

**THE IMPLEMENTATION OF INSTRUCTIONAL MEDIA IN  
TEACHING ENGLISH TO YOUNG LEARNERS**

(A Case Study in Elementary School in Tangerang)

**A PAPER**

Submitted to the English Language Education Study Program, Faculty of Teacher  
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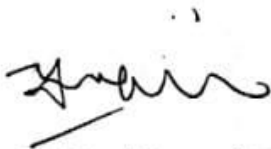
**2022**

## APPROVAL SHEET

### THE IMPLEMENTATION OF INSTRUCTIONAL MEDIA IN TEACHING ENGLISH TO YOUNG LEARNERS

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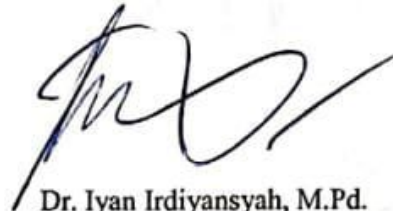
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## DECLARATION

I hereby declare that the paper entitled “**The Implementation of Instructional Media in Teaching English to Young Learners**” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

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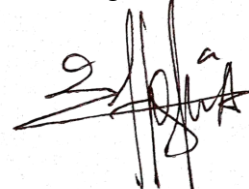
## PREFACE

*Alhamdulillahirobbil'alamin*, all praise and gratitude should be to Allah SWT who has given health, strength, capability, and guidance to the writer until she could finish her paper entitled “The Implementation of Instructional Media in Teaching English to Young Learners”.

This paper is written to fulfill one of the requirements for the *Sarjana Pendidikan* Examination at English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

Even though the writer has tried to do her best in conducting the research, the writer realizes that this paper is still far from being perfect. Therefore, she accepts any suggestion and criticism for the improvement of this paper for her better study in the future. Moreover, she hopes this paper will be useful for the readers.

Bogor, October 2022

A handwritten signature in black ink, appearing to be 'Zahra', written over a faint circular stamp.

The writer

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## **ABSTRACT**

This research aims to describe the implementation of instructional media in teaching English to young learners. Types of media are used during the learning process. The use of instructional media can make students easier to receive learning materials because the learning process becomes more interesting and not boring especially in learning English. This research is focused on the implementation of instructional media in teaching English to young learners. In this study, the writer applied qualitative descriptive method. To collect the data, the writer employed observation, documentation, and interview with the teacher. The participants in this study were students in grades 6B, 6C, and an English teacher at MIT MA Mathla'ul Anwar. The result of this research shows that the teacher uses different instructional media at each meeting. The teacher uses three types of instructional media in teaching English. These media are included in the types of print media (textbook), audio, and audio-visual media. Teacher sometimes insert the games that support instructional media in learning activities. The use of instructional media can facilitate and assist teacher in delivering learning material, especially English. The most effective instructional media used are smartphones and infocus. The use of instructional media applied to young learners can make learning interactive, creative, and communicative. In addition, it can make the teacher easier to achieve learning goals.

**Keywords:** Instructional Media, Teaching English, Young Learners.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

In teaching English, instructional media is one of the most important parts of the learning process. Learning media or commonly called instructional media is a tool or means used in teaching and learning activities so that the interaction process between the teachers and students is formed. Instructional media plays a role in increasing students' learning motivation. According to Wamalwa (2014), instructional media is “the kind of media used in teaching to aid in learners’ easier understanding according to the set objectives”. Instructional media is a learning tool that can be used by teachers in assisting to provide learning materials to students.

In teaching English to young learners, the teachers need an understanding of the different characteristics that each student has, especially the characteristics of learning in the classroom. Currently, many students are easily influenced and bored in learning, especially learning English. The teachers should be able to introduce the importance of learning English to young learners. Therefore, instructional media is needed to package English language learning to be more interesting so that students are encouraged and interested in participating in the learning process. In addition, the implementation of instructional media in teaching English is expected to make it more memorable and fun.

Based on the above problems, students need meaningful learning and a new innovation in every meeting in the classroom. In using instructional media in teaching English, students are expected to be interested and learning materials will be easier to understand. According to Musfiqon (2012), instructional media can be defined as a tool in the form of a physical and non-physical used by teacher in conveying material to students to be more effective and efficient. Therefore, using the appropriate media and following the characteristics of students will result in effective and efficient learning as expected.

In addition, instructional media has an important role in the learning process. Through this research, the writer expects that the implementation of instructional media can make students are more motivated and interested in participating in teaching and learning activities in the classroom. In addition, the teachers and students can also find out the benefits of each instructional media that will be applied. Furthermore, the writer decides to conduct a research entitled "The Implementation of Instructional Media in Teaching English to Young Learners."

## **B. Reason for Choosing the Topic**

In teaching English, many strategies can be used in the learning process. The teachers must find the appropriate strategy becomes an interesting and interactive learning. Instructional media is one of the effective ways commonly used in the learning process. Especially in modern times, there are many types of media used in the learning process.

In this study, the writer has two reasons for choosing this topic. First, she wants to know how teacher implements instructional media in teaching English to young learners. It will affect students' interest in participating in the learning process. So, students will understand quicker and easier the learning material.

The second reason is to find out the type of instructional media used by the teacher in teaching English. In teaching English, many types of instructional media are used. Many instructional media can be chosen to be used in the learning process. However, not all media are suitable or appropriate to be applied in the learning process. Therefore, the teachers can select and use the most appropriate or relevant media to the characteristics and needs of students during the learning process.

In conclusion, the writer expects that using instructional media can assist teachers in selecting instructional media that are appropriate to the characteristics of students and the material to be taught. For students can improve their English knowledge and skills in the learning process. Therefore, the use of this instructional media will be applied in teaching English, since it will assist the learning process to be more effective and enjoyable. This research is conducted to support the achievement of learning activity objectives.

### **C. Research Question**

The research question is: What types of instructional media used by the teacher in teaching English to young learners?

#### **D. Aim of The Research**

This research aims to find out what types of instructional media used in teaching English to young learners.

#### **E. Research Focus**

Based on the explanation above, the writer focuses on identifying the types of instructional media used and how teachers implement instructional media in teaching English to young learners. In this case, the types of instructional media are the focus in providing English language material for young learners.

#### **F. Operational Definition**

##### **1. Instructional Media**

Instructional media is one of the media used in the learning process to make it more fun and learning material will be delivered quickly. According to Adegbija and Fakomogbon (2012), the instructional media are the human and non-human devices, materials, or methodologies used by the teachers to overcome all learning problems.

#### **G. Research Significant**

##### **1. Student**

This research will help students improve motivation in learning by using appropriate instructional media. The use of instructional media is expected to lead students to be better at learning English and it can increase knowledge

about the use of instructional media. Moreover, students can easily understand the learning material provided by the teachers.

## 2. Teachers

The results of this research are expected to provide references to teachers in applying appropriate and effective types of instructional media. The teachers can explore how to make learning designs using instructional media. In addition, it can help teachers to improve their insight and skills in utilizing instructional media in teaching English to young learners. Furthermore, this research is also expected to be able to direct teachers in overcoming problems that are often faced in utilizing instructional media.

## 3. For other researchers

The results of this study can be used as a reference for other researchers to conduct different studies related to the use of instructional media in the learning process. This research provides information about the use of instructional media applied in the process of teaching English to young learners. It can identify problems related to the application of instructional media and how to overcome them. Therefore, the results of this study can be used as a reference to be able to develop related research in-depth.

## **CHAPTER II**

### **THEORETICAL FOUNDATION**

#### **A. Instructional Media**

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

Media are the plural form of medium, which derives from the Latin word *medius* that has meaning “middle” (Bakri 2011). It means that the media is to convey information (messages) between the sender and receiver of the message. Media is one tool that can encourage students to follow the learning process. According to Adegbija and Fakomogbon (2012), instructional media is the human and non-human devices, material, or methodologies used by teachers to overcome all learning problems, including noise factors. The use of instructional media is one of the factors that can affect learning objectives. Learning objectives will be easily achieved by fulfilling several points that can be supported, including the use of instructional media in the learning process.

The instructional media aims to help teachers present learning materials to students (Gan et al., 2015). Accordingly, instructional media can help teachers easier to present the material to be delivered to their students. The media uses traditional materials such as whiteboards, handouts, charts, slides, overheads, real objects, videotapes or films, or even modern materials and methods such as computers, DVDs, CD-ROMs, the internet, and interactive video conferencing. It can also affect the teaching and learning process and help encourage the achievement of learning objectives to be more systematic and

effective. Therefore, instructional media are various types of media that can be applied in the teaching and learning process that can increase students' interest and motivation during the learning process.

The function of instructional media in the learning process is to have a role as the delivery of information from the source (teacher) to the recipient (student). The method is a way to assist students in obtaining and organizing information to achieve learning objectives.

## **2. Kinds of Instructional Media**

There are many kinds of instructional media that can be used as a reference and used for the learning process by teachers

Vernon (1996) in Ruis, N. Muhyidin. Waluyo, T. (2009) mentions that there are six kinds of media including;

### **a. Drawing or teacher made drawings**

This media can be used and supports the topic being taught and easy to apply in the classroom.

### **b. Still pictures**

This media can be shown in real objects or events outside the class. Still pictures are recordings or copies of real objects or events that may have almost the same shape, for example, photos, bulletin board materials, brochures, etc.

### **c. Audio recording**

The recording is a media in the form of sound for materials related to listening activities. Audio recordings can be used individually or shown live to students.

d. Motion picture and TV

Other media that can be used are motion picture and TV, which is a moving visual image or audio-video in color or black and white produced from live-action or graphic presentations displayed on the cathode ray tube or TV monitor. Objects or events can be edited for abbreviation or high exposure can be adjusted. It can be silent or have sound.

e. Real objects, simulations, and models

This type of media includes people, events, objects, and demonstrations. Real objects are contrasted with other media and are not replaced by artificial objects or events. Simulation is a replication of a real situation that has been designed as closely as possible to the actual event or process. A model is a replica of reality. Looks like scale or miniature.

f. Programmed and computer-assisted instructions

The example of a computer-assisted instruction program is an array of information designed to elicit a predetermined response. Typical examples are programmed textbooks or instructional programs prepared for computers.

