



**MATERIALS AND MEDIA OF INSTRUCTIONS
USED BY ENGLISH TEACHERS OF 7 STATE JUNIOR HIGH
SCHOOL IN SEMARANG**

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submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by

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MOTTO AND DEDICATION

“Tidak ada usaha yang sia-sia jika disertai doa dan restu orang tua, semua rencana Allah adalah yang terbaik untuk kita, sabar, doa, usaha, dan semangat!!!”

This final project is dedicated to:

My beloved mother and my supervisor

My beloved sisters

My beloved man

My best friends

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Semarang, August 7th 2019



Dwi Oktoviani

ABSTRACT

Oktoviani, Dwi. 2019. *Materials and Media of Instructions Used by English Teachers of 7 State Junior High School in Semarang*. A Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Prof. Dr. Abdurrachman Faridi, M.pd.

This study aims to explain the various materials and media of instructions commonly used by the English teachers, describe the problems faced by English teachers and the strategies used by the teachers in solving the problems of using materials and media of instructions in teaching and learning process. It was a qualitative case study which conducted in 7 state junior high school in Semarang and it took two English teachers as the participants. They are the English teachers of seventh and eighth grade. The data were obtained through observations, documents, interview, and audiovisual materials. The results of the analyses showed that the English teachers commonly used materials of instructions such as coursebook, worksheet, video, and printed lyrics while the media of instructions commonly used were pictures, realia, cards, board, computer based technology, audio media, and paper dictionary. This study also found that both of the teachers preferred to use traditional than technological education because the intrinsic and extrinsic barriers faced by the English teachers such as of the lack of availability materials and media of instructions and ability in developing technological education. As the strategy, the first teacher used games with pictures and cards while the second teacher preferred to use the materials and media of instructions available in the classroom.

Keywords: Materials of instructions, media of instructions, problems, and strategies

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CHAPTER I

INTRODUCTION

In this chapter, the researcher would present the background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, limitation of the study, definition of key terms, and outline of the study.

1.1 Background of the Study

Teaching English to students in junior high school is not easy because the teachers dealing with the teenage students whose characteristics are different with young and adult learners, they are the age of transition. According to Nunan, (as cited in Bambang, S (2006: 181) teenagers are classified as young adults whose ages range between twelve and eighteen, it means that they are in between childhood and adult. As we know that teenagers have unique characteristics, they still search for individual identity. Harmer (2001) pointed out that “Identity has to be forged among classmates and friends, peer approval may be considerably more important for the students than the attention of the teacher which, for younger children, is so crucial (p. 39). Sometimes, the teenage students disrupt the class. Harmer added that the reason why teenage students may be disruptive in the class because they feel bored in teaching and learning process especially in English subject because it is not their native language. The students in Junior High School suppose that it becomes one of the difficult subjects. As a result, to get the

attention from the teachers they cause the disruption.

Teaching language needs a lot of effort especially English which stands as the foreign language in Indonesia. Foreign language is a language which not commonly used by the people in daily communication both spoken and written. Therefore, it becomes the challenge for the English teachers in making the students understand the lesson. “As the language teacher, it is very important to become aware of the thought that guides your action in the classroom” (Diane Larsen-Freeman, 2000, p. 1). To get meaningful understanding the teachers should use a tool especially in teaching students in Junior High School who often feel bored in the classroom. Like Harmer (2001: 39) said that teenage students if they are engaged, they will have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. One of the alternative ways to make the students interested in English is by using the appropriate materials and media of instructions. According to Turney et al. (1983: 107), the use of variety and richness in the materials and media of instructions in the classroom are important factors in teaching and learning. He also added that the variations in materials and media will contribute to gaining students attention, stimulating interest and enhancing achievement. It is also added by Brinton as cited in Bergeron (2015) the use of media helps to stimulate and engage learners. Based on the research conducted by Rogers, D (2005) showed that the use of instructional media influenced learner motivation. Motivation is an important element for learning.

Tomlinson and Littlejohn (2011) stated that there are many instructional materials could be used such as videos, DVDs, emails, youtube, grammar books, coursebook, workbook, or photocopies exercises. Harmer (2007) classified the media of instructions into tentypes: realia; pictures; cards; boards; audio media,OHP; flipcharts; computer based-technology, virtual learning, and dictionary. So, there are many choices of materials and media of instructions that can be used by the English teachers as the tools in teaching and learning process. If the teachers can design it properly, skillfully produced and effectively used have great influence on teaching and learning process.

The teachers have some problems if they have to use the materials and media of instruction. They prefer to teach manually than using the modern types because of some reasons. As stated by Wildan (2013: 203) “Based on the data, problems were encountered by the teachers not only in using instructional media but also in selecting them. In selecting instructional media the problems faced by the teachers were limited time, limited cost allocation, availability of instructional media, appropriateness of instructional media, and teachers’ negative belief towards instructional media.” There are other problems which commonly happened such as the technical problems and the teachers’ ability in using the materials and media to help in explaining the lesson”. According to Binglingmas (2009), there are two distinctive types of impediments which impair language teachers’ use of materials and media of instructions; extrinsic and intrinsic barriers.

The phenomena of the teachers' problems in using the materials and media are excessive although the use of materials and media of instruction have many advantages and positive feedback for the students. According to Littlejohn and Tomlinson (2011), in selecting the instructional materials the teacher should analyze two aspects; design and publication. They are so very important in determining whether the materials used are good or not. But some of the English teachers did not aware of them. Then, they also still had problems in using both materials and media of instructions. These phenomena should have a solution to make students more interesting in English. The teachers should have many references as guidance in using the tools. By looking at the references, teachers who have no idea in using materials and media of instructions, they will have such illustration what they should do.

Therefore, it is very interesting for me to conduct the research which will describe the use of materials and media of instructions used by English teachers in one of the schools at Semarang. 7 state junior high school in Semarang is chosen as the research setting because, in this school, the English teachers used the materials and media of instruction to make the students understanding and interesting in English. They are a song, powerpoint, flashcard, pictures, and etc. But, the teachers have problems when they use it. By describing the way of the teachers' in using it, it can be the reference for the other teachers. By using the materials and media in teaching and learning process, it makes students more enthusiasm in the lesson. It also increases the students' motivation not only in listening to the teachers' explanation but also in doing the assignment. This

research also will describe the strategies to solve the problems commonly faced by the teachers. So, it can be a reference for the teachers to solve the problems commonly faced by them. They can choose one of the appropriate media to help in teaching and learning process because the use of appropriate media is highly influential.

1.2 Reasons for Choosing the Topic

The researcher considers the topic “Materials and Media of Instructions used by English Teachers of 7 State Junior High School in Semarang” because of some reasons. First, English is considered as one of the difficult subjects by the students. So, the language teachers especially English should have the creative way to make the students getting meaningful understanding. One of the way to make it a success is by using the materials and media of instructions. It is very important to use them because there are many advantages and positive feedback for the students.

