.	Indicator	Statement items	Options					Score	Percentage (%)
			A/4	O/3	S/2	R/1	N/0		
			F	F	F	F	F		
3.	Using Motion media	English lecturers use Animation in speaking class	-	7	10	10	7	58	42.65 %

The table shows the frequencies and the percentages of each item of the indicator. From the table above, for the third indicator (Using Motion media) there was only one item. And, the item number 12 (English lecturers use Animation in speaking class), Nil of student choose always, 7 of students choose often, 10 of students choose sometimes, 10 of students choose rarely, and 7 student choose never. The percentages the score is  $X = ((f 0 \times 4) + (f 7 \times 3) + (f 10 \times 2) + (f 10 \times 1) + (f 7 \times 0)) = 58$ . The percentage is  $P = \frac{58}{136} \times 100 \% = 42.65 \%$ . It indicates that the English lecturers use Animation in speaking class is fair used.

Table 4.6

Percentage of People media used by the English lecturers in speaking class

No.	Indicator	Statement items	Options					Score	Percentage (%)
			A/4	O/3	S/2	R/1	N/0		
			F	F	F	F	F		
4.	Using People media	English lecturers use People media in speaking class	3	19	8	4	-	89	65.44 %

The table shows the frequencies and the percentages of each item of the indicator. From the table above, for the fourth indicator (Using People media) there was only one item. And, the item number 13 (English lecturers use People media in speaking class), 3 of student choose always, 19 of students choose often, 8 of students choose sometimes, 4 of students choose rarely, and Nil student choose never. The percentages the score is  $X = ((f 3 \times 4) + (f 19 \times 3) + (f 8 \times 2) +$

$(f_{4 \times 1}) + (f_{0 \times 0}) = 89$ . The percentage is  $P = \frac{89}{136} \times 100\% = 65.44\%$ . It indicates that the

English lecturers use People media in speaking class is high used.

Table 4.7

Percentage of Video used by the English lecturers in speaking class

No.	Indicator	Statement items	Options					Score	Percentage (%)
			A/4	O/3	S/2	R/1	N/0		
			F	F	F	F	F		
5.	Using video	English lecturers use Video in speaking class	10	15	9	-	-	103	75.73 %

The table shows the frequencies and the percentages of each item of the indicator. From the table above, for the fifth indicator (Using video) there was only one item. And, the item number 14 (English lecturers use Video in speaking class), 10 of student choose always, 15 of students choose often, 9 of students choose sometimes, Nihil of students choose rarely, and Nihil student choose never. The percentages the score is  $X = ((f_{10 \times 4}) + (f_{15 \times 3}) + (f_{9 \times 2}) + (f_{0 \times 1}) + (f_{0 \times 0}) = 103$ . The percentage is  $P = \frac{103}{136} \times 100\% = 75.73\%$ . It indicates that the English lecturers use People media in speaking class is high used.

Table 4.8

Percentage of Audio media used by the English lecturers in speaking class

No.	Indicator	Statement items	Options					Score	Percentage (%)
			A/4	O/3	S/2	R/1	N/0		
			F	F	F	F	F		
6.	Using Audio media	English lecturers use Cassette Audiotapes in speaking class	-	-	-	-	34	0	0 %
		English lecturers use Records in speaking class	-	8	16	8	2	64	47.06 %

The table shows the frequencies and the percentages of each item of the indicator. From the table above, for the sixth indicator (Using Audio media) there were two items. And, the item number 15 (English lecturers use Cassette Audiotapes in speaking class), Nihil of student choose always, Nihil of students choose often, Nihil of students choose sometimes, Nihil of students choose rarely, and 34 student choose never. The percentages the score is  $X = ((f\ 0 \times 4) + (f\ 0 \times 3) + (f\ 0 \times 2) + (f\ 0 \times 1) + (f\ 34 \times 0)) = 0$ . The percentage is  $P = \frac{0}{136} \times 100\% = 0\%$ . It indicates that the English lecturers use Cassette Audiotapes in speaking class was very low used.

The items number 16 (English lecturers use Records in speaking class), Nihil of student choose always, 8 of students choose often, 16 of students choose sometimes, 8 of students choose rarely, and 2 student choose never. The percentages the score is  $X = ((f\ 0 \times 4) + (f\ 8 \times 3) + (f\ 16 \times 2) + (f\ 8 \times 1) + (f\ 2 \times 0)) = 64$ . The percentage is  $P = \frac{64}{136} \times 100\% = 47.06\%$ . It indicates that the English lecturers use Records in speaking class was fair used.

Table 4.9

Percentage of Manipulatives media used by the English lecturers in speaking class

No.	Indicator	Statement items	Options					Score	Percentage (%)
			A/4	O/3	S/2	R/1	N/0		
			F	F	F	F	F		
7.	Using Manipulatives media	English lecturers use Tools (Things) in speaking class	2	7	16	4	5	65	47.79 %

The table shows the frequencies and the percentages of each item of the indicator. From the table above, for the seventh indicator (Using Manipulatives Media) there was only one item. And, the item number 17 (English lecturers use Tools (Things) in speaking class), 2 of student choose always, 7 of students choose often, 16 of students choose sometimes, 4 of students

choose rarely, and 5 student choose never. The percentages the score is  $X = ((f 2 \times 4) + (f 7 \times 3) + (f 16 \times 2) + (f 4 \times 1) + (f 5 \times 0) = 65$ . The percentage is  $P = \frac{65}{136} \times 100 \% = 47.79 \%$ . It indicates that the English lecturers use Records in speaking class was fair used.