### **3. Types of Instructional Media**

According to Harmer (2007) in Sukmahidayanti (2015), there are several types of instructional media that can be used by teachers:

a. The students themselves

Students themselves can be used as media in the classroom. Teachers can do many things in the classroom by involving the students themselves.

b. Realia

In TEFL survival site (2012) realia means using real objects inside or outside classroom to teach English. It can provide experiences for students to involve students' senses in learning. It can be concluded that realia is a real object that is not modified inside or outside the classroom used by the teacher for the teaching and learning process. Realia can be used as a starting point for introducing lessons and/or understanding the concepts of the material.

c. Pictures

Pictures are one of the visual media used by teachers to convey messages to students. These types of materials include pictures, charts, graphics, posters, cartoons, etc. Pictures can be used for several purposes in learning. Images can be used in various ways consisting of; (1) drilling, (2) communication, (3) understanding, (4) ornamentation, (5) prediction, and (6) discussion (Harmer, 2007).

d. Textbooks

Textbooks are one of the most widely used media in schools. It is a form of print media. There is a lot of information materially and verbally through this print media. It can also be used as a reference and basic instructional guide by teachers.

e. Board

The board is also one of the media tools that are still often used in the classroom, namely; blackboard, whiteboard, and interactive whiteboard (IWB). As the picture, the board is also used for several purposes. As it mentioned by Candler (2011) in Sukmahidayanti (2015) that several benefits in using whiteboard in teaching English in the classroom: engaging students in 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.

f. Overhead Projector (OHP)

By using an overhead projector, students can see the screen in front of the class which contains material in the form of writing or images that are displayed transparently. The transparent will be projected using a projector.

g. Flipcharts

The next instructional media that can be used by teachers is flipcharts. Flipchart is a large sheet of paper tied so that each page can be turned over

at the top to open the next page, usually used for presentation activities. According to Aini (2013), Flipchart is a media which contains big sheets of paper. In addition, there are several benefits of flipcharts, namely portable, easy to access, and easy to use.

h. Computer-based presentation technology

There are two types of computer-based learning media, namely hardware and software. The hardware needed for this learning media is a computer and an LCD projector. This learning media combines audio and visual materials. While the software needed for learning media is in the form of related applications and following the material to be taught. The use of computer-based technology media can facilitate teachers to convey information more widely to the students.

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

In the teaching and learning process, there are several functions of instructional media. Celce-Murcia (2001: 461) states the function of using instructional media, as follows:

- a. Instructional media serves as an important motivator in the language teaching process
- b. Instructional media creates a contextualized situation within which language items are presented and practiced
- c. Instructional media materials can make the classroom situation more enjoyable for students

- d. Instructional media provides a way to visually meet the needs of students
- e. Lecturer can encourage students to increase learning motivation. They can also enrich their experience in learning every material given by the lecturer
- f. Instructional media can help students maximize the use of their prior knowledge
- g. Instructional media provides facilities for teachers to deliver the material in an efficient time, it easier for students to receive information.

## **5. Advantages of Using Instructional Media**

According to Iwayanardiasa (2010), there are several advantages of using media in teaching and learning process, as follows;

- a. The delivery of learning materials can be standardized  
  
Differences in interpretation between teachers can be avoided and can reduce the imbalance of information between students.
- b. The learning process becomes more clear and interesting  
  
Instructional media can display information through sound, images, movement, and color, thus helping teachers to create more fun, not monotonous, and boring learning atmosphere.
- c. The learning process becomes more interactive  
  
Instructional media produce two-way communication that will be active.
- d. Efficiency in time and effort

Learning objectives will be easier with efficient time and energy. By using media in the learning process, students easier to understand the learning material.

e. Improving the quality of student learning outcomes

Instructional media can help students absorb material and learn more deeply as a whole.

f. Media enables the learning process can be done anywhere and anytime

Instructional media can be stimulated in such a way that students can make learning activities more freely anywhere and anytime.

g. Media can foster positive attitudes toward students and learning materials

The learning process becomes more attractive that encourages students to find your own sources of knowledge.

h. Changing role of teachers towards a more positive and productive

Teachers can share roles with the media so that they have more time to pay attention to other aspects of education, such as helping students with learning difficulties, personality formation, motivating learning, etc.

Based on the theory above, it can be concluded that the advantages of using instructional media in the learning process are that it makes it easier for teachers to present material, makes learning more interesting and varied, does not get bored easily, and can increase students' motivation in achieving learning goals. In addition, the teachers can also improve teaching skills by using instructional media and helping students achieve learning goals.

## **6. Disadvantages of Using Instructional Media**

According to Pun (2013), there are several disadvantages in the use of instructional media in class.

- a. Teachers will lose their role as facilitators because they depend on effective instructional media.
- b. Communication between teachers and students is less than optimal because the use of technology-based instructional media can make the class interesting with the help of audio, visual and text.
- c. Real-time teaching by teachers can give students difficulties because there will be no feedback, because the use of instructional media can help students understand the material easily but can reduce students' logical thinking.
- d. The use of technology instructional media in the class can be very expensive, as schools have to purchase hardware, software, etc. to support the use of media in the class.

## **B. Teaching**

Teaching is an activity carried out by the teacher or tutor to provide information, knowledge, and regulate the learning process to students so that they can gain new experience and knowledge. Moreover, teaching is the process of delivering knowledge from the teacher to students; to achieve learning objectives. Furthermore, the teacher requires skills in teaching students. These skills are the

teacher's ability to deliver and master the learning materials, choose the right methods and media so that learning becomes effective and efficient.

### **C. Teaching English to Young Learners**

The most important thing to understand is to learn a language to achieve communication skills. One of the important factors in teaching English to young learners is the teacher's background because they should introduce foreign languages to young learners, which is a second language for them.

Turek (2013) argued that the teachers can facilitate children learning English as a foreign language. Teachers can provide appropriate facilities in teaching English to be more easily accepted by young learners.

Furthermore, children who live abroad for a long time with daily communication in English will have the advantage of better English skills compared to students who completely new to learning English. Therefore, there are three levels, namely beginner, intermediate, and advance, so that the teacher understands their level in teaching the English language; the teacher must be sensitive to the children's ability level (Supriyanti, 2014).

On the other hand, consideration for young learners, the use of learning resources must be appropriate with children's talents. Materials and methods which is used suitable for teaching English based on their age, such as using the TPR method, which is one of the language methods that includes increased commands, speech, and actions their memories. According to Putri et al. (2020), remembering is verbal with motoric activity. There should be direct

discriminatory techniques such as giving songs, stories and games. According to Supriyanti (2012), games and songs can be used to teach English, such as vocabulary, pronunciation, and fluency also can introduce the public and culture of the user English as the first language.

#### **D. Related Research**

The writer decides to do this research because of the relevant previous research. Previous research is used as a reference for the writer who will conduct research with almost the same variables. Several researchers conducted research related to this research as follows; the first researcher was Nastiti (2018), entitled "The Use of Teachers' Instructional Media in Teaching English: Belief and Practice". This study aims to determine how and confidence in teaching English using instructional media. This research was taken at MTsN 2 Aceh Besar and MTsN 7 Aceh Besar. The participants in this study were two English teachers. The collection of data used observation and interviews. The data were analyzed and presented in narrative form of qualitative. The results of this study indicated that the two teachers who come from different schools used instructional media such as pictures, whiteboards, overhead projectors, and flash cards in teaching English. The student feedback, attended the seminar / workshop, a new curriculum, and perform self-discovery can change their beliefs.

The second research entitled "Instructional Media in Teaching English to Young Learners: A Case Study in Elementary Schools in Kuningan" conducted by Aini (2013). Researcher used qualitative methods with observation and interview

techniques. The research was conducted at the Kuningan Elementary School. The subjects in this study were three English teachers from the school. Researcher investigated (1) the use of instructional media by teachers in teaching English to young learners; (2) the obstacles faced by teachers in using instructional media; and (3) problem-solving challenges in the use of instructional media. The results of this study indicate five types of media are often used by teachers, namely (1) boards; (2) realia; (3) pictures; and (4) books the media is used in various ways. The students faced challenges in the process of selecting and used instructional media. The strategy used to solve problems during the selection process is to utilize the available media. Meanwhile, the way to overcome obstacles during the use of instructional media is to ask technicians for help, borrow existing media from other classes, and prepare instructional media backups.

Furthermore, research conducted by Ohakamike (2020), entitled "Use of Instructional Media as Determinant of Students' Achievement and Attitude in English Language". Researcher analyzed the use of instructional media as a determinant of student achievement and attitudes towards English. The purpose of this research was to determine whether the use of instructional media was a determinant of achievement and attitudes of SS2 students towards English. There were two research questions and two hypotheses to support the research. This study used a descriptive research design. The populations in this study were 1600 teachers and 2800 SS2 students in 217 public secondary schools in Ebonyi state. The technique used was simple random sampling technique with a sample of 540 respondents selected for the study. The data collection instrument consisted of

three structured questionnaires related to instructional media, student achievement and student attitudes towards English. The data was analyzed used descriptive statistics of the number of frequencies and percentages. The results showed that; (1) there is a significant relationship between the used of instructional media with students' English learning achievement; (2) there is a significant relationship between the use of instructional media with students' attitudes towards English. Based on the above results, the researcher recommended that the government should provide audio and audio visual aids in all schools in the federation to improve students' achievement and develop positive attitudes towards English.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Research Method and Design**

The method used in this research is qualitative approach. According to Creswell (2012), qualitative approach is typically used to establish the importance of the central idea and to explore the problem and develop an understanding of small individuals in social problem. Based on this theory, qualitative approach was conducted to explore the issue in the form of in-depth observation by generating qualitative data collection. Creswell (2012) added that qualitative approaches are divided into five types; there is phenomenological research, grounded theory, ethnography, case study and narrative research. Based on the theory above, qualitative approach can assist the writer in conducting research using a type of descriptive research.