Second, English teachers still considered if using the materials and media of instructions are hard because sometimes they do not have the idea what should they use. They have some problems when they have to apply them in the teaching and learning process in the class.

Third, 7 state junior high school in Semarang is one of the schools which use the materials and media of instructions in the teaching and learning process. The English teachers use the media as the tools for helping the students understand the lesson. It also makes the students more enthusiasm in the class. The teachers use a

simple thing in to make the students pay attention to the lesson. But, if they should use the modern types of media, they still get difficulties.

By conducting such qualitative research that is explaining how teachers of 7 state junior high school in Semarang use materials and media of instructions in teaching and learning process, it would be the reference for the English teachers in teaching English creatively. By describing the problems faced by the English teachers also will give the representation of what happened why the teachers feel difficult in using materials and media of instructions. By describing the solutions to solve the problems, it will give the teachers to use the solution if they have the same problems.

1.3 Research Questions

Based on the topic, the researcher concentrates on the following research questions:

1. How do the English teachers of 7 state junior high school in Semarang use the materials and media of instructions in the teaching and learning process?
2. What are the problems faced by English teachers of 7 state junior high school in Semarang in using materials and media of instructions in teaching English?
3. What strategies are used by the English teachers of 7 state junior high school in Semarang in solving the problems of using materials and media of instructions?

1.4 Objectives of the Study

Based on the research questions, the researcher has some objectives, namely:

1. To explain the variety of materials and media of instructions used by the English teachers of 7 state junior high school in Semarang in the teaching and learning process.
2. To describe the problems faced by English teachers of 7 state junior high school in Semarang in using materials and media of instructions in teaching English.
3. To describe the strategies used by the teachers of 7 state junior high school in Semarang in solving the problems of using materials and media of instructions.

1.5 Significance of the Study

This research has three objectives, they are to explain the variety of materials and media of instructions used by teachers of 7 state junior high school in Semarang, to describe the problems relate it, and to describe the strategies in solving the problems. By conducting this research, the researcher has three significance, they are theoretical, practical, and pedagogical. It also gives the significance for the English teachers and readers.

Based on the first objective, by conducting this research, theoretically, it would give English teachers new references in using materials and media of instructions in the classroom. Practically, it would guide the English teachers in practicing materials and media of instructions truly in the teaching and learning process to support the students' understanding. Pedagogically, this study would

give an idea and the way to develop various materials and media of instructions which can be used in the class. So, the students would learn English enjoyable without having boredom.

Based on the second objective, theoretically, this research would give information for the readers and teachers about the common problems faced by the English teachers in using materials and media of instructions such as how the students' response and how the schools support the facility. So, it would give the readers knowledge about the situation in the teaching and learning process. Practically, it would give the references for the teachers to be more careful when they both want to select and practice the materials and media of instructions in the classroom. Pedagogically, by knowing the problems commonly happened before, it would be beneficial for the teachers in selecting alternative ways to minimize the problems.

The last objective is to describe the strategies used by English teachers in solving the problems related to the use of materials and media of instructions. Theoretically, this research would give the tips and tricks in facing the problems which currently faced by the teachers in using materials and media of instructions. Practically, this research could be used as the reference in helping the problems' faced by the English teachers when they have the problems in practicing it in the classroom. Pedagogically, by giving the fact strategies used by the English teachers, it also could be used by the others through following the tips and tricks given.

1.6 Scope of the Study

In this study, the researcher only focused on the materials and media of instructions used by the English teachers of 7 state junior high school in Semarang. The difference between instructional materials and media. Instructional materials refer to the resources that organize and support instruction, they used in the context of reaching course-based learning goals while instructional media refer to the devices or tools that help to delivery information. This study includes two teachers as the participants of the research. It is a descriptive qualitative study which describes the teachers' variety in using materials and media of instructions in teaching English including the problems and the strategies related to the use of it.

1.7 Definition of Key Terms

Below are the several key terms in this study and its definition:

1.7.1 Instructional Materials

Instructional materials are defined as the resources that organize and support instruction, such as textbook, tasks, and supplementary resources (Remillard & Heck, 2014). Another expert stated that instructional materials refer to anything which is used by teachers or learners to facilitate the learning of a language (Tomlinson, 2011: 2). Instructional materials refer to less technical aids such as posters, maps, diagrams, real objects and teacher-made aids to learning (Turney et al, 1983: 107). Instructional materials are any tool used by the teachers to assist the students in learning target language (Brown, 1982). Instructional

materials are the alternative channels of communication, which a classroom teacher can use to concretize a concept during the teaching and learning process (Amadioha, 2009). According to the Oxford living dictionary, instructional materials stand for two words. First, instructional: intended and used for teaching; education (Oxford Living Dictionary). Second, materials: information or ideas for use in creating a work (Oxford Living Dictionary).

In this case, instructional materials are defined as the materials resources which are used to achieve the learning objectives.

1.7.2 Instructional Media

Instructional media are the teaching aids to explain language meaning and construction, engage students in the topic, or as the basis of a whole activity (Harmer, 2007). Instructional media are all the traditional ways (teachers chalkboard, textbook, and other printed materials) and modern ways (CD room, computer, interactive video, and multimedia system) used by the teachers to deliver the lesson (Resser and Dick, 1996). Instructional media refer to the audiovisual aids to teaching as films, television, radio, and recording (Turney et al, 1983). Scanlan defines instructional media as all materials used by the teachers to conduct the teaching and learning process to make the students understand the lesson. According to Collins English Dictionary, instructional media stand for two words. First, instructional: intended and used for teaching; education (Collins English Dictionary). Second, media: the plural form of medium which means of

mass communication that reach large numbers of people, such as television, newspapers, and radio (Collins English Dictionary)

In this case, instructional media define as the tools or devices to explain or deliver visual or audio materials to make the students easy to understand it.

1.7.3 Teaching English

Teaching English is a process of helping students in studying English basic skills, they are listening, speaking, writing, and reading (Smedley, 1983). Teaching English is a responsibility of the teachers in guiding the students to understand the English lesson both in cognitive and moral aspect (Usman, 1995). Teaching English is a process of planning, implementing, evaluating, and revising English subject both inside or outside of the classroom (cndls, n.d). Teaching English is the practice and theory of learning and teaching English for the benefit of people whose first language is not English (Collins English Dictionary)

In a nutshell, teaching English is a process of educating students in studying English skills; listening, speaking, reading, and writing.