Table 4.10

Percentage of Printed Media used by the English lecturers in speaking class

No.	Indicator	Statement items	Options					Score	Percentage (%)
			A/5	O/4	S/3	R/2	N/1		
			F	F	F	F	F		
8.	Using Printed Media	English lecturers use Textbooks in speaking class	-	-	10	13	11	33	24.3 %
		English lecturers use Novel in speaking class	-	-	2	9	23	13	9.56 %
		English lecturers use Poetry in speaking class	-	-	-	10	24	10	7.35 %
		English lecturers use Drama in speaking class	-	-	6	8	20	20	14.71 %
		English lecturers use Articles in speaking class	-	10	10	8	6	58	42.65 %
		English lecturers use Academic Journal in speaking class	-	-	5	7	22	17	12.5 %
		English lecturers use Newspapers in speaking class	-	-	-	2	32	2	1.47 %
		English lecturers use Magazines in speaking class	-	-	-	5	29	5	3.67 %

The table shows the frequencies and the percentages of each item of the indicator. From the table above, for the eight indicator (Using Printed media) there was eight items. For item number 18 (English lecturers use Textbooks in speaking class), Nihil of student choose always, Nihil of students choose often, 10 of students choose sometimes, 13 of students choose rarely, and 11 student choose never. The percentages the score is  $X = ((f 0 \times 5) + (f 0 \times 4) + (f 10 \times 3) + (f 13 \times 2) + (f 11 \times 1) = 33$ . The percentage is  $P = \frac{33}{136} \times 100 \% = 24.3 \%$ . It indicates that the English lecturers use Textbooks in speaking class was low used.

For item number 19 (English lecturers use Novel in speaking class), Nihil of student choose always, Nihil of students choose often, 2 of students choose sometimes, 9 of students choose rarely, and 23 student choose never. The percentages the score is  $X = ((f_{0x5}) + (f_{0x4}) + (f_{2x3}) + (f_{9x2}) + (f_{23x1}) = 13$ . The percentage is  $P = \frac{13}{136} \times 100 \% = 9.56 \%$ . It indicates that the English lecturers use Novel in speaking class was very low used.

The item number 20 (English lecturers use Poetry in speaking class), Nihil of student choose always, Nihil of students choose often, Nihil of students choose sometimes, 10 of students choose rarely, and 24 student choose never. The percentages the score is  $X = ((f_{0x4}) + (f_{0x3}) + (f_{0x2}) + (f_{10x1}) + (f_{24x0}) = 10$ . The percentage is  $P = \frac{10}{136} \times 100 \% = 7.35 \%$ . It indicates that the English lecturers use Poetry in speaking class was very low used.

The item number 21 (English lecturers use Drama in speaking class), Nihil of student choose always, Nihil of students choose often, 6 of students choose sometimes, 8 of students choose rarely, and 20 student choose never. The percentages the score is  $X = ((f_{0x4}) + (f_{0x3}) + (f_{6x2}) + (f_{8x1}) + (f_{20x0}) = 20$ . The percentage is  $P = \frac{20}{136} \times 100 \% = 14.71 \%$ . It indicates that the English lecturers use Drama in speaking class was very low used.

The item number 22 (English lecturers use Articles in speaking class), Nihil of student choose always, 10 of students choose often, 10 of students choose sometimes, 8 of students choose rarely, and 6 student choose never. The percentages the score is  $X = ((f_{0x4}) + (f_{10x3}) + (f_{10x2}) + (f_{8x1}) + (f_{6x0}) = 58$ . The percentage is  $P = \frac{58}{136} \times 100 \% = 42.65 \%$ . It indicates that the English lecturers use Articles in speaking class was fair used.

The item number 23 (English lecturers use Academic Journal in speaking class), Nihil of student choose always, Nihil of students choose often, 5 of students choose sometimes, 7 of

students choose rarely, and 22 student choose never. The percentages the score is  $X = ((f 0x4) + (f 0x3) + (f 5x2) + (f 7x1) + (f 22x0) = 17$ . The percentage is  $P = \frac{17}{136} \times 100 \% = 12.5 \%$ . It indicates that the English lecturers use Academic Journal in speaking class was fair used.

The item number 24 (English lecturers use Newspapers in speaking class), Nihil of student choose always, Nihil of students choose often, Nihil of students choose sometimes, 2 of students choose rarely, and 32 student choose never. The percentages the score is  $X = ((f 0x4) + (f 0x3) + (f 0x2) + (f 2x1) + (f 32x0) = 2$ . The percentage is  $P = \frac{2}{136} \times 100 \% = 1.47 \%$ . It indicates that the English lecturers use Newspapers in speaking class was very low used.