The design of this research is descriptive method. Descriptive method is the research design in which data is collected in a qualitative manner and analyzed using quantitative procedures (Nassaji, 2015). According to Johnson & Christensen (2016), descriptive method is used to accurately describe and predict what people think, feel, or do. Descriptive method is used to investigate and analyze a case or phenomenon that is currently happening. Gay (2012) added that descriptive method is a survey research. This research is concerned with collecting data to check hypotheses or to answer questions about some topics or problem based on the views or thoughts of people. Based on the statement above, descriptive method is a research design to survey everything related to attitudes,

opinions, behaviors, or characteristics described by involving problems that occurred recently. Nassaji (2015) also defines that the goal of descriptive research is drawing and classifying the phenomenon. The purpose of descriptive research is to describe and analyze a phenomenon that is collected in qualitative data.

The design of this research can be described as follows:

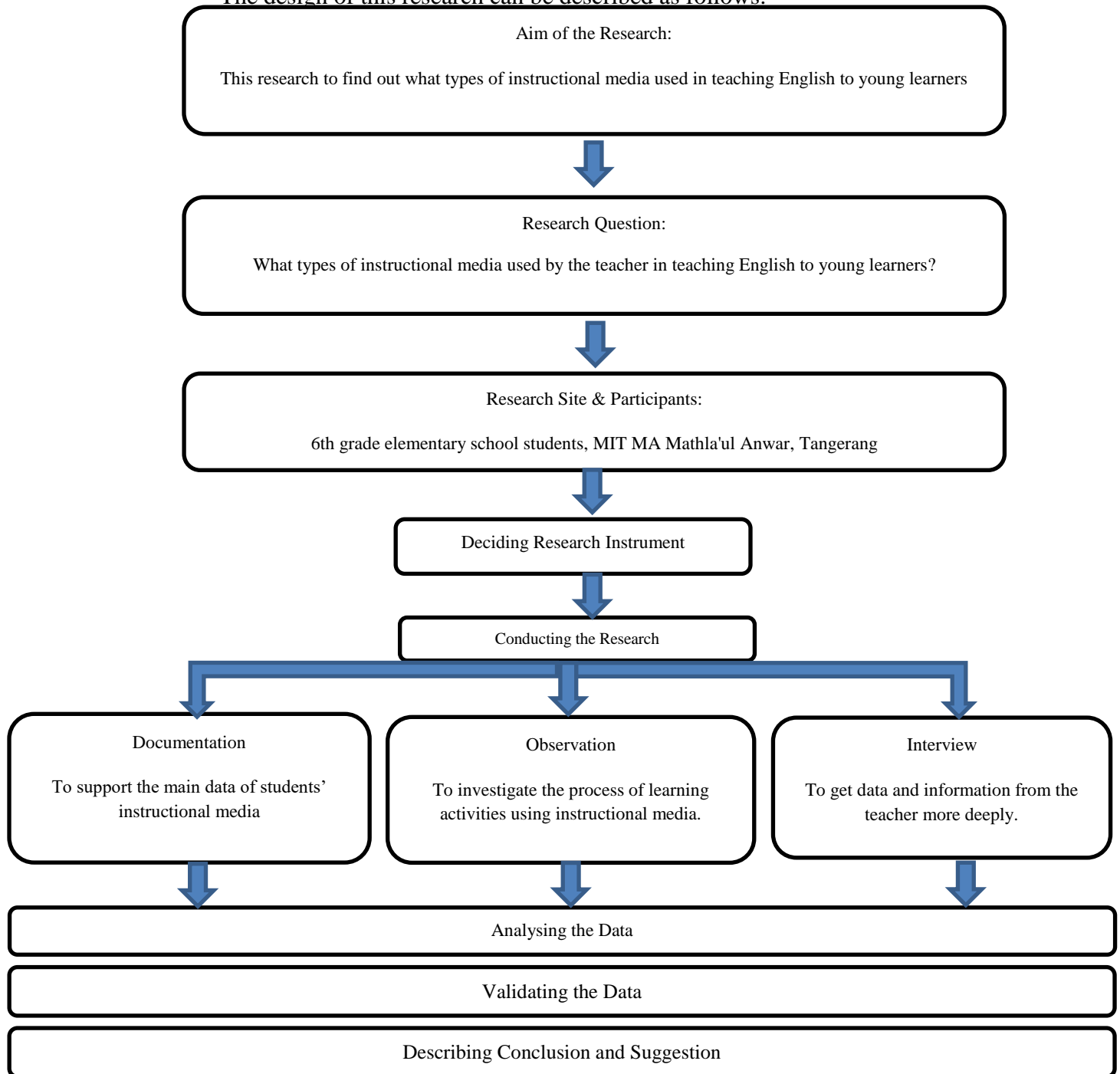


Figure 1.  
The Design of Research

## **B. Research Site and Participants**

This research was conducted at 6<sup>th</sup> grade Elementary school students, MIT MA Mathla'ul Anwar, Tangerang. In this Elementary school, instructional media is used in the process of learning activities. Purposive sampling technique is used as a sampling technique in this research. The participants in this study are 6B and 6C grade Elementary school students.

## **C. Research Instrument**

The instrument is a supporting part of data collection used in observation, documentation, and interview. Satori and Komariah (2011) defined that, observations are the data method used to collect research data through observation and sensing. Observation investigates how the learning process in the classroom uses instructional media. Observing any media types often used and how the teacher applies them in the classroom. The writer was recorded, took some pictures, and analyzed using observation checklists to collect data.

For documentation instrument, the checklist of documentation used by teacher in teaching English using instructional media for young learners is analyzed. In addition, she adjusts the documents that have been created by the teacher with their application in the classroom. The document checklist is to obtain information about how the application of instructional media was encouraged students' motivation in learning English.

According to Esterberg in Sugiyono (2015), an interview is a meeting of two persons to exchange information and ideas through question and responses, resulting in communication and joint construction of meaning about a particular topic. In the interview session, the writer asked questions to 6<sup>th</sup> grade teacher. The questions given relate to what types of instructional media are used in teaching English to young learners and how to apply these instructional media. She conducted interview directly to the teacher. Furthermore, data collection is using to obtain further information to complement the previous instrument.

#### **D. Research Procedure**

In collecting data, a step or design is needed which is called a research procedure. The first instrument process is observation for data collection. According to Creswell (2012), observation is the process of collecting data in a specific school setting. She recorded all the information needed in the research and also observed the learning process in the classroom. In addition, to support the data to be clearer, she also captured and recorded the process of learning activities with the application of instructional media. Observation conducts at least three times to observe more deeply learning activities in the classroom.

. The second, the writer was conducted the process of instrument documentation. Documentation was used to analyze learning design documents in the form of syllabus or lesson plans used during the learning process. The instrument is using to determine whether the description written in the syllabus or lesson plans is following the application of the 6<sup>th</sup> grade teacher.

. The third instrument step is to conduct interview with the teacher to support the completeness of data collection.

#### **E. Data Analysis**

After the process of collecting data, the writer was analyzed and described the data are derived from observation, documentation, and interview. Observation is used as the main data. The observation was conducted to get more data about what types of instructional media was conducted by a teacher in teaching English to young learners. Documentation was taken from the syllabus, lesson plans, and other supporting documents. She was analyzed the suitability of the syllabus or lesson plans with the implementation of learning activities carried out in the classroom. The next step was to analyze the data from interview with teacher to obtain in-depth and systematic information.

#### **F. Validity Checking**

According to Gay et al. (2012), validity refers to the degree in which a test measures what it is supposed to measure and permits interpretation of scores that are appropriate consequently. Validity used to find out the data obtained can be relevant to the measurement objectives of a study. Validity is a measure of the instrument to measure what will to research (Tan, 2020). Validity is the accuracy of the measuring instrument for the research content.

The triangulation was used to check the validity of the data. Triangulation was used to compare the data collected from the instruments. The instrument was used to collect data to obtain information. The data was taken from different

processes; namely observation, documentation, and interview. The writer was taken data from observation, documentation, and interview. In addition, she was validated the data results by comparing the observation data with documentation. Furthermore, interview process was taken supporting data from the results of observation and documentation to make data accurate. In conclusion, this was done to find out the results of research data that were mutually sustainable because data collection was taken from different processes.

## **CHAPTER IV**

### **DATA DESCRIPTION AND ANALYSIS**

#### **A. Data Description**

This research was conducted on September 5<sup>th</sup> 2022 to September 24<sup>th</sup> 2022 at MIT MA Mathla'ul Anwar, which is located on Jalan Raya Mauk KM. 16 Buaranjati, Tangerang. The participants of this research were 6<sup>th</sup> grade elementary school students and one English teacher who taught students using instructional media. The writer will describe and analyze the result data about the problems that have been formulated in the first chapter, which is about how teacher implement instructional media in teaching English to young learners.

The data were collected from documentation, observation, and interview. The findings in this study were the results interview in depth with the English teacher. Observation conducted to the teacher's interaction with the learning activities. Accordingly, the documentation is as additional supporting data from interview and observation. All data were analyzed in detail as a result of this research.

#### **1. Data from Observation**

The observations were carried out in two classes, 6B and 6C every Monday following the English learning schedule in these classes. Observations were done in three weeks for three meetings. The first observation was conducted on Monday, September 5<sup>th</sup> 2022, the second observation was conducted on Monday, September 12<sup>th</sup> 2022, and the last observation was conducted on

Monday, September 19<sup>th</sup> 2022. The writer observed the process of learning English using instructional media.

The first observation, the teacher used textbooks as instructional media. The learning material delivered was about sports. The teacher started learning activities by providing reading material in the form of texts that students must read. The teacher read first then the students followed and repeated each sentence read by the teacher. Therefore, after the teacher finished reading, she selected students randomly to repeat the text with good pronunciation based on the example of the teacher. Some of them looked worried and embarrassed when they got the pronunciation wrong. However, the teacher helped correct some wrong pronunciation of words and sentences in English.

Students of 6B and 6C were asked to do practice about sports; sometimes they also came forward to the teacher to ask about the meaning of vocabulary they did not know. Furthermore, after students have finished doing the exercises, the teacher asked the students to memorize some vocabularies about sports. They were given time to memorize some vocabularies, when they have memorized some vocabularies, they were asked to submit their memorization to the teacher. They were looked so focused in memorizing vocabulary and very enthusiastic to immediately submitting their memorization. Therefore, in this first observation, the teacher used reading, writing skill and memorizing vocabularies in assessing English and the instructional media used is the "stairways" textbook.