1.7.4 Teacher

A teacher is defined as a person who has knowledge, skills and special training in teaching, explaining and educating (Missokia, 2008). A teacher is a person who is capable of creating behavioral change in terms of cognitive, psychomotor as well as an affective domain (Mbise, 2008). Teacher as an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. In other words,

a teacher is a person who has knowledge and skills in teaching or educating (Senge, 2000). A teacher is a person who teaches, usually as a job at a school or similar institution (Collins English Dictionary).

The conclusion is teacher defines as a person who knows in a certain field and skills both in teaching and managing the students.

1.7.5 Problem

Theoretically, a problem is understood as a difficulty of theoretical or practical nature that causes an inquiring attitude of a subject and leads him/her to the enrichment of his/her knowledge (Cz. Kupisiewicz as cited at Dostal, 2014). Problem is a people's plan which can't be realized based on their expectation (Rachmat, 2007). Problem is a package of ideas that causes difficulties and needs to solve them (Weiss, 1989). A problem is a situation that is unsatisfactory and causes difficulties for people (Collins English Dictionary).

The conclusion of the problem definition is a difficult situation or condition faced by people who need the solution.

1.7.6 Strategy

Strategy is all the perspective, position, plan, and pattern. Strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the other (Nickols, 2016). Strategy is a plan, a "how," a means of getting from here to there. Strategy also defines the pattern in actions over time (Henry Mintzberg, 1994). Strategy refers to the basic directional decisions, that is, to purposes and missions. Strategy consists of the important actions necessary to

realize these directions (Steiner, n.d). Strategy is a term that comes from the Greek *strategia*, meaning "generalship." It is also can be defined as a general plan or set of plans intended to achieve something, especially over a long period (Collins English Dictionary).

The content is strategy refers to the way used by people to solve their problem both in short and long period.

1.8 Outline of the Research

This research consists of five chapters. First, chapter I is an introductory chapter. In this chapter, the researcher explains the general background of the study which deals with teaching students at junior high school, how the important of the used materials and media of instruction in teaching English to students at Junior High school, the teachers problems in using those of them, and the strategies to solve it based on the previous research. The use of materials and media become one of the ways to answer these problems, but many English teachers in Indonesia still have problems using both media and materials of instruction. That's why this research has aimed to explain the way of English teachers especially teachers of 7 state junior high school in Semarang in using materials and media of instruction. The problems faced by the teachers and strategies commonly used also will be described it. This study focuses on materials and media of instruction used by English teachers of 7 state junior high in Semarang only. From this research, the researcher hopes that it has the theoretical, practical, and pedagogical significance in solving the

teachers' problems both in using and selecting the media and materials of instructing in teaching and learning process.

Second, chapter II is a review of related literature. This chapter describes some previous studies that had been conducted before. The studies showed that the use of materials and media of instructions in teaching every grade has different types and problems. There are many advantages can be taken by using media and materials in teaching and learning process such revealed by Chijioke et al (2014). Next, following the theoretical studies which contain much theory related to the topic. In the last part, the researcher formulates the framework of the research.

Third, chapter III discusses the research methodology. This research used a case qualitative study which chose the English teachers of 7 state junior high school in Semarang as the participant, they were two English teachers. There were many instruments used by the researcher such as observation checklist, sheet analysis, documents, interview, and audiovisual materials. Observation sheet was used to easier the researcher to identify the types of media of instructions. Sheet analysis was used to analyze the aspects of materials of instructions. Then, documents used to support the data during the classroom observation such as worksheet and printed lyrics. The last was audiovisual materials such as recording and photos during the research conducted. It analyzed by transcribing, identifying, and interpreting. The researcher used Tomlinson and Littlejohn (2011) to analyze the aspects of instructional materials. Harmer (2007) used to analyze the types of instructional media while Binglingmas (2009) used to classify the intrinsic and

extrinsic barriers in using materials and media of instructions. Not only that, but the researcher also used expert judgments as of the triangulation.

Fourth, chapter IV discusses the result and discussion of the research. This chapter discusses the research findings based on the research questions formulated before after having done in conducting the research. The result of the analysis showed that the English teachers commonly used materials of instructions such as coursebook, worksheet, video, and printed lyrics while the media of instructions commonly used were pictures, realia, cards, board, computer/laptop, audio media, powerpoint slide, and paper dictionary. This study also found that both of the teachers preferred to use traditional than technological education because of the lack of availability of materials and media of instructions and ability in developing technological education. As the strategy, the first teacher used games with pictures and cards while the second teacher preferred to use the materials and media of instructions available in the classroom.

Fifth, chapter V is the last chapter which gives the conclusions and suggestions based on the research finding. Both the first and second English teachers used materials and media of instructions. English teachers commonly used materials of instructions such as coursebook, worksheet, video, and printed lyric while the media of instructions commonly used were pictures, realia, cards, board, computer/laptop, audio media, powerpoint slide, and paper dictionary. They faced both extrinsic and intrinsic barrier when they used them. They had own way to solve the problems.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would present the related of the literature which includes three parts. First, review of the previous studies which present the previous studies that had been conducted. Second, review of the theoretical studies, it deals with the relevant theories which become as the references. The last part is the theoretical framework.

2.1 Review of Previous Studies

A study stated that junior high school students are in the phase of leaving their childhood behind and embarked on the road becoming young adults. It called as the teenager. Another study confirmed that teenage students are difficult to manage and motivate. It also confirmed if they are restless and easily prone to boredom. Students at junior high school differ from as they are young and adult learners thought to be most disobedient in behavior most discouraged to learn. They are known as the most difficult learners. Regardless of that, a survey result showed that teenage students think English lessons are very useful for them. They respected and appreciated their teachers' performance. The choice of relevant materials, activities, methods, and materials and media of instructions in engaging and motivating them is very crucial. Planning the activities that involve almost students from a class became the biggest challenge for the teachers in teaching teenage students. They still include beginner learners. The study pointed out that

teaching beginners are the most challenging level of language teaching. Since students at this level have a little knowledge of the target language, the teachers became a central determiner in whether students accomplish their goals.(Casas, 2011; Loukotkova, 2011; Lesiak, 2015; Ur, 1996; Frohlichova, 2015; Moran 2013; and Brown, 2001).