The item number 25 (English lecturers use Magazines in speaking class) in speaking class), Nihil of student choose always, Nihil of students choose often, Nihil of students choose sometimes, 5 of students choose rarely, and 29 student choose never. The percentages the score is  $X = ((f 0x4) + (f 0x3) + (f 0x2) + (f 5x1) + (f 29x0) = 5$ . The percentage is  $P = \frac{5}{136} \times 100 \% = 3.67 \%$ . It indicates that the English lecturers use Magazines in speaking class was very low used.

Table 4.11

Percentage of Computer/ Laptop used by the English lecturers in speaking class

No.	Indicator	Statement items	Options					Score	Percentage (%)
			A/5	O/4	S/3	R/2	N/1		
			F	F	F	F	F		
9.	Using Computer/ Laptop	English lecturers use Computer/Laptop in speaking class	22	11	1		-	123	90.44 %

The table shows the frequencies and the percentages of each item of the indicator. From the table above, for the ninth indicator (Using Computer/ Laptop) there was only one item. And,

the item number 26 (English lecturers use Computer/Laptop in speaking class), 22 of student choose always, 11 of students choose often, 1 of students choose sometimes, Nihil of students choose rarely, and Nihil student choose never. The percentages the score is  $X = ((f 22 \times 4) + (f 11 \times 3) + (f 1 \times 2) + (f 0 \times 1) + (f 0 \times 0)) = 123$ . The percentage is  $P = \frac{123}{136} \times 100 \% = 90.44 \%$ . It indicates that the English lecturers use Computer/Laptop in speaking class was very high used.

Table 4.12

Percentage of Multimedia used by the English lecturers in speaking class

No.	Indicator	Statement items	Options					Score	Percentage (%)
			A/5	O/4	S/3	R/2	N/1		
			F	F	F	F	F		
10	Using Multimedia	English lecturers use Multimedia in speaking class	20	13	1	-	-	121	88.97 %

The table shows the frequencies and the percentages of each item of the indicator. From the table above, for the tenth indicator (Using Multimedia) there was only one item. And, the item number 26 (Lecturers use Multimedia in speaking class), 20 of student choose always, 13 of students choose often, 1 of students choose sometimes, Nihil of students choose rarely, and Nihil student choose never. The percentages the score is  $X = ((f 20 \times 4) + (f 13 \times 3) + (f 1 \times 2) + (f 0 \times 1) + (f 0 \times 0)) = 121$ . The percentage is  $P = \frac{121}{136} \times 100 \% = 88.97 \%$ . It indicates that the English lecturers use Multimedia in speaking class that that is very high used.

Table 4.13

Percentage of Internets used by the English lecturers in speaking class

No.	Indicator	Statement items	Options					Score	Percentage (%)
			A/5	O/4	S/3	R/2	N/1		
			F	F	F	F	F		
11.	Using Internets	English lecturers use Internets in speaking class	-	8	9	12	5	54	39.71 %

The table shows the frequencies and the percentages of each item of the indicator. From the table above, for the third indicator (Lecturers use Internets in speaking class) there was only one item. And, the item number 27 (Lecturers use Internets in speaking class), Nihil of student choose always, 8 of students choose often, 9 of students choose sometimes, 12 of students choose rarely, and 5 student choose never. The percentages the score is  $X = ((f 0 \times 4) + (f 8 \times 3) + (f 9 \times 2) + (f 12 \times 1) + (f 5 \times 0) = 54$ . The percentage is  $P = \frac{54}{136} \times 100 \% = 39.71 \%$ . It indicates that the English lecturers use Internets in speaking class was low used.

Furthermore, to know the percentage of each indicator, the researcher calculates of each indicators by using the formula. It was in the following:

$$\frac{\text{Total score each item}}{\text{maximum score} \times \text{total item of each indicator}} \times 100\% = \text{100}$$

For example, the indicator number 1 (using visual media), the total score is:  $(80 + 74 + 46 + 49 + 5 + 114 + 83 + 107 = 558)$ , the maximum score of the questionnaire is:  $34 \times 4 = 136$ , and the total items of this indicator is 8. So, the total percentage (%) =  $\frac{558}{136 \times 8} \times 100\% = \frac{558}{1088} \times 100\% = 51.3 \%$ . They were can be seen in the table below.