The second observation, the learning material that had been delivered about animals. At this second meeting, the instructional media that had been

applied in the classroom were games that are carried out at the beginning of learning. These games were called "*Menghitung*" games. Therefore, before the lesson began, the teacher prepared the media games and gave an explanation to students on how to play the game.

The material that had been prepared in this game was several small pieces of papers that were rolled up and contain code number 1 to 4 and one animal name. Code number #1 was singing; code number #2 was movement; code number #3 was imitating sounds, and the last code was reading poetry about the selected animal.

The rules of how to play in this game was to start by counting one by one. Each student must count, but in multiples of 4 (1, 2, 3, clapping, 5, 6, 7, clapping, 9, 10, 11, clapping, 13, etc...) students may not mention the number, but just clapping hands. The students who mentioned the wrong number must chose and took a roll of paper. After the paper was opened, then students must follow the rules of the game based on the code number that has been obtained. For example, when students got code number (2; monkey), then looked at code number #2 showed "movement". Then, the students must imitate the movement of a monkey, and so on based on the number and animal code obtained.

At the same time, by applying these games as instructional media, students looked more cheerful and enthusiastic in learning English. The use of media in teaching made it easier for the teacher to deliver material. In addition, students were easier to understand the material and did not make the learning atmosphere

bored and monotonous. Therefore, the application of games as one of the instructional media can make the learning process more enjoyable.

The last observation, the learning material that had been delivered still about animals. The types of instructional media applied are audio and audiovisual. Audio support tools used were bluetooth speakers and smartphones. Meanwhile, audiovisual supporting media was video taken from the YouTube platform.

The teacher connected the bluetooth speaker with the video on the smartphone. The video showed the characteristics of the sounds of the animals. The video showed fifteen characteristics of animal sounds; namely deer, elephant, panda, hippopotamus, tiger, turtle, giraffe, squirrel, rhino, lion, wolf, monkey, crocodile, bear, and snake. Later on, the teacher asked the students to prepare their books and stationery on the table.

Students were asked to listen to the sound characteristics of the animals from the speaker. They had to identify the sound and wrote the names of the animals in their books based on the characteristics of the sound of the animal they have been heard. They seemed focused on listening and enthusiastically guessing animals from the audio. Therefore, learning activities using instructional media for audiovisual can increase listening skills for students.

## **2. Data from Interview**

The second step in collecting data is interview. Interview was conducted to obtain detailed and in-depth information data that the writer did not find in observations and documents. The interview was conducted on Saturday,

September 24<sup>th</sup> 2022 at 10.30 am in MIT MA Mathla'ul Anwar. The writer interviewed one teacher as a participant from MIT MA Mathla'ul Anwar. The interview consisted of 13 questions related to the application of instructional media. The indicator in this interview is the teacher's implementation in using instructional media in teaching English to young learners.

The first question was asked about whether the teacher used instructional media when teaching English. The answer of the question is yes, I used media when I taught. It can be seen from excerpt 1.

Excerpt #1

*Iya, saya menggunakan media saat saya mengajar.*

[Yes, I used media when I taught].

The second question was asked about instructional media usually used in teaching English. The answer of the question is print media such as textbook; audio using speaker; and audio-visual such as video. It can be seen from excerpt 2.

Excerpt #2

*Media cetak seperti buku paket; audio dengan menggunakan speaker; dan audio visual misalnya video.*

[Print media such as textbook; audio using speaker and audio-visual such as video].

The third question was asked about how to use instructional media. The answer of the question is by applying the maximum use of the media and also involving students to take part in learning. It can be seen from excerpt 3.

Excerpt #3

*Dengan cara mengaplikasikan penggunaan media tersebut secara maksimal dan juga melibatkan siswa agar ikut andil dalam pembelajaran.*

[By applying the maximum use of the media and also involving students to take part in learning].

The fourth question was asked about whether the available facilities and infrastructure support the use of instructional media. The answer of the question is yes it is available, such as speakers, infocus, smartphones, and laptop. It can be seen from excerpt 4.

Excerpt #4

*Iya tersedia, seperti adanya speaker, infocus, smartphone, dan laptop.*

[Yes, it is available, such as speakers, infocus, smartphones, and laptop].

The fifth question was asked about students responses to the use of instructional media. The answer of the question is so far, students are always happy and enthusiastic about taking lessons. Because, the media is easier to digest and respond by students. Sometimes I also insert games in class so learning is not boring. It can be seen from excerpt 5.

Excerpt #5

*Sejauh ini siswa selalu senang dan antusias mengikuti pelajaran, karena dengan adanya media lebih mudah dicerna dan ditanggapi oleh siswa. Terkadang saya juga menyelipkan games dikelas agar pembelajaran tidak membosankan.*

[So far, students are always happy and enthusiastic about taking lessons, because, the media is easier to digest and respond by students. Sometimes I also insert games in class so learning is not boring].

The sixth question was asked about the opinion that using instructional media can make it easier for teachers to deliver the material. The answer of the question is very easy and helpful because the delivery of material is more simple and clear for students. It can be seen from excerpt 6.

Excerpt #6

*Sangat mempermudah dan membantu sekali karena penyampaian materi lebih simple dan jelas terhadap siswa.*

[It is very easy and helpful because the delivery of material is more simple and clear for students].

The seventh question was asked about difficulties in teaching using instructional media. The answer of the question is yes, such as power outages and sometimes some media are damaged or not working properly. It can be seen from excerpt 7.

Excerpt #7

*Ada, seperti mati listrik dan terkadang ada sebagian media yang rusak atau tidak berfungsi dengan baik.*

[Yes, such as power outages and sometimes some media are damaged or not working properly].

The eighth question was asked about solutions in overcoming difficulties in using instructional media. The answer of the question is to rely on verbal delivery clearly and firmly so the students focus on the material we convey or by sharing with other teachers. It can be seen from excerpt 8.

Excerpt #8

*Solusinya dengan mengandalkan penyampaian lisan secara jelas dan tegas agar siswa fokus terhadap materi yang kita sampaikan atau dengan cara sharing dengan guru yang lain.*

[The solution is to rely on verbal delivery clearly and firmly so the students focus on the material we convey or by sharing with other teachers].

The ninth question was asked about how to prepare instructional media in class. The answer of the question is every day before entering the class, I have to determine what material we will study, choose media that is easy to understand, and how to apply it in class, and prepare another plan if the media we use has problems or there are discrepancies. It can be seen from excerpt 9.

Excerpt #9

*Setiap harinya sebelum masuk ke dalam kelas, saya harus sudah menentukan materi apa yang akan di pelajari, memilih media yang mudah dipahami, dan bagaimana cara mengaplikasikannya di kelas, dan mempersiapkan plan lain jika media yang kita gunakan bermasalah atau terjadi ketidaksesuaian.*

[Every day before entering class, I have to determine what material we will study, choose media that is easy to understand, and how to apply it in class, and prepare another plan if the media we use has problems or there are discrepancies].

The tenth question was asked about strategies used in learning activities using instructional media. The answer of the question is the strategy is to hold games, ice breaking, and group work so that students don't get bored easily. It can be seen from excerpt 10.

Excerpt #10

*Strateginya adalah diadakan games, ice breaking, dan kerja kelompok agar siswa tidak mudah bosan.*

[The strategy is to hold games, ice breaking, and group work so the students don't get bored easily].

The eleventh question was asked about whether students look enthusiastic in learning to use instructional media. The answer of the question is yes, they are very enthusiastic, because in modern times students are easier to respond to material with technology; therefore, the media plays an important role in learning. It can be seen from excerpt 11.

Excerpt #11

*Iya, mereka sangat antusias sekali, karena di zaman modern siswa lebih mudah menanggapi materi dengan teknologi. Sehingga media sangat berperan penting terhadap pembelajaran.*

[Yes, they are very enthusiastic, because in modern times students are easier to respond to material with technology. Therefore, the media plays an important role in learning].

The twelfth question was asked about whether the use of instructional media can make it easier for students to understand the learning material. The answer of the question is yes, it is very easy for them to understand the learning

material, because the material we convey can be repeated or re-learn at home. For example, by providing image, audio, or video files. It can be seen from excerpt 12.

Excerpt #12

*Iya, sangat memudahkan mereka dalam memahami materi pembelajaran, karena materi yang kita sampaikan bisa diulang atau dipelajari kembali di rumah. Misalnya memberikan file gambar, audio, atau video.*

[Yes, it is very easy for them to understand the learning material, because the material we convey can be repeated or re-learn at home. For example, by providing image, audio, or video files].

The thirteenth question was asked about the most effective instructional media ever used during the learning process. The answer of the question is the most effective media used are interactive electronic media types such as infocus and smartphones. The reason is all students can respond and pay attention when delivering the material. In addition, the use of smartphone media can be carried anywhere and can also be under the supervision of parents and teachers. It can be seen from excerpt 13.

Excerpt #13

*Media yang paling efektif digunakan adalah jenis media elektronik interaktif dan audio visual seperti infocus, smartphone, dan video. Alasannya semua siswa bisa menanggapi dan memperhatikan saat penyampaian materi. Selain itu, penggunaan media smartphone bisa dibawa kemana saja dan juga bisa dalam pengawasan orang tua dan guru.*

[The most effective media used are interactive electronic and audio visual media types such as infocus, smartphones, and videos. The reason is all students can respond and pay attention when delivering the material. In addition, the use of smartphone media can be carried anywhere and can also be under the supervision of parents and teachers].

### **3. Data from Documentation**

One of the research data collected by the writer is document related to the use of instructional media and other supporting documents. The document was taken from the teacher's lesson plan or RPP (*Rencana Pelaksanaan Pembelajaran*). One of the preparations before starting learning activities is to create lesson plans. The teacher prepared the media and materials that will be used in class. In addition, the results of other documentation data are taking photos during the learning process in class, recording videos when using instructional media by teacher, recording interview, and other supporting learning resources.

Based on the results of research data, teacher used instructional media in accordance with the lesson plan or RPP (*Rencana Pelaksanaan Pembelajaran*). Therefore, the role of media and learning resources is very important, because the selection of the appropriate media and maximum material preparation will achieve better learning objectives.

### **B. Data Analysis**

The use of instructional media is one of the teacher's ways or strategies in teaching. In the teaching and learning process, the use of instructional media should give more influence to students. Because, teaching is not only convey the material to students but also how to make students look more enthusiastic and motivated in participating in the learning process. The results of the data consist of documents, observation, and interview.