The English teachers have to make sure that their explanation is delivered well to their students. Besides, they should also use a tool to make students motivated and interested in a class through the use of materials and media of instructions. Instructional materials are the media of exchange through which a message transaction is facilitated between a source and a receiver. With a variety of instructional media available to educators, selecting the appropriate instructional format is a critical decision to stimulate learner motivation. The study found that students who taught using instructional materials performed better than students who taught without using instructional materials. Based on the study apart from course-books teachers should be encouraged to use other instructional materials to motivate learners and offer an interactive foreign language teaching atmosphere. Every grade has different types of materials and media of instructions in the teaching and learning process. In teaching young learners, there were four types of instructional media commonly used by the teachers, they were (1) boards; (2) realia; (3) pictures; and (4) book. Media such as textbook, whiteboard, LCD, internet and picture commonly used in teaching students at junior high school. Some teachers argued that the use of modern media such as television, radio, tape recorder, LCD, OHP, and computer was widely

used because of its conveniences and practicality, traditional media such as wall chart, flashcards, word cards, picture files, flannel board, realia, and many others were also advisable to use for teaching and learning process in the classroom. Many teachers got sources from the internet, books, and videos. Also, the use of print media such as newspaper advertisements, sports news, film reviews, tourist pamphlets, and many other authentic materials. Another study found that in teaching students at junior high school, the English teachers commonly used printed material, audio material, visual material, and the material taken from the internet. Media which were used by the English teachers were textbook, whiteboard, LCD, internet, and picture. There is another study found that the suitable instructional media for the students in the middle school were pictures, graphics, videos, simulations, online group learning, newspapers, chatting/messenger, powerpoint/slides, computer animations, book/e-book, magazines, audio recorded, and email. The use of them can create a sense of curiosity which can be exploited for transferring language skills effortlessly. The use of media to support language learning will for the benefit of students, introduce a more attractive and motivating way to make the journey of acquiring English as a second or foreign language a practical, successful and meaningful one (Wahyuni, 2013; Amadioha, 2009; Rodger, et.al, 2005; Ajoke, 2017; Cakir, 2015; Aini, 2015; Setyowati, 2006; Riza et al, n.d; Rao, 2016; Suciati, 2013; Rahadian and Budiningsih, 2017; and Bergeron, 2015).

The study also showed that teachers had some problems in both processes of selecting and using instructional materials and media. Many teachers at

Elementary School were reluctant to use many of the highly beneficial materials due to reasons including over crowded classes, limited technological knowledge, lack of time for preparation, curricular time constraints, heavy workload, burnout, etc. The teacher's negative belief towards instructional media and the system made them utilized the provided media in the school and did not utilize it optimally. Yet, despite the widely accepted benefits of computing and online technologies in foreign language learning, educational researchers have pointed out that in many of today's language classrooms, learners are frequently exposed only to traditional teaching methods and instructional materials (e.g., language course books) and have little or no opportunity to engage with digital learning tools. For the technical problem reason, limited access to computers and the internet often prevented teachers from taking advantage of digital media in their teaching. Not only that, the schools which located in the remote area had problems in the lack of media availability. Not to mention the teachers also lacked sufficient instructional materials for effective teaching of the topic. The use of multimedia in teaching English was obstructed by the limitation of devices. Problems associated with the effective use of instructional materials such as poor teachers' professional knowledge and insufficient awareness of types of instructional materials for use in teaching different electronics contents. In this respect, there were two types of impediments which impair language teachers' use of technology and contribute to their lack of digital literacy: (1) "intrinsic" barriers, which concern teachers' confidence, beliefs, and attitudes toward using digital learning tools; and (2) "extrinsic" factors, including limitations in terms of

training, institutional support, time, and access to computer resources (Aini, 2015; Cakir, 2015; Sukmahidayanti, 2015; Celik, 2014; Chen, Belkada and Okamoto, 2004; De la Fuente, 2003; Karamustafaoğlu, Köse and Bilen, 2003; Kawaguchi and Di Biase, 2009; Kessler and Bikowski, 2010; Levy, 2009; Tuimur and Chemwei, 2015; Rahadian and Budiningsih, 2017, Riza, et al, n.d; Chijioke, 2014; Bingimlas, 2009).

In facing the problems, teachers had different ways to solve it such as requesting technician help, borrowing instructional media supply from other class and preparing back-up instructional media. Some teachers also confessed if they needed to participate in a training program dealing with the use of materials and media of instructions. The teachers also solved the problems by choosing the instructional materials and media of instructions which made them feel confident such the teachers at Elementary schools in Turkish were more confident in using digital tools to be motivating and to improve students' attitude toward language learning (Aini, 2015; Sukmahidayanti, 2015; and Celik, 2014)

This research is different from the previous studies because this present study focused on both materials and media of instructions in the teaching process, many of the previous studies focused on one only. This research is conducted in SMPN 7 Semarang. It uses a descriptive qualitative study which describes how the teachers use materials and media of instructions including the variety of materials and media of instructions, the problems related the use of it, and the strategies to encounter the problems. It could be the references for the teachers who have problems related to the use of it.

2.2 Review of the Theoretical Studies

The title of this research is “Materials and Media Of Instructions Used By English Teachers of 7 State Junior High School in Semarang”, it uses the descriptive qualitative study, based on the title, the researcher will give some explanation, they are:

2.2.1 Types of Instructional Materials

Based on Tomlinson (2011: 2) materials could be videos, DVDs, emails, YouTube, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners.

Little John and Tomlinson (2011: 179) points out aspects for analyzing materials; there are very many aspects which one can examine in a set of materials. The focus here, however, is on materials as a *pedagogic* device, that is, as an aid to teaching and learning a foreign language. This will limit the focus to aspects of the *methodology* of the materials, and the linguistic nature of their *content*. There are two main aspects; publication and design. *Publication* relates to the ‘tangible’ or physical aspects of the materials and how they appear as a complete set, whether on paper or electronically. It will be concerned with the relationship that may exist between the student’s materials and any other components (e.g. whether answer keys are only available in the teacher’s materials, how the student’s material relates to any audio or video recordings and soon) and the actual form of the material (e.g. durable vs. consumable, worksheets

vs. bound book, paper print vs. electronic), all of which may have direct implications for classroom methodology. Then, look inside the materials to determine how they are divided into sections and sub-sections, how a sense of continuity or coherence is maintained and whether the order in which the material can be used is predetermined. This final aspect suggests one further element: how access *into* the materials is supported for example, whether there are contents lists, wordlists, indexes, search facilities, hyperlinks, and so on.