Table 4.14

Calculate each indicator

No.	Indicators	Statement Items	Options					Score	Total Percentage (%)
			A/4	O/3	S/2	R/1	N/0		
			F	F	F	F	F		
1.	Using Visual Media	English lecturers use Photographs in speaking class	-	18	10	6	-	80	51.3%
		English lecturers use Illustrations from Books in speaking class	-	15	12	5	2	74	
		English lecturers use Drawings in speaking class	-	6	13	2	13	46	
		English lecturers use Posters in speaking class	-	3	15	10	6	49	
		English lecturers use Graphs & Charts in speaking class	-	-	-	5	29	5	
		English lecturers use PowerPoint Slide in speaking class	17	12	5	-	-	114	
		English lecturers use Digital Images in speaking class	5	10	14	5	-	83	
English lecturers use Liquid Crystal Display (LCD/In-focus) in speaking class	10	19	5	-	-	107			
2.	Using Text media	English lecturers use Text Media Displayed at Book in speaking class	-	5	10	10	9	45	37.25 %
		English lecturers use Text Media Displayed at Whiteboard in speaking class	-	2	9	10	13	34	
		English lecturers use Text Media Displayed at Computer/Laptop Screen in speaking class	5	5	16	6	2	73	
3.	Using Motion media	English lecturers use Animation in speaking class	-	7	10	10	7	58	42.65 %
4.	Using People media	English lecturers use People media in speaking class	3	19	8	4	-	89	65.44 %
5.	Using video	English lecturers use Video in speaking class	10	15	9	-	-	103	75.73 %
6.	Using Audio media	English lecturers use Cassette Audiotapes in speaking class	-	-	-	-	34	0	23.53 %
		English lecturers use Records in speaking class	-	8	16	8	2	64	
7.	Using Manipulatives media	English lecturers use Tools (Things) in speaking class	2	7	16	4	5	65	47.79 %

8.	Using Printed media	English lecturers use Textbooks in speaking class	-	-	10	13	11	33	14.52 %
		English lecturers use Novel in speaking class	-	-	2	9	23	13	
		English lecturers use Poetry in speaking class	-	-	-	10	24	10	
		English lecturers use Drama in speaking class	-	-	6	8	20	20	
		English lecturers use Articles in speaking class	-	10	10	8	6	58	
		English lecturers use Academic Journal in speaking class	-	-	5	7	22	17	
		English lecturers use Newspapers in speaking class	-	-	-	2	32	2	
		English lecturers use Magazines in speaking class	-	-	-	5	29	5	
9.	Using Computer/ Laptop	English lecturers use Computer/Laptop in speaking class	22	11	1	-	-	123	90.44 %
10.	Using Multimedia	English lecturers use Multimedia in speaking class	20	13	1	-	-	121	88.97 %
11.	Using Internets	English lecturers use Internets in speaking class	-	8	9	12	5	54	39.71 %

From the table above, for the first indicator (Using Visual Media) the total percentage is 51.35 %, the second indicator (Using Text media) the percentage is 37.25 %, the third indicator (Using Motion media) is 42.65 %, for the fourth indicator (Using People media) the percentage is 65.44 %, the fifth indicator (Using video) the percentage is 75.73 %, the sixth indicator (Using Audio media) the percentage is 23.53 %, for seventh indicator (Using Manipulatives media) the percentage is 47.8 %, the eighth indicator (Using Printed media) the percentage is 14.52 %, the ninth indicator (Using Computer/ Laptop) the percentage is 90.44 %, the tenth indicator (Using Multimedia) the percentage is 88.97 %, and for the eleventh indicator (Using Internets) the percentage is 39.71 %.

Furthermore, the researcher categorized these indicators based on the level category use.

It can be seen in the following table:

Table 4.15

The category of types of Instructional Media used by the English lecturers in speaking class

No.	Number of indicators	Indicators	Total percentages (%)	Category
1.	9	Using Computer/ Laptop	90.44 %	Very high used
2.	10	Using Multimedia	88.97 %	Very high used
3.	5	Using video	75.73 %	High used
4.	4	Using People media	65.44 %	High used
5.	1	Using Visual Media	51.35 %	Fair used
6.	7	Using Manipulatives media	47.79 %	Fair used
7.	3	Using Motion media	42.65 %	Fair used
8.	11	Using Internets	39.71 %	Low used
9.	2	Using Text media	37.25 %	Low used
10.	6	Using Audio media	23.53 %	Low used
11.	8	Using Printed media	14.52 %	Very Low used

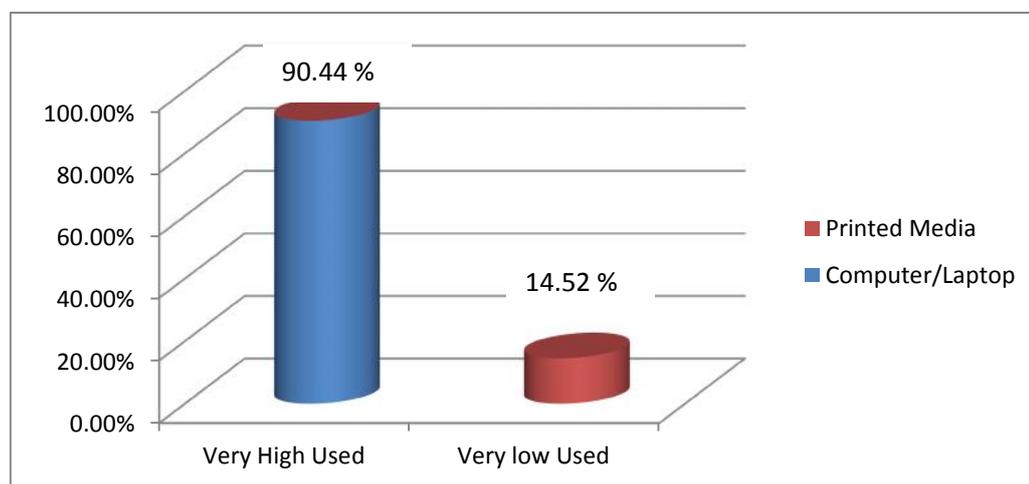


Chart 4.1

The Very high used and the very low used of the instructional media in speaking class

## **2. Students' perception of the Instructional Media used by the English lecturers in speaking class**

To know more information about how is students' perception of the Instructional Media used by the English lecturers in speaking class, the researcher had done interview to the 10 representatives respondents of questionnaire.