The writer found that the use of instructional media in class 6C can make students more motivated and enthusiastic in the teaching and learning process.

This is evident from the results of observation that have been made in the class. They seem to be more focused on paying attention to learning activities when using instructional media than not using media.

### **1. Teacher preparation in using instructional media in teaching English**

The results of the analysis were described from the interview as a rational information data conducted by the writer to the English teacher about how to prepare to use instructional media in the learning process. The results of the interview were showed that the preparation starts from preparing the material to be taught. Moreover, teacher chose instructional media that are suitable, easy to understand, and easy to apply. In addition, determine how to apply the instructional media in the learning process. The teacher chose instructional media that suitable with material, for example, using textbooks to train students' reading and writing skills. Showing a video can train students' listening skills and increase vocabulary. Games can increase students' enthusiasm also practice speaking skills.

Teacher did not find it difficulties in using media, because the instructional media used are very easy to make and find, such as videos; teacher can easily download videos from the internet or YouTube related to learning material. The textbook had been provided by the school, the teacher only developed learning from the textbook. The last media used was games using small pieces of paper, the teacher can easily prepare it before entering the classroom.

In addition, the teacher not only chose the instructional media, but also must master the material, thus all the material that has been prepared by the teacher can be delivered properly, clearly and easily understood by young

learners. Teacher usually read and understood the material before done the learning process to achieve learning objectives. This was proven during the observation that the teacher conveyed the material clearly and the students could easily accept the learning material. Students respond to the teacher's orders quickly and well. According to Wati (2016), the factors that influence the criteria for choosing instructional media include learning objectives, learners' characteristics, intended learning stimuli, background or environment conditions, and the extent of ranges to cover. Based on the statement above, the teacher needs to observe several things before determining the type of media that is suitable to be applied in the class.

## **2. The usability and types of instructional media used in learning activities.**

The writer identified the use of instructional media used by teacher. At the time, she conducted observation; the teacher used three types of instructional media in teaching English. These media are included in the types of print media (textbook), audio, and audio-visual media.

The first observation, the teacher used printed media, namely textbook which is commonly used for reading and writing exercises for students. The material taught by the teacher was about sports.

The second observation, the teacher used games as instructional media and the material presented was about animals. Students were asked to count according to the rules of the game that have been determined by the teacher, if the students was wrong in mentioning a number in counting, the students was asked to take a small roll of paper containing the number and name of the animal to be

demonstrated. Furthermore, the number that has been obtained will be adjusted to the clues that are already available. The clue contains codes numbered 1 through 4 (#1 singing, #2 movement, #3 imitating voice, and #4 reading poetry).

The last observation, the type of instructional media used was audio and audio visual, namely video. The media supporting tools were speakers and smartphones. The use of these media can improve vocabulary and listening skills. The material taught was still about animals. Students were asked to listen and guess the animal based on the sound they heard from the video. The most effective instructional media used are audio and audio visual media such as video. This can be proven from the teacher that

*Media yang paling efektif digunakan adalah jenis media elektronik interaktif dan audio visual seperti infocus, smartphone, dan video. Alasannya semua siswa bisa menanggapi dan memperhatikan saat penyampaian materi. Selain itu, penggunaan media smartphone bisa dibawa kemana saja dan juga bisa dalam pengawasan orang tua dan guru.*

Therefore, the use of instructional media was very important role in learning activities. Because, apart from not being boring and monotonous, the media can make learning activities in the classroom interesting, creative, and communicative. According to Puyada, Ganefri, Ambiyar, Wulansari, & Hayadi (2018) that instructional media is any form of learning means that can be used in a learning process that aims to enhance effectiveness and efficiency in achieving a learning objective. Thus, teacher not only provided material and chose media but also has to pay attention to suitable learning methods and techniques for young learners. Therefore, learning objectives can be achieved more effectively and efficiently.

### **3. The role of media with learning resources**

The role of instructional media and learning resources was as a learning tool that made it easier for teacher to convey material to students that improve students learning outcomes. The impact of the development of science and technology on the learning process was the number of media used and utilized to help teacher and students. Teacher was required to be able to choose and use a variety of existing learning media and be able to make the best use of these media.

Based on the results of three data collected that had been carried out by the writer, it can be concluded that the use of instructional media in the learning process was very influential for students. Every meeting in teaching English, the teacher used a variety of instructional media. Based on the results of interview, the most effective media used in the learning process were interactive and audio-visual electronic media types such as video and media support tools, namely smartphones and infocus. Learning material will be easier to convey by the teacher and more quickly accepted by students. Therefore, learning becomes more interactive and fun.

## **CHAPTER V**

### **CONCLUSION AND SUGESSTION**

#### **A. Conclusion**

The aim of this this study is to find out what types of instructional media used in teaching English to young learners. Grade 6 of elementary school and one teacher were selected as participants in this study. The use of instructional media is very effective for the learning process. Students become more enthusiastic in participating in classroom learning activities.

The data from this study were obtained from observation, documentation, and interview. The teacher used three types of instructional media in teaching English. These media are included in the types of print media (textbook), audio, and audio-visual media. The use of different and varied instructional media in each meeting makes students not easily bored in participating in the class.

The teacher should be able to determine the media according to the characteristics of the students and pay attention to the relationship between the media and the material. The selection of media also needs to be considered which is easy to find and easy to apply in class. The most effective media used is video and media support tools, namely smartphones and infocus. In addition, the use of instructional media can increase a teacher's creativity and innovation in teaching.

Based on the statement above, it can be concluded that instructional media is one of the important learning tools to be applied in the learning process in the classroom. The use of instructional media in learning English was expected to make the learning process creative, interactive, and communicative. Therefore, learning objectives can be achieved properly.

## **B. Suggestion**

Based on the data from the analysis in this study, it can be seen that the implementation of instructional media is very important to use in teaching English for young learners. Many positive things were obtained in the use of instructional media. In this case the writer would like to give some suggestions that are expected to be useful for teachers, students, and other researchers.

For teachers, the writer hopes that teachers can develop instructional media in accordance with technological developments. That way, in the future teachers can apply digital-based instructional media. In this way, the use of instructional media becomes more varied. The instructional media that is applied becomes more creative and interesting to implement in teaching English. Therefore, the results of this study can be used as evaluation material to be able to choose and determine the most effective learning media, easy to find, and easy to apply in English class.

For students, the writer expects that students can more quickly understand the learning material provided by the teacher, especially by using instructional media. Later on, the implementation of instructional media in the learning process can make students more enthusiastic about participating in the class. In addition, students must be able to improve their ability to contribute and be active during the learning process.

For other researchers who will conduct research in this field, the writer hopes that researchers can conduct more in-depth research on instructional media applied by teachers in the classroom. In addition, researchers can also explore more types of instructional media used by teachers and other teaching staff. The results of this study can also be used as a reference to develop and look for more instrument data as research supporting data.

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# APPENDICES

## Appendix 1: Research Instrument

### LEMBAR OBSERVASI

Hari, tanggal :  
 Waktu :  
 Tempat :  
 Kelas/semester :  
 Indikator :

1. Mengetahui aktivitas guru dalam mengajar bahasa Inggris di kelas dengan menerapkan media pembelajaran
2. Mengidentifikasi aktivitas guru dalam menggunakan jenis- jenis media, seperti audio, visual, audio visual, grafik, media cetak, media interaktif elektronik, dan benda-benda di sekitarnya yang dijadikan media.
3. Mengetahui keterkaitan penggunaan media pembelajaran dengan materi.

No.	Dimensi	Aspek yang di amati	Ya	Tidak	Catatan
1	Pengetahuan guru terhadap penggunaan media pembelajaran	Guru menggunakan media dalam proses pembelajaran			
		Guru menggunakan media secara efektif dan efisien			
		Media mudah			

		diaplikasikan			
		Guru melibatkan siswa dalam pemanfaatan media			
2	Mengamati respon siswa terhadap penggunaan media	Siswa tertarik dengan media yang digunakan			
		Siswa merespon penggunaan media			
		Siswa mengikuti semua kegiatan pembelajaran menggunakan media			
		Guru menggunakan media: Audio (radio/CD/MP3)			
		Visual (animasi/Over Head Projector (OHP)/proyektor			

3.	Penggunaan jenis-jenis media pembelajaran	LCD/papan tulis)			
		Audio visual (video/VCD/TV/film/PowerPoint)			
		Grafis (poster/flashcards/chart/gambar/comicstrip/peta)			
		Media cetak (buku teks/kamus/handout)			
		Elektronik interaktif (komputer/kalkulator grafik/tablet)			
4	Kesesuaian Media	Guru menggunakan media pembelajaran yang sesuai dengan kompetensi dasar			
		Media yang digunakan sesuai dengan materi			

		pembelajaran yang disampaikan			
		Pemanfaatan media sesuai perkembangan ilmu pengetahuan dan teknologi			

Guru yang diobservasi,

\_\_\_\_\_

### **Format Wawancara**

Hari, tanggal :

Waktu :

Tempat :

Nama Guru :

Bidang Studi :

Kelas/semester :

1. Apakah Ibu menggunakan media pembelajaran saat mengajar bahasa Inggris?

Jawab:

2. Media pembelajaran apa saja yang biasa Ibu gunakan dalam mengajar bahasa Inggris?

Jawab:

3. Bagaimana cara Ibu memanfaatkan media pembelajaran tersebut?

Jawab:

4. Apakah fasilitas atau sarana prasarana yang tersedia di sekolah ini mendukung untuk menggunakan media pembelajaran?

Jawab:

5. Bagaimana tanggapan siswa terhadap penggunaan media pembelajaran dalam proses pembelajaran?

Jawab:

6. Apakah penggunaan media pembelajaran dapat mempermudah Ibu dalam menyampaikan materi pembelajaran?

Jawab:

7. Apakah ada kesulitan dalam mengajar menggunakan media pembelajaran?

Jika demikian, tolong jelaskan!