The second section in the framework *design* relates to the thinking underlying the materials. This will involve consideration of areas such as the apparent aims of the materials how the tasks, language, and content in the materials are selected and sequenced (such as a particular syllabus type and use of corpora) and the nature and focus of content in the materials (such as cross-curricular content, storylines, topics). Also of central importance in this will be the nature of the teaching/learning activities which are suggested by the materials (such as ‘whole tasks’, comprehension tasks, learner training, etc.). An analysis of teaching/learning activities will need to focus closely on what precisely learners are asked to *do*, and how what they do relates to processing competence. Process competence refers to the learners’ capacity to draw on different realms of *knowledge* (concepts, social behavior and how language is structured), their *affects* (attitudes and values), their *abilities* to express, interpret and deduce meanings, and to use the different *skills* of reading, writing, speaking and listening. Teaching/learning activities are also likely to suggest modes of classroom participation for example, whether the learners are to work alone or in

groups – and, from this, the roles that teachers and learners are to adopt. Finally, we may examine the materials to determine what role they intend for themselves. Do they, for example, aim to ‘micro-manage’ the classroom event by providing detailed guidance on how teachers and learners are to work together, or do they only provide ideas that teachers and learners are actively encouraged to critically select from or develop? Here is the framework of analysis:

Publication

1. Place of the learner’s materials in any wider set of materials
2. Published form of the learner’s materials
3. Subdivision of the learner’s materials into sections
4. Subdivision of sections into sub-sections
5. Continuity
6. Route
7. Access

Design

8. Aims
9. Principles of selection
10. Principles of sequencing
11. Subject matter and focus of subject matter
12. Types of teaching/learning activities
 - what they require the learner to do
 - manner in which they draw on the learner’s process competence
(knowledge, affects, abilities, skills)

13. Participation: who does what with whom
14. Learner roles
15. Teacher roles
16. Role of the materials as a whole.

2.2.2 Types of Instructional Media

Harmer (2007) classified instructional media and its functions into several types, namely:

2.2.2.1 Realia

Intrinsically interesting objects can provide a good starting point for a variety of language work and communication activities. Jill and Charles Hadfield suggest bringing in a 'bag of evocative objects' that have a 'story to tell' (Hadfield and Hadfield 2003b: 32). These might be a hair ribbon, a coin, a button, a ring, a paperclip, an elastic band, an old photo frame, a key, and a padlock.

2.2.2.2 Pictures

Teachers have always used pictures or graphics - whether drawn, taken from books, newspapers, and magazines, or photographed - to facilitate learning. Pictures can be in the form of flashcards (smallish cards which we can hold up for four students to see), large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair- or groupwork), photographs or illustrations (typically in a textbook). Pictures of all kinds can be used in a multiplicity of ways, as the following examples show;

2.2.2.2.1 Drills

Drills: with lower-level students, an appropriate use for pictures - especially flashcards- is in cue-response drills. We hold up a flashcard (the cue) before nominating a student and getting a response. Then we hold up another one, nominate a different student, and so on. Flashcards are particularly useful for drilling grammar items, for cueing different sentences and practicing vocabulary. Sometimes teachers use larger wall pictures, where pointing to a detail of a picture will elicit a response, such as *There's some milk in the fridge* or *He's just been swimming*, etc. We can show large street maps to practice shop vocabulary or to get students giving understanding directions.

2.2.2.2.2 Communication

Communication (games): pictures are extremely useful for a variety of communication activities, especially where these have a game-like feel, such as 'describe and draw' activities, where one student describes a picture (which we have given them) and a partner has to draw the same picture without looking at the original. We can also divide a class into four groups (A, B, C, D) and give each group a different picture that shows a separate stage in a story. Once the members of the group have studied their picture, we take it away. New groups are formed with four members each - one from group A, one from group B, one from group C and one from group D. By sharing the information they saw in their pictures, they have to work out what story the pictures together are telling. Teachers sometimes use pictures for creative writing. They might tell students to invent a story using at least three of the images in front of them. They can tell

them to have a conversation about a specified topic, and, at various stages during the conversation, to pick a card and bring whatever that card shows into the conversation

2.2.2.2.3 Understanding

Understanding: one of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word *aeroplane*, for example, is to have a picture of one. In the same way, it is easy to check students understanding of a piece of writing or listening by asking them to select the picture (out of, say, four) which best corresponds to the reading text or the listening passage.

2.2.2.2.4 Ornamentation

Ornamentation: pictures of various kinds are often used to make work more appealing. In many modern coursebooks, for example, a reading text will be adorned by a photograph which is not strictly necessary, in the same way, as happens in newspaper and magazine articles. The rationale for this is that pictures enhance the text, giving readers (or students) an extra visual dimension to what they are reading. Some teachers and materials designers object to this use of illustrations because they consider it gratuitous. But it should be remembered that if the pictures are interesting, they will appeal strongly to at least some members of the class. They have the power (at least for the more visually oriented) to engage students.

2.2.2.2.5 Prediction

Prediction: pictures are useful for getting students to predict what is coming next in a lesson. Thus, students might look at a picture and try to guess what it shows. (Are the people in it brother and sister, husband or wife, and what are they arguing about - or are they arguing?) They then listen to an audio track or read a text to see if it matches what they predicted based on the picture. This use of pictures is very powerful and has the advantage of engaging students in the task to follow.

2.2.2.2.6 Discussion

Discussion: pictures can stimulate questions such as: *What is it showing? How does it make you feel? What was the artist's/photographer's purpose in designing it in that way? Would you like to have this picture in your house? Why? Why not? How much would you pay for the picture? Is the picture a work of art?* One idea is to get students to become judges of a photographic competition. After being given the category of photographs they are going to judge (e.g. men in action, reportage, abstract pictures), the students decide on four or five characteristics their winning photograph should have. They then apply these characteristics to the finalists that we provide for them, before explaining why they made their choice.

2.2.2.3 Cards

Of the many uses for cards, three are especially worth mentioning:

2.2.2.3.1 Matching and Ordering

Matching and ordering: cards are especially good for matching questions and answers or two halves of a sentence. Students can either match them on the desk in front of them (perhaps in pairs or groups), or they can move around the classroom looking for their pairs. This matching can be based on topic, lexis or grammatical construction. We can also use cards to order words into sentences or to put the lines of a poem in order. Using cards in this way is especially good for kinesthetic learners. But it is good for everyone else, too, especially if we can get students walking around the classroom for at least a brief period.

2.2.2.3.2 Selecting

Selecting: cards work well if we want students to speak on the spot or use particular words or phrases in a conversation or sentences. We can write words on separate cards and then, after shuffling them, place them in a pile face down. When a student picks up the next card in the pack, he or she has to use the word in a sentence. Alternatively, students can choose three or four cards and then have to incorporate what is on the cards into a story. Students can also pick up a card and try to describe what the word on it feels, tastes or smells like so that the other students can guess it.

2.2.2.3.3 Card games

Card games: there are as many card game possibilities in language learning as there are in real life. We can turn the card selection into a game by introducing a competitive element- having students in pairs play against each other or other pairs. A simple vocabulary game can be played in which students have cards with pictures on one side and words on the other. If they pick the picture side, they have to produce the word. If they pick the word side, they have to draw it and then compare it with the original picture. The old game of *Snap* can be adapted so that two players have a set of cards, with the same objects, etc., but whereas one player has only pictures, the other has only words. The cards are shuffled and then the players put down the cards one at a time. If a picture and word card match, the player who shouts *Snap!* first wins all the cards on the table. The object of the game is for one player to end up with all the cards.