### **a. Using Visual media**

From the result of interviewed, most of the students said that the English lecturers used visual media in speaking class to deliver materials and to facilitate the students in learning speaking in the classroom, and then the English lecturers also suggested the students to used visual media by the students themselves, they also said that this media were good to used in speaking class, cause this media can help the students to speak out, almost of they also said that this media can improved their speaking skill. So, they explained that this media were effective to their speaking skill.

### **b. Using Text media**

From the result of interviewed, the students said that the English lecturers used text media in speaking class, and suggested the students to used it in speaking class, they also said that this media were not really good to used in speaking class, cause this media just make they focus on analysis of the text and force them to think critically, and cause of that, they were difficult to express their idea, so they explained that this media are not effective to their speaking skill.

c. Using Motion media

The students said that the English lecturers were less used Motion media/animation in speaking class, most of them said that the English lecturers used this media just to entertained the class, they also express that this media were good to used in speaking class, but most of them stated that this media was not effective for their speaking class.

d. Using People media

From the result of interviewed, the students said that the English lecturers used People media in speaking class, most of them stated that this media were very good to used in speaking class, cause with interact to another students they can express opinion, can sharing and get information to the other, and they in real practicing of speaking, furthermore they said that people media is effective and can help them in improving their speaking skill.

e. Using video

The students express that the English lecturers used video in speaking class, and also suggested the students to used it, the students also said that this media were good to used in speaking class, cause by this media they can easy to understood the material, and can get more vocabulary and information like how to pronounce the word to speak in fluently and many other, so cause of that they stated that this media were effective for their speaking skill.

f. Audio media

From the result of interviewed, most of the students said that the English lecturers rarely used of Audio media in speaking class, the English

lecturers used audio media sometimes just to entertained the class like played the song, or they played a record after that ask the students to guess what the speaker said and what were the vocabulary used. The students also said that this media were not really good to used in speaking class, cause of this media were focus on improving listening skill, so they stated that this media were not effective to their speaking skill.

g. Using Manipulatives media

The students stated that the English lecturers used Manipulatives media in speaking class, and also suggested the students to brought and used in speaking class, but part of the students express that this media were complicated if used or brought into classroom, they suggested that the English lecturers can be used images or photo of the real object or things that they want to facilitate them in the speaking class than brought the real object/things. However, they also said this media helped them in speak out, they can used and utilizing this media to express their idea in their mind, and also can speak so naturally.

h. Using Printed media

From the result of interviewed, most of the students said that the English lecturers less used of Printed media in speaking class, they also express that this media were not really good to used in speaking class, cause this media were focus on reading skill, so the speaking class would be passive if the students just read than try to speak, and also they can read more reading source outside of speaking class like in reading class. However, they stated that by this media they can get more vocabulary and knowledge to help them when they want to speak, because the rich of

vocabulary and knowledge are the key to speak so fluently. They also said that this media were not really effective for their speaking skill, if the English lecturers ask them to just read in speaking class.

i. Using Computer/ Laptop

Most of the students said that the English lecturers used Laptop in speaking class, they also stated that this media were good to used in speaking class, because this media can facilitate to delivery of material and to presentation by using English, and they express that this media were effective to their speaking skill, cause can helped them to speak or presentation in English.

j. Using Multimedia

Most of the students express that the English lecturers used Multimedia in speaking class, they also said that this media were good to used in speaking class, because the used combination of media can made their spirit and interest to speak out, enjoy in class, and they did not bored when the English lecturers applied multimedia and also they can be active, try to speak out with the used of this media. So, they stated that multimedia is effective for their speaking skill.

k. Using Internets

From the result of interviewed, most of the students said that the English lecturers rarely used of Internets in speaking class, cause of sometimes the internet network was not on campus, so they usually used their mobile-phone to access the information, and actually the English lecturers was prepared the material or topics before they want to deliver materials, and they also stated that internets can help them in access

information, knowledge, and many other as an ingredients for them in increasing the quality of theirs speech. So, they express that internets is effectively for their speaking skill.