Jawab:

8. Apa saja solusi yang diberikan ketika menghadapi kesulitan dalam menggunakan media pembelajaran?

Jawab:

9. Bagaimana cara Ibu mempersiapkan media pembelajaran di kelas?

Jawab:

10. Apa saja strategi yang digunakan dalam kegiatan pembelajaran menggunakan media pembelajaran?

Jawab:

11. Apakah siswa terlihat lebih antusias ketika menggunakan media dalam proses pembelajaran?

Jawab:

12. Apakah penggunaan media pembelajaran dapat memudahkan siswa dalam memahami materi pembelajaran?

Jawab:

13. Sejauh ini, media pembelajaran seperti apa yang paling efektif digunakan dalam proses pembelajaran?

## Appendix 2: Result of Observation

### LEMBAR OBSERVASI

Hari, tanggal : Senin, 5 September 2022

Waktu : 7.45 - 8.30

Tempat : MIT MA Mathla'ul Anwar

Kelas/semester : VI / 1

Indikator :

1. Mengetahui aktivitas guru dalam mengajar bahasa Inggris di kelas dengan menerapkan media pembelajaran
2. Mengidentifikasi aktivitas guru dalam menggunakan jenis-jenis media, seperti audio, visual, audio visual, grafik, media cetak, media interaktif elektronik, dan benda-benda di sekitarnya yang dijadikan media.
3. Mengetahui keterkaitan penggunaan media pembelajaran dengan materi.


No.	Dimensi	Aspek yang di amati	Ya	Tidak	Catatan
1	Pengetahuan guru terhadap penggunaan media pembelajaran	Guru menggunakan media dalam proses pembelajaran	✓		Proses pembelajaran dibentuk secara berkelompok
		Guru menggunakan media secara efektif dan efisien	✓		
		Media mudah	✓		

		diaplikasikan			
		Guru melibatkan siswa dalam pemanfaatan media	✓		Siswa Satu persatu di Perintah untuk membaca teks yang sudah ditentukan
2	Mengamati respon siswa terhadap penggunaan media	Siswa tertarik dengan media yang digunakan		✓	ada yang memperhatikan ada yang asyik sendiri
		Siswa merespon penggunaan media	✓		Respon yang diterima cukup baik oleh siswa
		Siswa mengikuti semua kegiatan pembelajaran menggunakan media	✓		Kegiatan pembelajaran diikuti secara runtut sesuai waktu yang telah ditentukan.
		Guru menggunakan media: Audio (radio/CD/MP3)		✓	
		Visual (animasi/Over Head Projector (OHP)/proyektor	✓		

3.	Penggunaan jenis-jenis media pembelajaran	LCD/papan tulis)			papan tulis
		Audio visual (video/VCD/TV/film/PowerPoint)		✓	
		Grafis (poster/flashcards/chart/gambar/comicstrip/peta)		✓	
		Media cetak (buku teks/kamus/handout)	✓		Buku teks
		Elektronik interaktif (komputer/kalkulator grafik/tablet)		✓	
4	Kesesuaian Media	Guru menggunakan media pembelajaran yang sesuai dengan kompetensi dasar	✓		sesuai dengan kompetensi Dasar pada RPP
		Media yang digunakan sesuai dengan materi	✓		

		pembelajaran yang disampaikan			media textbook dan menilai kemampuan reading
		Pemanfaatan media sesuai perkembangan ilmu pengetahuan dan teknologi	✓		perkembangan ilmu pengetahuan. Textbook yang digunakan tingkat HOTS

Guru yang diobservasi,

  
Siti sulastri S.Pd

### LEMBAR OBSERVASI

Hari, tanggal : Senin, 12 September 2022  
 Waktu : 10.15 - 11.00  
 Tempat : MIT MA Mathia'ul Anwar  
 Kelas/semester : VI / I  
 Indikator :

1. Mengetahui aktivitas guru dalam mengajar bahasa Inggris di kelas dengan menerapkan media pembelajaran
2. Mengidentifikasi aktivitas guru dalam menggunakan jenis- jenis media, seperti audio, visual, audio visual, grafik, media cetak, media interaktif elektronik, dan benda-benda di sekitarnya yang dijadikan media.
3. Mengetahui keterkaitan penggunaan media pembelajaran dengan materi.

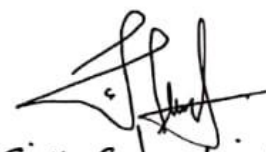
No.	Dimensi	Aspek yang di amati	Ya	Tidak	Catatan
1	Pengetahuan guru terhadap penggunaan media pembelajaran	Guru menggunakan media dalam proses pembelajaran	✓		media games berhitung
		Guru menggunakan media secara efektif dan efisien	✓		
		Media mudah	✓		

		diaplikasikan			Sangat mudah di-aplikasikan
		Guru melibatkan siswa dalam pemanfaatan media	✓		Dilibatkan dalam bermain games.
2	Mengamati respon siswa terhadap penggunaan media	Siswa tertarik dengan media yang digunakan	✓		Tertarik. Bermain games dapat melatih fokus mereka
		Siswa merespon penggunaan media	✓		Siswa merespon penggunaan media dengan baik.
		Siswa mengikuti semua kegiatan pembelajaran menggunakan media	✓		Siswa mengikuti kegiatan pembelajaran dengan media hingga selesai
		Guru menggunakan media: Audio (radio/CD/MP3)		✓	
		Visual (animasi/Over Head Projector (OHP)/proyektor	✓		

3.	Penggunaan jenis-jenis media pembelajaran	LCD/papan tulis)			papan tulis
		Audio visual (video/VCD/TV/film/PowerPoint)		✓	
		Grafis (poster/flashcards/chart/gambar/comicstrip/peta)	✓		Berupa lembaran kecil tulisan mengenai
		Media cetak (buku teks/kamus/handout)		✓	
		Elektronik interaktif (komputer/kalkulator grafik/tablet)		✓	
4	Kesesuaian Media	Guru menggunakan media pembelajaran yang sesuai dengan kompetensi dasar	✓		Sesuai dengan kompetensi dasar pada RPP.
		Media yang digunakan sesuai dengan materi	✓		

		pembelajaran yang disampaikan			Materi tentang animals. media yang digunakan berupa games.
		Pemanfaatan media sesuai perkembangan ilmu pengetahuan dan teknologi	✓		Sesuai perkembangan ilmu pengetahuan.

Guru yang diobservasi,



Siti Sulastri S.Pd

### LEMBAR OBSERVASI

Hari, tanggal : Senin, 19 September 2022

Waktu : 7.45 - 8.30

Tempat : MIT MA Mathla'ul Anwar

Kelas/semester : VI / I

Indikator :

1. Mengetahui aktivitas guru dalam mengajar bahasa Inggris di kelas dengan menerapkan media pembelajaran
2. Mengidentifikasi aktivitas guru dalam menggunakan jenis- jenis media, seperti audio, visual, audio visual, grafik, media cetak, media interaktif elektronik, dan benda-benda di sekitarnya yang dijadikan media.
3. Mengetahui keterkaitan penggunaan media pembelajaran dengan materi.


No.	Dimensi	Aspek yang di amati	Ya	Tidak	Catatan
1	Pengetahuan guru terhadap penggunaan media pembelajaran	Guru menggunakan media dalam proses pembelajaran	✓		Media Video
		Guru menggunakan media secara efektif dan efisien	✓		
		Media mudah	✓		

		diaplikasikan			
		Guru melibatkan siswa dalam pemanfaatan media	✓		Siswa diminta untuk menyebutkan nama hewan pada video.
2	Mengamati respon siswa terhadap penggunaan media	Siswa tertarik dengan media yang digunakan	✓		Tertarik dengan gambar dan suara hewan pada video.
		Siswa merespon penggunaan media	✓		merespon dengan menyebutkan <sup>nama</sup> hewan secara lisan dan tulisan.
		Siswa mengikuti semua kegiatan pembelajaran menggunakan media	✓		siswa mengikuti dengan baik
		Guru menggunakan media: Audio (radio/CD/MP3)	✓		menggunakan speaker bluetooth
		Visual (animasi/Over Head Projector (OHP)/proyektor		✓	

3.	Penggunaan jenis-jenis media pembelajaran	LCD/papan tulis)			
		Audio visual (video/VCD/TV/film/PowerPoint)	✓		Video tentang hewan
		Grafis (poster/flashcards/chart/gambar/comicstrip/peta)		✓	
		Media cetak (buku teks/kamus/handout)		✓	
		Elektronik interaktif (komputer/kalkulator grafik/tablet)	✓		Smartphone sebagai alat untuk menayangkan Video
4	Kesesuaian Media	Guru menggunakan media pembelajaran yang sesuai dengan kompetensi dasar	✓		Sesuai dengan KD yang ada pada RPP
		Media yang digunakan sesuai dengan materi	✓		

		pembelajaran yang disampaikan			Sesuai. Materi tentang animals. menggunakan media video.
		Pemanfaatan media sesuai perkembangan ilmu pengetahuan dan teknologi	✓		Sesuai perkembangan teknologi

Guru yang diobservasi,

  
Siti Sulastri, S.Pd.