2.2.2.4 Board

We can use boards for a variety of different purposes, including boards refer to blackboard, whiteboard or any board used in the classroom. Candler (2011) states several benefits in using whiteboard in teaching English in the classroom: engaging students in the lesson; monitoring students' comprehension of the lesson; can be utilized easily; saving paper; students can interact with it easily; no need technical support and not consuming time. Boards can be used in various different purposes, such as note pad, explanation aid, picture frame, public workbook, game board, and notice board.

2.2.2.4.1 Note-pad

Teachers frequently write things up on the board on these come up during the lesson.

2.2.2.4.2 Explanation aid : it used to explain the lesson.

2.2.2.4.3 Picture frame: boards can be used for drawing pictures.

2.2.2.4.4 Public workbook

A typical procedure is to write up fill-in sentences or sentence transformation items, for example, and have individual students come up to the board and write a fill-in item or a transformed sentence. That way the whole class becomes involved in seeing what the correct version is.

2.2.2.4.5 Game board

There are a number of games that can be played using the board. With noughts and crosses (also called Tic-tac-toe), for example, teachers can draw nine-box frames and write different words or categories in each box. Teams have to make sentences or questions with the words and if they get them right, they can put their symbol (O or X) on the square to draw their winning straight line.

2.2.2.4.6 Noticeboard

Teachers and students can display things on boards - pictures, posters, announcements, charts, etc. It is especially useful if the boards are metallic so that magnets can be used.

2.2.2.5 OHP (OverHead Projector)

OHP or Overhead projectors are useful for teachers in showing many things on overhead transparencies. Onasanya (2004) states one of the advantages by using OHP, students can see the materials in front of the class. It also helps teacher to show something one by one.

2.2.2.6 Audio Media

It is still extremely common for teachers and students to listen to recorded audio material on cassette recorders. Tape recorders are versatile, cheap, and convenient and, when they have efficient rewind and fast forward buttons and tape counters, they are extremely easy to use. Many teachers also use CD players, which have some of the same advantages as tape recorders, though they are often bulkier and have counter systems that are sometimes more difficult to use efficiently than those of older tape recorder models. However, recorded material is now available (as is video material) in digital formats such as WAV and MP3. What this means in practical terms is that we can play material directly from computers and MP3 players. This has revolutionised access to listening, especially for individual listeners. The availability of podcasts (that is, downloadable files which the user can load onto their own personal MP3 players such as iPods - or, increasingly, mobile phones), means that students (and teachers) can listen to a range of material whenever they want on devices that are so small that they are not difficult to carry around. Teachers and students can go, for example, to

Podcast.net and search the site for ESL material. A search engine like Google will also enable us to find a huge variety of ESL and general podcast material.

2.2.2.7 Flipcharts

Flipchart is a media which contains big sheets of paper (Aini, 2013). It is mostly used during the discussion to write down points that are being discussed.

2.2.2.8 Computer-based Presentation Technology

Harmer (2007) states that these instructional media have two main components, hardware, and software. In addition, Onansanya (2004) states this media combine audio and visual presentation which can help teachers to attract students' attention. This kind of media also can send a large amount of information. The two crucial pieces of hardware are computers and data projector. Anything that is on our computer screen can be shown to the whole class using a data projector to put up an enlarged version of it on a screen or a white wall. This means that all the class can see a word processed task at the same time, or we can project a picture, diagram or map, for example. Presentation software, such as PowerPoint, increases our capacity to present visual material (words, graphics and pictures) in a dynamic and interesting way. However, the most commonly used PowerPoint template (a heading with bullet points) has suffered from over use and may not be the most effective use of the medium. In fact, the software offers a more interesting option where we can mix text and visuals with audio/video tracks so that pictures can dissolve or fly onto and off the screen, and music, speech and film can be integrated into the presentation. Some people, of course, may find this

kind of animated presentation irk some in its own way, but there is no doubt that it allows teachers to mix different kinds of display much more effectively than before such software came along.

2.2.2.9 Virtual learning

The easiest way of organizing teaching, swapping material and giving feedback to students using IT is via email. Teachers can set assignments, have 'conversations' with students and give feedback on student work. However, there are internet-based software programs designed specifically to offer teaching and training environments online. There are a number of online courses for both students and teachers of English. These range from the downright shoddy (i.e. not worth the time that users spend on them) to serious attempts to facilitate successful learning even when groups of students are not physically present in the same space.

2.2.2.10 Dictionary

Students can access dictionaries in book form, on CD-ROMS, using small electronic handsets and on the web. We will look at these in turn.

2.2.2.10.1 Paper Dictionaries

Dictionaries printed in book form have changed dramatically in the last few years. Whereas in the past, they were monochrome, with forbidding-looking entries which used various codes to denote different aspects of meaning, now they

are colourful and laid out in a way that makes issues such as frequency, collocation, different meanings, pronunciation, etc.

2.2.2.10.2 CD-ROMs

Paper dictionaries are limited by the size of book that users are prepared to carry around with them. The same is not true of CD-ROMs, which can include a significantly greater amount of information (including audio material). Not only that, but CD-ROMs have one huge advantage, which is that users no longer have to search alphabetically (a skill that some people find difficult in both L1 and L2!). They can type in a word or phrase and it will appear on the screen, together with features such as collocation information, more corpus examples, a phrase-store, and even the saurus-type word stores. Students can also hear the words being spoken and, perhaps, record themselves to compare with the spoken original.

2.2.2.10.3 Electronic Pocket Dictionaries

Many students like to carry around small electronic dictionaries which fit snugly into their pockets. Teachers sometimes find these problem since students tend to refer to them frequently in lessons at times when we would prefer them not to be accessing such little machine, however a more problematical issue has in the past been the size of the display screen and the information that is included in the dictionaries. Small screens mean that users are never going to get any of the incidental or insightful (and frequently unexpected) detail that we get when we

look at a dictionary page or computer screen. Furthermore, students have to scroll up and down continuously to find what they are looking for.

2.2.2.10.4 Online Dictionaries

Finally, many dictionaries are now freely available online (although users may have to go through a complex registration process to be granted access).

2.2.3 The Advantages of Materials and Media of Instructions

2.2.3.1 The Advantages of Materials of Instructions

According to Amadioha (2009), the use of materials of instructions have some advantages:

1. The essence of producing instructional materials is to facilitate the teaching-learning process. The essence is not to use such instructional materials as objects of decoration in our classroom or as objects to be presented during award-winning national exhibitions on improved instructional materials. If the essence of producing instructional materials is to use such materials to facilitate teaching learning, it, therefore, seems logical that the best approach to adopt in any production exercise is to predict out production on research findings on how individuals learn. Besides, there are, for instance, many factors that affect attention of human beings. There are also ideas about how we perceive objects. Hence, for a classroom teacher, who wants to produce instructional materials, his production has to be on sound principles.