## **B. Discussion**

In this part, the researcher tried to analyze the data which had been found by questionnaire and interview. After classifying the data, the researcher known that the types of the instructional media used by the English lecturers in speaking class and the students' perception of the instructional media used by the English lecturers in speaking class. The description about the data can be described as follow:

### **1. Types of the instructional media used by the English lecturers in speaking class**

Based on the book from Heinich *et al.*, there are some types of the Instructional Media that can be used by the instructor in the classroom, in this research is in speaking class. The description about the data can be described as follows:

From the questionnaire, there were some level category used of types of the instructional media in speaking class, from the level very high used until the very low used, the first are Computer/Laptop with the percentage is 90.44 %, which showed that this medium is very high used in speaking class. Multimedia with the percentage is 88.97 %, which showed that this media is very high used in speaking class. Video with the percentage 75.73 %, which showed that this medium is high used in speaking class. People Media with the percentage 65.44 %, which showed that this media is high used in speaking class. Visual Media with the percentage 51.35 %, which showed that this

media is fair used in speaking class. Manipulatives Media with the percentage 47.79 %, which showed that this media is fair used in speaking class. Motion Media with the percentage 42.65 %, which showed that this media is fair used in speaking class. Internets with the percentage 39.71 %, which showed that this media is low used in speaking class. Text Media with the percentage 37.25 %, which showed that this media is low used in speaking class. Audio Media with the percentage 23.53 %, which showed that this media is low used in speaking class. The last, Printed Media with the percentage 14.52 %, which showed that this media is very low used in speaking class.

2. Students' perception of the instructional media used by the English lecturers in speaking class

The data from interview showed that there were almost of respondents had positive perception of the instructional media used by the English lecturers in speaking class, because the instructional media used by the English lecturers in speaking class can support the students to speak, the students can express their ideas in English and also instructional media effective for the students' speaking skill. And this is supported by theory from Gagne cited in Ruis, Muhyidin, and Waluyo states that media are various components in learners environment which support the learners learn. So, the instructional media is proven as tool that can support the learners to learn. In other words, instructional media that the English lecturers used in speaking class can sent message, deliver the materials and can stimulate students to learn speaking, as Briggs stated that media which are used to send messages to the students and stimulate the students to learn.

Furthermore, by the English lecturers used the instructional media in speaking class, it can facilitate the students in learning process to speak more or to communicate

with other, and because of that the instructional media is support the English lecturers to achieve the instructional objectives, this is proven as Dick and Carey in Erastus Juma Wamalwa and Eric W. Wamalwa states that Instructional Media encompasses all the materials and physical means the instructors (English lecturers) might use to implement instruction and facilitate students' achievement of instructional objectives. Moreover, the Instructional media that the English lecturers used in speaking class were not just for expected to help English lectures to present the lesson more clearly and interesting to be followed by the students in speaking class, but also can facilitate the students to more active and attractive in speaking class. On the other words, Instructional Media are used by English lectures were not only to impart and emphasize on information or idea, yet in addition be able to encourage and motivate students to express their ideas or abilities, can stimulate interest of the students to be actives, have confidence to speak out, and zealously to participate in learning activities. Also, it's able to be supporting effectiveness and efficiency of speaking class.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the finding and discussion in chapter IV it can be concluded: the first, type of the instructional media used by the English lecturers in speaking class were had the level category of the used, from the level very high used until the level very low used, for the level very used is computer/laptop and the level very low used is printed media. The second the students also given their perception about the instructional media used by the English lecturers in speaking class, in there almost of respondents had positive perception of the instructional media used by the English lecturers in speaking class, and the result from interview also showed that the English lecturers not just used the instructional media to deliver material and to facilitate students in speaking class but also the English lecturers suggest the students to used the instructional media by students themselves in order to students had chance to more speak out by using the instructional media.

#### B. Suggestion

Dealing the result of finding that had been presented above, the researcher would like some suggestion as follow:

1. Lecturers

Lecturers should maintain and improve in using of various and appropriate types of instructional media in speaking class, not only as a tool to facilitate the delivery of materials, but also as a means to improve students' speaking skills, so students have more confident and be active in speaking English, which is as well as a goal in learning.

2. For students

Students should more increase the motivation in learning speaking and always practice to speak out in English, especially with the instructional media used by the English lecturers in speaking class, so it has a contribution in improving students' speaking skills, and the students must be aware of it, because it is very helpful for students in speaking of course.

3. For the further researcher

It will be conduct the research in this area, the writer hopes that other time, the researcher investigate more about student perception of the instructional media used by the English lecturers in speaking class. So the lecturers can develop in using a various types of the instructional media to make the students will be more active to speak out, not just in speaking class but also as their in daily activities.

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## Questionnaire

This questionnaire is designed to investigate types of the Instructional Media used by the English lecturers in speaking class.

- ❖ Instructional media are everything that can be used by the English lecturers to facilitate the learning process in the classroom. Therefore, Instructional Media used by the English lectures are not only to impart and emphasize on information or idea, yet in addition be able to encourage and motivate students to express their ideas or abilities, can stimulate interest of the students to be actives, have confidence to speak out, and zealously to participate in learning activities. Also, it's able to be supporting effectiveness and efficiency of speaking class.

Name/NIM :

Class :

Instruction : Choose one of the following ratings put (v) on the fields that have been provided.