### Appendix 3: Result of Documentation

Model Format RPP Sesuai Surat Edaran Kemendikbud No 14 Tahun 2019

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

No :

Nama Satuan Pendidikan : MIT Mathla'ul Anwar Buaranjati  
Muatan Pelajaran/Tema : Bahasa Inggris  
Kelas/Semester : 6 / Ganjil  
Materi Pokok : Do You Like Playing Tennis?  
Alokasi Waktu : 1 x 35 Menit Jam Pelajaran

1. Tujuan Pembelajaran :
  - 1.1 Memberi dan menjawab salam dengan ucapan dan lafal yang benar
  - 1.2 Mengucapkan salam dengan santun kepada yang lebih tua
  - 1.3 Menebalkan kata – kata yang ditulis putus – putus
  - 1.4 Memberikan sapaan dengan baik dan benar
  - 1.5 Merespons intruksi sederhana dengan memberi salam
2. Langkah-langkah kegiatan pembelajaran :
  - 2.1 Alat dan Bahan :
    - 2.1.1 Alat : -
    - 2.1.2 Bahan : Buku paket (Stairway)
    - 2.1.3 Pertanyaan : Do you like...?
  - 2.2 Siswa mengerjakan tugas pada buku halaman /memperaktikan apa yang di sampaikan oleh guru.
  - 2.3 Siswa mempresentasikan hasil kerja kelompok/individu yang ada di dalam buku paket dengan memperlihatkan hasil belajar
  - 2.4 Menyimpulkan dan Penilaian Pembelajaran
    - 2.4.1 Kesimpulan Pembelajaran
      - Siswa dapat mengetahui berbagai macam kegiatan olahraga.
      - Siswa dapat menulis sederhana tentang olahraga favorit.
3. Penilaian :
  - 3.1 Sikap (Religi, sosial)
  - 3.2 Pengetahuan ( *Tulis, Lisan, Penugasan*) \* Pilih salah satunya
  - 3.3 Keterampilan (Portofolio, praktik, produk/kinerja) \* Pilih salah satunya

Jenis	Halaman	Keterangan
Tertulis	46	Menerjemahkan teks
	47	Menulis olahraga favorit
Lisan	48	Menghafalkan kosa kata yang ada pada table glossary

Mengetahui;

Tangerang, 12 September 2022

Kepala Madrasah,

Guru Mata Pelajaran B.Inggris,

SRIWIYANTI, S.Pd.I

SITI SULASTRI, S.Pd

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

No :

Nama Satuan Pendidikan : MIT Mathla'ul Anwar Buaranjati  
 Muatan Pelajaran/Tema : Bahasa Inggris  
 Kelas/Semester : 6 / Ganjil  
 Materi Pokok : Animals around Us  
 Alokasi Waktu : 1 x 35 Menit Jam Pelajaran

1. Tujuan Pembelajaran :
  - 1.1 Memberi dan menjawab salam dengan ucapan dan lafal yang benar
  - 1.2 Mengucapkan salam dengan santun kepada yang lebih tua
  - 1.3 Menebalkan kata – kata yang ditulis putus – putus
  - 1.4 Memberikan sapaan dengan baik dan benar
  - 1.5 Merespons intruksi sederhana dengan memberi salam

## 2. Langkah-langkah kegiatan pembelajaran :

- 2.1 Alat dan Bahan :
  - 2.1.1 Alat : Speaker *bluetooth*, smartphone, spidol
  - 2.1.2 Bahan : Buku paket, potongan kertas kecil untuk games
  - 2.1.3 Pertanyaan : Is it a...?
- 2.2 Siswa mengerjakan tugas pada buku halaman /memperaktikan apa yang di sampaikan oleh guru.
- 2.3 Siswa mempresentasikan hasil kerja kelompok/individu yang ada di dalam buku paket dengan memperlihatkan hasil belajar
- 2.4 Menyimpulkan dan Penilaian Pembelajaran
  - 2.4.1 Kesimpulan Pembelajaran
    - Siswa dapat mengetahui serta menyebutkan berbagai macam hewan.
    - Siswa dapat menirukan ekspresi gerakan untuk menggambarkan hewan.

## 3. Penilaian :

- 3.1 Sikap (Religi, sosial)
- 3.2 Pengetahuan (*Tulis, Lisan, Penugasan*) \* Pilih salah satunya
- 3.3 Keterampilan (Portofolio, praktik, produk/kinerja) \* Pilih salah satunya

Jenis	Halaman	Keterangan
Tertulis	63	Menuliskan karakteristik hewan berdasarkan gambar
Lisan	57	Melakukan <i>conversation</i>

Mengetahui:

Tangerang, 19 September 2022

Kepala Madrasah,

Guru Mata Pelajaran B.Inggris,

SRIWIYANTI, S.Pd.I

SITI SULASTRI, S.Pd

Based on the Decrees of the Minister of National Education  
No 22 Year 2006 Concerning the Standard of Contents and  
No 23 Year 2006 Concerning the Standard of Graduate Competence

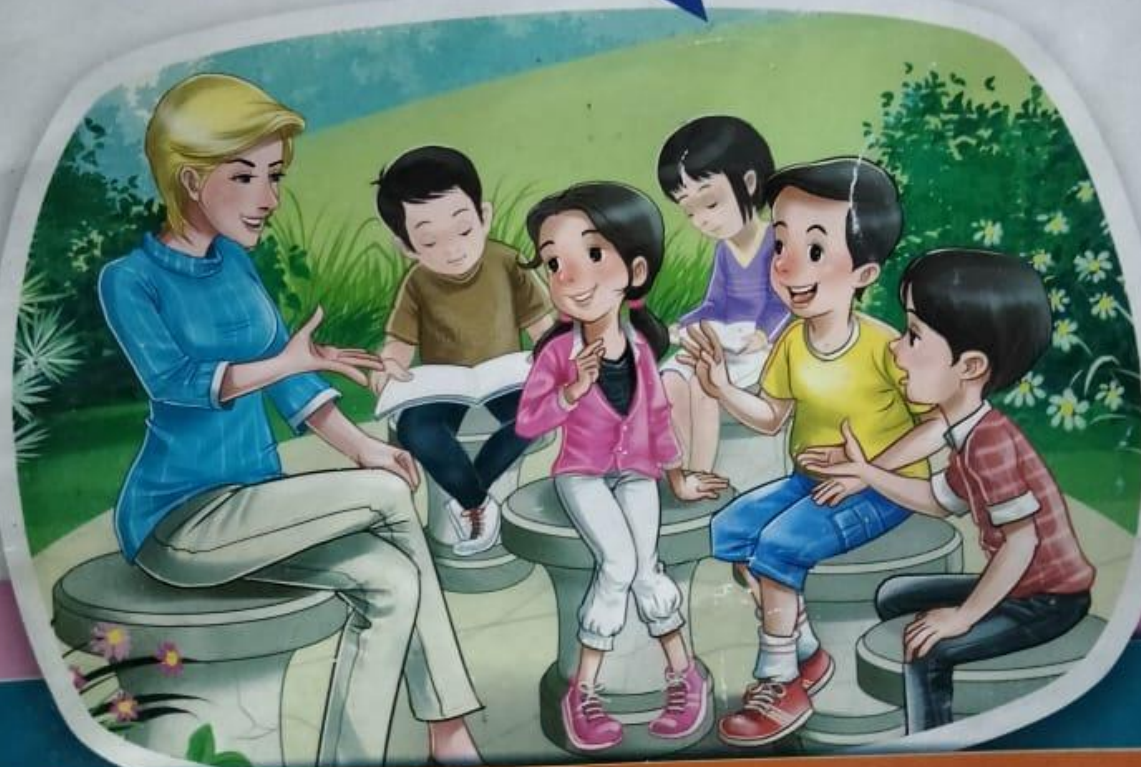
Ida Kusuma Dewi • Djatmika • Agus Dwi Priyanto

# Stairway

## A Fun and Easy English Book

for Grade VI of Elementary Schools

6



- c. The ...  
 pattern.  
 d. Glue the photograph to the back of the frame.  
 e. Tie a small loop of string to the top corners of the frame.



## Wise Man Says

Characteristic Value: Honesty

**Fair play is a jewel.**

*Bersikap jujur merupakan sifat yang sangat mulia.*



## Glossary

Characteristic Value: Curiosity, Tolerance

archery	: panahan	judo	: judo
badminton	: bulu tangkis	like	: menyukai
basketball	: basket	running	: lari
boxing	: tinju	shot put	: tolak peluru
bridge	: kartu	sport's day	: hari olahraga
chess	: catur	swimming	: renang
dislike	: tidak menyukai	tennis	: tenis
fencing	: anggar	volleyball	: bola voli
football	: sepak bola	weightlifting	: angkat besi

## Appendix 4: Interview Data Transcription

### Format Wawancara

Hari, tanggal : Sabtu, 24 September 2022  
Waktu : 10.30  
Tempat : MIT MA Mathla'ul Anwar  
Nama Guru : Siti Sulastri, S.pd.  
Bidang Studi : Bahasa Inggris  
Kelas/semester : VI / I

1. Apakah Ibu menggunakan media pembelajaran saat mengajar bahasa Inggris?

Jawab: Iya, saya menggunakan media saat saya mengajar.

2. Media pembelajaran apa saja yang biasa Ibu gunakan dalam mengajar bahasa Inggris?

Jawab: Media cetak seperti buku paket; audio dengan menggunakan speaker; dan audio visual misalnya video.

3. Bagaimana cara Ibu memanfaatkan media pembelajaran tersebut?

Jawab: Dengan cara mengaplikasikan penggunaan media tersebut secara maksimal dan juga melibatkan siswa agar ikut andil dalam pembelajaran.

4. Apakah fasilitas atau sarana prasarana yang tersedia di sekolah ini mendukung untuk menggunakan media pembelajaran?

Jawab: Iya tersedia, seperti adanya speaker, Infocus, Smartphone, dan laptop.

5. Bagaimana tanggapan siswa terhadap penggunaan media pembelajaran dalam proses pembelajaran?

Jawab: Sejauh ini siswa selalu senang dan antusias mengikuti pelajaran. Karena dengan adanya media lebih mudah dicerna dan ditanggapi oleh siswa. Terkadang saya juga menyelipkan games dikelas agar pembelajaran tidak membosankan.

6. Apakah penggunaan media pembelajaran dapat mempermudah Ibu dalam menyampaikan materi pembelajaran?

Jawab: Sangat mempermudah dan membantu sekali karena penyampaian materi lebih simple dan jelas terhadap siswa.

7. Apakah ada kesulitan dalam mengajar menggunakan media pembelajaran?

Jika demikian, tolong jelaskan!

Jawab: Ada, seperti mati listrik dan terkadang ada sebagian media yang rusak atau tidak berfungsi dengan baik.

8. Apa saja solusi yang diberikan ketika menghadapi kesulitan dalam menggunakan media pembelajaran?

Jawab: Solusinya dengan mengandalkan penyampaian lisan secara jelas dan tegas agar siswa fokus terhadap materi yang kita sampaikan atau dengan cara sharing dengan guru yang lain.

9. Bagaimana cara Ibu mempersiapkan media pembelajaran di kelas?

Jawab: Setiap harinya sebelum masuk ke dalam kelas, saya harus sudah menentukan materi apa yang akan dipelajari, memilih media yang mudah dipahami, dan bagaimana cara mengaplikasikannya di kelas, dan mempersiapkan plan lain jika media yang kita gunakan bermasalah atau terjadi ketidak-

10. Apa saja strategi yang digunakan dalam kegiatan pembelajaran sesuai.

menggunakan media pembelajaran?