2. While presenting various learning theories, one has to be sure that a classroom teacher is guided by expert ideas during his production and utilization of instructional materials.
3. They supply a concrete basis for conceptual thinking and reduce meaningless work responses for students as it makes learning more permanent.
4. Instructional materials have a high degree of interest for the learner; for they offer a reality of experience, which stimulates self-activity on the part of pupils.
5. Instructional materials develop a continuity of thought, this is especially true of motion pictures, as they provide experiences not, easily obtained through other materials and contribute to the efficiency, department, and variety of learning.

2.2.2.3.2 The Advantages of Media of Instructions

According to Chijioke et al (2014), the use of media of instructions have some advantages:

1. Develop positive attitude and healthy self concept because successes in carrying out the activities make electronics students believe they can do it.
2. Enjoy and appreciate their subjects of study.
3. Develop understanding and judgment.
4. Develop functional knowledge and manipulative skill
5. Visualize or experience something.

6. Facilitate different learning styles.
7. Stimulate learners' interest and curiosity.
8. Develop continuity of reasoning and coherence of thoughts.
9. Reduce verbalism or repetition of words.
10. Possess opportunities for private study.

2.2.4 Barriers of the Use Materials and Media of Instructions

According to Binglingmas (2009), there are two distinctive types of impediments which impair language teachers' use of materials and media of instructions:

2.2.4.1 Intrinsic Barriers

Intrinsic barriers concerns with teachers' beliefs and insufficient knowledge of technical tools and how to apply them for instructional purposes have frequently been cited as leading factors in EFL teachers' failure to incorporate digital materials in their practice.

2.2.4.2 Extrinsic Barriers

These barriers are including limitations in terms of training, institutional support, time, and access to computer resources. Alkahtani and Heider (2010) added extrinsic barriers such as;

1. Lack of technical and administrative support;
2. Lack of assistance in supervising students while using technology;

3. Lack of specialists available to assist students in developing the necessary computer skills;
4. Lack of computer availability;
5. Lack of time required to successfully integrate technology into the curriculum;
6. High cost of equipment and rapid changes in technology.

2.2.5 Teaching English to Students of Junior High School

Teaching English to students of junior high school is the same as teaching teenage students because they are age of transition. According to Ur (as cited in Harmer, 2001: 38) teenage students are overall the best language learners. Based on Nunan (as cited in Bambang, S 2006: 181) teenagers are classified as young adults whose ages range between twelve and eighteen, it means that they are in between childhood and adult. As we know that teenagers have unique characteristics, they still search for individual identity. Harmer (2001) point out that “Identity has to be forged among classmates and friends, peer approval may be considerably more important for the students than the attention of the teacher which, for younger children, is so crucial (p. 39). Sometimes, teenage students disrupt the class. Harmer added that the reason why the teenage students may be disruptive in the class because they feel bored in the teaching and learning process especially in teaching English subject because it is not our native language. The students in junior high school suppose that it becomes one of the difficult subjects. As noticed by Ur (1996), teenagers have a reputation for being the most difficult

learners. Although their potential is bigger than the young children, they seem to have lack of motivation, are less liable to teacher's encouragement and not easy to supervise. It takes a lot of time for the teacher to gain their trust and respect. Most of the adolescents do not want to familiarize with the tutor in order to not be seen by the peer-group as a teacher's favorite student. Adolescent learners are keen on participating in making decisions which are closely related to the lessons material and the learning program. English lessons, as well as other subjects in school, are not a priority in a teenager's hierarchy. Students are notoriously hard to please and teachers have to always look for original activities that will both capture and hold students' attention. However, this is only a part of the picture. "Anyone who has taught secondary school students has had lessons, even days and weeks when task seemed difficult, and on especially bad days hopeless. Yet if, as the methodologist Penny Ur suggests, teenage students are overall the best language learners" (Harmer, 2001: 38).

As a result, to get the attention of the teachers they cause the disruption. To make the students pay attention to the lesson, the teachers should have interesting tools to guide the students in understanding the lesson.

2.3 Theoretical Framework

Materials and media of instructions used by English teachers in teaching process theoretically have many aspects and functions. But, they still have many problems in using materials and media of instructions. The first procedure of doing this research is formulating the problems by considering the facts and

theory. It has been revealed that the objectives of the study are to explain the variety of materials and media of instructions and to describe the problems and the strategies related to use of materials and media of instruction. In order to fulfill those objectives, the researcher collects several data through observations (taking field notes), documents, interviews, and audiovisual materials. The observation is used to get information about what kind of materials and media of instructions are used by teachers and how they use them. While the interview is used to get information about the problems and the strategies commonly faced and used by the teachers and also to obtain other information that is not found in the classroom. The documents and audiovisual materials are used to support the data such as pictures, recordings, and photos. After that, the data are transcribed, identified, and interpreted to get the findings. Before discussing them, the researcher asks for expert judgments as triangulation in order to check whether the data are valid or not. Then, the researcher makes the discussion, and the last procedure is drawing conclusions based on the research findings. The researcher uses Tomlinson and Littlejohn (2011) theory to analyze the aspects of materials and media of instructions; publication and design. Then, Harmer (2007) is used to analyze the types and functions of instructional media in the teaching process. Finally, Binglingmas (2009) is used to analyze the problems of using materials and media of instructions faced by English teachers; intrinsic and extrinsic barriers.