Always/Selalu	Sometimes/Kadang-Kadang	Never/Tidak Pernah
Often/Sering	Rarely/Jarang sekali	

No.	Statements	A	O	S	R	N
1.	English lecturers use Photographs in speaking class					
2.	English lecturers use Illustrations from Books in speaking class					
3.	English lecturers use Drawings in speaking class					
4.	English lecturers use Posters in speaking class					
5.	English lecturers use Graphs & Charts in speaking class					
6.	English lecturers use PowerPoint Slide in speaking class					
7.	English lecturers use Digital Images in speaking class					
8.	English lecturers use Liquid Crystal Display (LCD/In-focus) in speaking class					
9.	English lecturers use Text Media Displayed at Book in speaking class					
10	English lecturers use Text Media Displayed at Whiteboard in speaking class					
11	English lecturers use Text Media Displayed at Computer Screen in speaking class					
12	English lecturers use Animation in speaking class					
13	English lecturers use People media in speaking class					
14	English lecturers use Video in speaking class					
15	English lecturers use Cassette Audiotapes in speaking class					

16	English lecturers use Records in speaking class					
17	English lecturers use Tools (Things) in speaking class					
18	English lecturers use Textbooks in speaking class					
19	English lecturers use Novel in speaking class					
20	English lecturers use Poetry in speaking class					
21	English lecturers use Drama in speaking class					
22	English lecturers use Articles in speaking class					
23	English lecturers use Academic Journal in speaking class					
24	English lecturers use in Newspapers speaking class					
25	English lecturers use Magazines in speaking class					
26	English lecturers use Computer/Laptop in speaking class					
27	English lecturers use Multimedia in speaking class					
28	English lecturers use Internets in speaking class					

Questionnaire of types of the Instructional media used by the English lecturers in speaking class

Name :

NIM :

Class :

Instruction: Choose one of the following ratings put (v) on the fields that have been provided.

Always/Selalu	Sometimes/Kadang-Kadang	Never/Tidak Pernah
Often/Sering	Rarely/Jarang sekali	

Aim: This questionnaire is designed to investigate types of the Instructional Media used by the English lecturers in speaking class.

No.	Variable	Indicators	Statements	Responses				
				A	O	S	R	N
	Types of media used	1). Using Visual media	1). English lecturers use Photograph in speaking class					
			2). English lecturers use Illustrations from Books in speaking class					
			3). English lecturers use Drawings in speaking class					
			4). English lecturers use Posters in speaking class					
			5). English lecturers use Graphs & Charts in speaking class					
			6). English lecturers use Power-Point Slide in speaking class					
			7). English lecturers use Digital Images in speaking class					
			8). English lecturers use Liquid Crystal Display (LCD/In-focus) in speaking class					

		2). Using Text media	9). English lecturers use Text Media Displayed at Book in speaking class					
			10). English lecturers use Text Media Displayed at Whiteboard in speaking class					
			11). English lecturers use Text Media Displayed at Computer Screen in speaking class					
		3). Using Motion media	12). English lecturers use Animation in speaking class					
		4). Using People media	13). English lecturers use People media in speaking class					
		5). Using video	14). English lecturers use Video in speaking class					
		6). Using Audio media	15). English lecturers use Cassette Audiotapes in speaking class					
			16). English lecturers use Records in speaking class					
		7). Manipulatives media	17). English lecturers use Tools (Things) in speaking class					
		8). Using Printed media	18). English lecturers use Textbooks in speaking class					
			19.) English lecturers use Novel in speaking class					
			20). English lecturers use Poetry in speaking class					
			21). English lecturers use Drama in speaking class					
			22). English lecturers use Articles in speaking class					
			23). English lecturers use Academic Journal in speaking class					
			24). English lecturers use Newspapers in speaking class					

			25). English lecturers use Magazines in speaking class					
		9). Using Computer/ Laptop	26). English lecturers use Computer/Laptop in speaking class					
		10). Using Multimedia	27). English lecturers use Multimedia in speaking class					
		11). Using Internets	28). English lecturers use Internets in speaking class					

## Questionnaire

This questionnaire is designed to investigate types of the Instructional Media used by the English lecturers in speaking class.

- ❖ Instructional media are everything that can be used by the English lecturers to facilitate the learning process in the classroom. Therefore, Instructional Media used by the English lectures are not only to impart and emphasize on information or idea, yet in addition be able to encourage and motivate students to express their ideas or abilities, can stimulate interest of the students to be actives, have confidence to speak out, and zealously to participate in learning activities. Also, it's able to be supporting effectiveness and efficiency of speaking class.

Name :

NIM :

Class :

Instruction: Choose one of the following ratings put (v) on the fields that have been provided.

Always/Selalu	Sometimes/Kadang-Kadang	Never/Tidak Pernah
Often/Sering	Rarely/Jarang sekali	

Aim: This questionnaire is designed to investigate types of the Instructional Media used by the English lecturers in speaking class.

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			4). English lecturers use Posters in speaking class					
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			6). English lecturers use Power-Point Slide in speaking class					
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			11). English lecturers use Text Media Displayed at Computer Screen in speaking class					
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			16). English lecturers use Records in speaking class					
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		20). English lecturers use Poetry in speaking class					
		21). English lecturers use Drama in speaking class					
		22). English lecturers use Articles in speaking class					
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		25). English lecturers use Magazines in speaking class					
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	11). Using Internets	28). English lecturers use Internets in speaking class					

KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN CURUP)

Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919 Email:staincurup@telkom.net

KEPUTUSAN  
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP  
Nomor : 014 /Sti.02/PP.00.9/01/2018

- Tentang  
PERUBAHAN PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI  
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud;
  - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II;
- Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;  
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
  - Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
  - Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
  - Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;
  - Surat Keputusan Menteri Agama RI Nomor B. 11/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;
  - Surat Ketua STAIN Curup No : 158/Sti.02/PP.009/08/2016

MEMUTUSKAN :

- Sakut Ansori, S.Pd.I.,M.Hum. 19811020 200604 1 002
- Eka Apriani, M.Pd. 19900403 201503 2 005

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Sinta Mayasari  
N I M : 14551036

JUDUL SKRIPSI : An Analysis Of Teaching English Skills Applied By  
The English Lecturer

Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;  
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;

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

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

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

Ditetapkan di Curup,  
Pada tanggal , 04 Januari 2018

Ketua STAIN Curup  
Wakil Ketua I,

Hendra Harmi,



Keputusan :

- Pembimbing I dan II;
- Bendahara STAIN Curup;
- Kasubbag AK;
- Kepala Perpustakaan STAIN;
- Mahasiswa yang bersangkutan;
- Arsip/Jurusan Tarbiyah



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP**

Alamat : Jalan DR. A.N. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

Minor  
Lampiran  
Hal

: 1702/In.34/PP.00.9/10/2018  
: Proposal Dan Instrumen  
: Rekomendasi Izin Penelitian

20 Oktober 2018

Kepada Yth.  
Ka. Prodi PBI IAIN Curup

Di -  
Tempat

Assalamu'alaikum Wr.Wt.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN)  
Curup:

Nama : **Sinta Mayasari**  
NIM : 14551036  
Jurusan/Prodi : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris (PBI)  
Judul Skripsi : Students' Perception Toward The Use Of English Teaching  
Media In Teaching Speaking.  
Waktu Penelitian : 26 Oktober s.d 26 Januari 2019  
Tempat Penelitian : Prodi PBI IAIN Curup Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang  
bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.



Muhammad Abdu, S.Pd.I., MM  
19690810 199503 1 002

**DOCUMENTATION**





KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Sinta Mayasari  
 NIM : 14551036  
 JURUSAN/PRODI : Tarbiyah / TGI  
 PEMBIMBING I : Sakot Anshori, S.Pd.I., M.Hum.  
 PEMBIMBING II : Eka Apriani, M.Pd.  
 JUDUL SKRIPSI : Student's Perception of the Instructional Media Used by the English Lecturers in Speaking class.

- \* Kartu konsultasi ini harap dibawa 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 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- \* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Sinta Mayasari  
 NIM : 14551036  
 JURUSAN/PRODI : Tarbiyah / TGI  
 PEMBIMBING I : Sakot Anshori, S.Pd.I., M.Hum.  
 PEMBIMBING II : Eka Apriani, M.Pd.  
 JUDUL SKRIPSI : Student's Perception of the Instructional Media Used by the English Lecturers in Speaking class.

Kami berpesan bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I, *SAKOT ANSHORI*  
 Pembimbing II, *CHA*  
 Sinta Mayasari, M.Pd.  
 NIP. 19811020 200604 1 002



No.	TANGGAL	Hal-hal yang Dicontohkan	Paraf Pembimbing I	Paraf Mahasiswa
1.	2/2018	Chapter I. Add more theories and research questions	Fi	
2.	9/2018	Pembahasan cara penulisan dan pengisian bagian chapter II	Fi	
3.	15/2018	Pembahasan chapter II	Fi	
4.	10/2018	menyebut instrument (kuantitatif dan kualitatif)	Fi	
5.	15/2018	Langkah penelitian	Fi	
6.	14/2018	Parase findings	Fi	
7.	12/2018	Parasi findings and discussion	Fi	
8.	14/2018	Parase statement findings, Discussion, and conclusion, and abstract	Fi	



No.	TANGGAL	Hal-hal yang Dicontohkan	Paraf Pembimbing II	Paraf Mahasiswa
1.	15/2018	Chapter I. Background, etc.	Ag	
2.	16/2018	Chapter II. Theories	Ag	
3.	23/2018	Chapter II. Design of the research	Ag	
4.	10/2018	chapter II. Instrument of research	Ag	
5.	29/2018	Langkah penelitian	Ag	
6.	16/2018	Parase display of findings	Ag	
7.	19/2018	Parase findings and Discussion	Ag	
8.	14/2018	findings, Discussion, conclusion, and abstract	Ag	



The researcher's name is Sintia Mayasari. She was born in Lebong on 06 Juni, 1995. She is a daughter from best couple Mr. Dahrum van Royen & Mrs. Lismi, She has a brother Ferri Diningrat, but her brother has passed away. Her hobbies are cooking, swimming and watching. She finished her elementary school at SDN 10 Lebong Selatan, continued to junior high school at SMPN 2 Lebong Selatan then continued to senior high school at SMAN 1 Lebong Sakti. For the next education program, she decided entering Institute College for Islamic Studies (IAIN) Curup and selected English Tadris Study Program as her faculty.