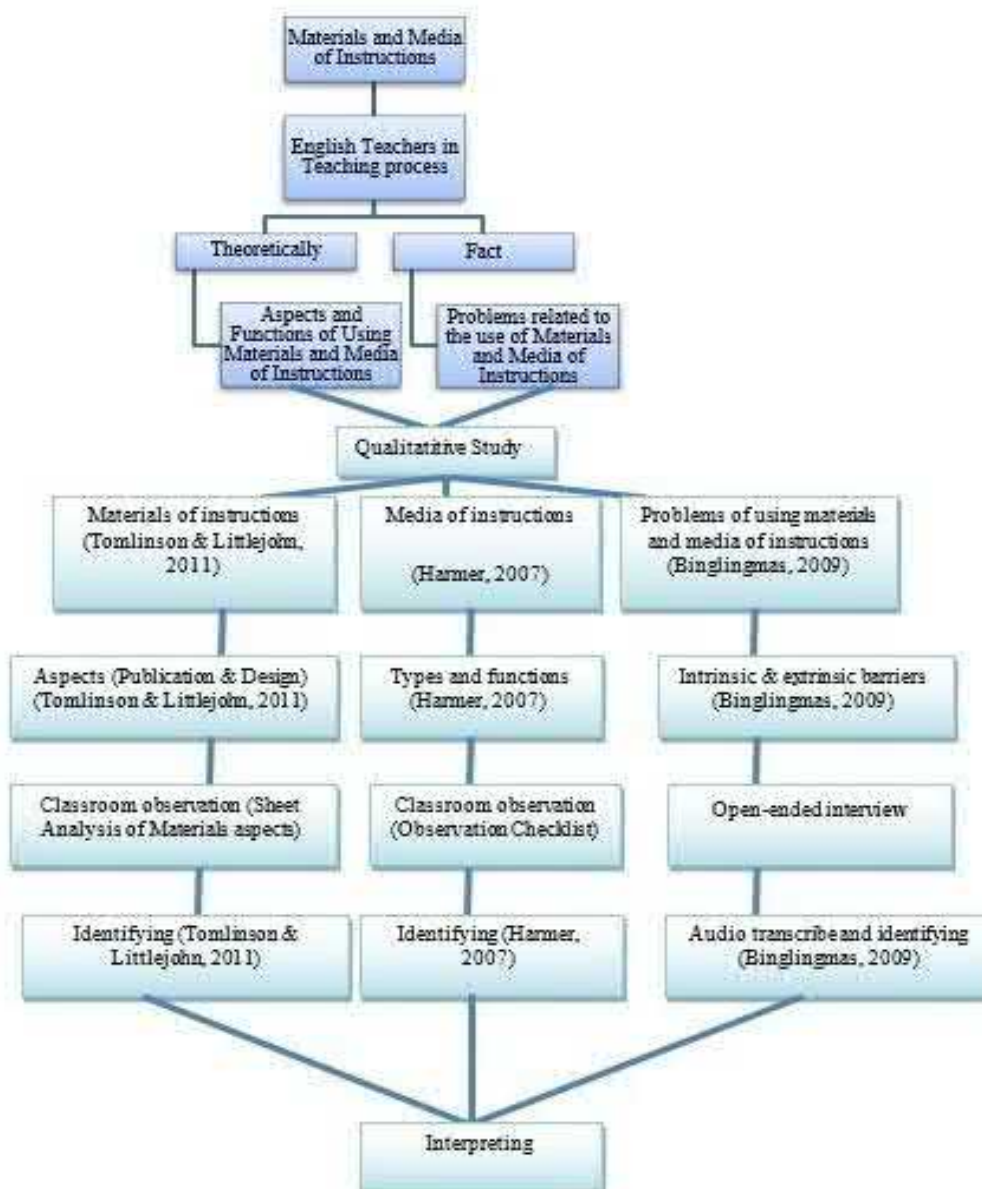


Figure 2.1 Theoretical Framework

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusions of the analysis results based on the previous chapter. The researcher also provides the suggestions for the English teachers, government, and future researchers theoretically, practicality, and pedagogically for having better education system.

5.1 Conclusions

In this case, the researcher gives the conclusions of the whole study which had been obtained from the analysis results. Based on the analysis results, the researcher found that English teachers of 7 state junior high school in Semarang often used materials and media of instructions in supporting teaching and learning process.

Based on the first reseach objectives related to the variation materials and media of instructions, the first English teacher who teach seventh grade students used coursebook, worksheet, andprinted lyricsas the materials of instructions. The variations media of instructions were pictures, realia, cards, board, computer/laptop, audio media, and paper dictionary. The second English teacher teaches eight grade students used coursebook, worksheet, and video.The media of instructions were pictures, board, computer based technology, and paper dictionary.

From those findings, the researcheridentified whether the instructional materials which used fulfilled the aspects in using a good materials; they were publication and design. Not all of the materials fulfilled those aspects such as

printed lyrics which used by the first teacher. While the researcher identified the instructional media with their functions. All of the the instructional media had the each functions in supporting the teaching and learning process.

The use of variations in materials and media of instructions gave the benefit both for the teacher and students. It gave the class be active and fun, the materials and media of instructions facilitated the students and the teacher to do the classroom activities.

Based on the second objective which related to the problems faced by the English teachers in using materials and media of instructions, the English teachers of SMPN 7 Semarang faced some problems. The first and second English teachers faced both intrinsic and extrinsic barriers. The first teacher faced insufficient ability in finding the sources and educational technology, insufficient ability in managing the classroom, and lack of school facilities. The second English teacher faced insufficient ability in using educational technology, lack of school facilities, and lack of time preparation.

The third objective was the strategies used by the English teachers in solving the problems in using materials and media of instructions. The first teacher used alternative ways such games using pictures and cards. The second teacher had time preparation problems in preparing materials and media of instructions. She choosed to download the materials from the internet, asked the students to design the media in the class, and asked the students to take role play. Based on those finding, the researcher concluded that both first and second teacher choosed to use the materials and media of instructions which easy and available in the school.

They did not use any virtual learning because of the lack of facility and ability. Both of them had admitted that the students and the teachers had not ready yet to apply it

5.2 Suggetions

The researcher gives some suggestions for the English teachers and future researchers who are related to the use of materials and media of instructions in teaching English.

First, for the English teachers, this study contains the theory of variations in materials and media of instructions that can be used by the teachers in order to support the teaching process. Teachers can use this study as the reference when they want to apply materials and media of instructions. It will be beneficial for the students and teachers if the teachers can apply it appropriately. In selecting the materials of instructionsa, they should consider the aspects of a good material, they are publication and design. If those have been reached, it will give the good and quality materials for the students. The use of instructional media are so important to support in delivering materials. There are many types of media which can be used by the teacher including simple into modern one.

Second, for the government, this study shows that English teachers have difficulties when they want to apply the educational technology in supporting the teaching process. Lack of facility and ability became the problems for them. The school facilities don't cover their needs such LCD projector and computer. The teacher also confessed that they need to join the training in oder to update their ability in educational technology. From this study, the governement

should facilitate more both in school facilities and teachers' abilities problems in order to make the future education system be better.

Third, for the future researchers, this study can be one of the references for them who want to work with the use of materials and media of instructions. They will find another theory from this study which relate to the use of materials and media of instructions. They can use this study to support or give perspective and evidence for their studies. On the other, they can use this study as the comparison between English and other subjects, such as Mathematics, Biology, History, etc.

The researcher finds that this study has a weakness. The results of the findings were almost same with the previous studies. Although the research setting and participants were different, but the result almost the same. Based on the previous studies the English teachers preferred to use the materials and media of instructions which available in the classroom. This study also found that it also happened by the English teachers of 7 state junior high school in Semarang. They faced the problems which almost the same with the previous studies such as lack of time preparation, school facilities, and teachers' ability in using digital media.

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