Jawab: Strateginya adalah diadakan games, ice breaking, dan kerja kelompok agar siswa tidak mudah bosan.

11. Apakah siswa terlihat lebih antusias ketika menggunakan media dalam proses pembelajaran?

Jawab: Iya, mereka sangat antusias sekali, karena di zaman modern siswa lebih mudah menanggapi materi dengan teknologi. Sehingga media sangat berperan penting terhadap pembelajaran.

12. Apakah penggunaan media pembelajaran dapat memudahkan siswa dalam memahami materi pembelajaran?

Jawab: Iya, sangat memudahkan mereka dalam memahami materi pembelajaran, karena materi yang kita sampaikan bisa diulang atau dipelajari kembali di rumah. Misalnya memberikan file gambar, audio, atau video.

13. Sejauh ini, media pembelajaran seperti apa yang paling efektif digunakan

dalam proses pembelajaran?

Jawab : Media yang paling efektif digunakan adalah jenis media elektronik interaktif dan audio visual seperti infocus, smart phone, dan video. Alasannya semua siswa bisa menanggapi dan memperhatikan saat penyampaian materi. Selain itu, penggunaan media smart phone bisa dibawa kemana saja dan juga bisa dalam pengawasan orang tua dan guru.

## Aappendix 5: Surat Keputusan Pengangkatan Pembimbing Skripsi



**YAYASAN PAKUAN SILIWANGI**  
**UNIVERSITAS PAKUAN**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
*Bermutu, Mandiri dan Berkepribadian*  
Jalan Pakuan Kotak Pos 452, E-mail: fkip@umpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN  
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN  
Nomor : 2194/SK/D/FKIP/IX/2022

TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.  
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang** :
1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
  2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
  3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
  4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat** :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
  2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
  3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
  4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
  5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.
- Memperhatikan** :
- Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
- MEMUTUSKAN**
- Menetapkan** :
- Pertama** :
- Mengangkat Saudara
- |                             |   |                       |
|-----------------------------|---|-----------------------|
| Dr. Yanti Suryanti, M.Pd.   | : | Pembimbing Utama      |
| Dr. Iyan Irdiyansyah, M.Pd. | : | Pembimbing Pendamping |
- |               |   |   |
|---------------|---|---|
| Nama          | : | Fetin Petina  |
| NPM           | : | 031117042   |
| Program Studi | : | PENDIDIKAN BAHASA INGGRIS   |
| Judul Skripsi | : | THE IMPLEMENTATION OF INSTRUCTIONAL MEDIA IN TEACHING ENGLISH TO YOUNG LEARNERS |
- Kedua** :
- Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga** :
- Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.



Ditetapkan di Bogor  
Pada tanggal 02 September 2022

Dekan,  
Dr. Eko Suhardi, M.Si.  
NIK 1. 0694 021 205

Tembusan :

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

## Appendix 6: Surat Izin Penelitian dari FKIP



YAYASAN PAKUAN SILIWANGI  
UNIVERSITAS PAKUAN  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
*Bermutu, Mandiri dan Berkepribadian*

Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 5174/WADEK I/FKIP/VIII/2022

24 Agustus 2022

Perihal : Izin Penelitian

Yth. Kepala MIT Mathla'ul Anwar Buaranjati  
di  
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Fetin Petina  
NPM : 031117042  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 29 Agustus s.d. 29 September 2022 mengenai: THE IMPLEMENTATION OF INSTRUCTIONAL MEDIA IN TEACHING ENGLISH TO YOUNG LEARNERS

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan

Wakil Dekan

Bidang Akademik dan kemahasiswaan



Sandi Budiana, M.Pd.

NIK. 11006025469

## Appendix 7: Surat Keterangan Selesai Penelitian



**YAYASAN PERGURUAN MATHLA'UL ANWAR  
MADRASAH IBTIDAIYAH  
MATHLA'UL ANWAR BUARANJATI**

NSM : 111236030230

NPSN : 69725302

Jl. Raya Mauk KM.16 Buaranjati 002/005 Kec. Sukadiri Kab. Tangerang-Banten

### **SURAT KETERANGAN**

Nomor : 030/MI-MA/BJ/IX/2022

Yang bertanda Tangan dibawah ini Kepala Madrasah Ibtidaiyah Mathla'ul Anwar Buaranjati Desa Buaranjati Kecamatan Sukadiri menerangkan bahwa :

Nama : Fetin Petina  
NIM : 031117042  
Semester : Akhir  
Program Studi : Pendidikan Bahasa Inggris



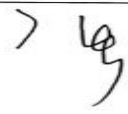

Adalah Mahasiswa UNIVERSITAS PAKUAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN yang telah melaksanakan Penelitian yang akan dilakukan pada tanggal 05 September s.d. 24 September 2022 dengan Judul Penelitian "THE IMPLEMENTATION OF INSTRUCTIONAL MEDIA IN TEACHING ENGLISH TO YOUNG LEARNERS" di Madrasah Ibtidaiyah Mathla'ul Anwar Buaranjati.

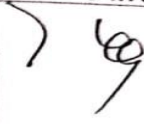



Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.



Dibuat di : Buaranjati  
Pada tanggal : 26 September 2022  
Kepala MI Mathla'ul Anwar Buaranjati


**SRIWIYANTI, S.Pd.I**





## Appendix 8: Berita Acara Bimbingan Skripsi





Tanggal	Bab	Catatan Bimbingan	Paraf
13 Juni 2021	I	<ul style="list-style-type: none"> <li>- perbaiki penomoran</li> <li>- jangan menggunakan past tense.</li> <li>- perhatikan pekerjaanmu kerjakan secara teliti.</li> </ul>	
9 Juli 2021	I	<ul style="list-style-type: none"> <li>- perbaiki layout dan penulisan kutipan.</li> </ul>	
16 Juli 2021	II	<ul style="list-style-type: none"> <li>- sudah ok, lanjutkan Bab 3</li> </ul>	
4 Agustus 2021	III	<ul style="list-style-type: none"> <li>- sesuaikan aim of the research di Bab 3 ke Bab 1</li> <li>- Tulis ulang research question di Bab 3</li> <li>- Harus menggunakan kalimat yang paralel.</li> <li>- Beri nomor dan judul di bawah gambar design.</li> </ul>	





Tanggal	Bab	Catatan Bimbingan	Paraf
17 Agustus 2021	III	<ul style="list-style-type: none"> <li>- sesuaikan research question dengan aim of the research</li> </ul>	
14 September 2021	III	<ul style="list-style-type: none"> <li>- perbaiki grammar</li> <li>- Cari referensi 10 tahun kebelakang</li> </ul>	
4 November 2021	I - III	<ul style="list-style-type: none"> <li>- konsisten penggunaan according atau explain</li> <li>- Rewrite kutipan</li> <li>- perhatikan grammar</li> </ul>	
7 Februari 2022	I - III	<ul style="list-style-type: none"> <li>- Baca dan mengerti kalimat yang ditulis.</li> <li>- Perhatikan grammar</li> <li>- Referensi maksimal 10 tahun kebelakang.</li> </ul>	




Tanggal	Bab	Catatan Bimbingan	Paraf
4 Maret 2022	<u>II</u>	- perbaiki penomoran, grammar, layout - mana indicator pada instrument	} 
15 Maret 2022	<u>III</u>	- perbaiki instrument penelitian - perbaiki penulisan paragraph yang benar.	
08 Juni 2022	<u>III</u>	- sesuaikan dan perbaiki bagian bibliography.	} 
06 Oktober 2022	<u>IV</u>	- mengerti koreksi yang diberikan dan cari proof reader.	


Tanggal	Bab	Catatan Bimbingan	Paraf
15/10-22	all	① Mengerti tugas ② Revisi a. Grammar b. penulisan da a. g c. Bibliografi ③ Temui saja sek anda, mengerti koreksi, jangan lakukan koreksi	} 
25/10/22	all	Sek anda memahami Supra 1 ok are ok allow to take paper exam	

Tanggal	Bab	Catatan Bimbingan	Paraf
3 Juni 2021	I	<ul style="list-style-type: none"> <li>- sampaikan latar belakang alasan mengapa language assessment.</li> <li>- latar belakang harus didukung dengan data, lakukan wawancara.</li> <li>- Aim of the research, research focus, and research significant minimal 1 paragraf.</li> </ul>	
3 Agustus 2021	I	Lakukan pre - observation di-kelas language assessment dengan questions minimal 5 items dengan jumlah responden minimal 10-15 orang dari masing-masing perwakilan kelas.	
25 Oktober 2021	I	perbaiki research question	
8 November 2021	I	<ul style="list-style-type: none"> <li>-perbaiki penulisan judul.</li> <li>- Tujuan penulisan pada bagian cover jaraknya 1 spasi.</li> <li>- Ganti kata Improve dengan affect.</li> </ul>	

Tanggal	Bab	Catatan Bimbingan	Paraf
26 November 2021	I	Perbaiki penulisan setiap sub-judul (jangan ada di paling bawah halaman).	
3 Januari 2022	II	<ul style="list-style-type: none"> <li>- paragraf tidak terlalu panjang.</li> <li>- Explore setiap kutipan.</li> <li>- Beri penjelasan / simpulkan setiap kutipan.</li> </ul>	
13 Januari 2022	II.	Agree.	
21 Januari 2022	III	<ul style="list-style-type: none"> <li>- Perbaiki kalimat pada research method.</li> <li>- Explore kutipan.</li> <li>- Perbaiki kerangka pada research design tidak boleh kosong.</li> </ul>	

Tanggal	Bab	Catatan Bimbingan	Paraf
31 Januari 2022	<u>II</u>	kembangkan kembali di bagian validity checking	
21 Februari 2022	<u>III</u>	explore BAB 3 secara detail cek kembali penulisan dalam kutipan.	
5 Maret 2022	<u>III</u>	<ul style="list-style-type: none"> <li>- Mengganti kata qualitative research menjadi qualitative approach.</li> <li>- mengganti kata descriptive research menjadi descriptive method.</li> <li>- mengubah kalimat kedalam bentuk kalimat pasif.</li> </ul>	
12 Maret 2022	<u>III</u>	<ul style="list-style-type: none"> <li>- Tentukan teknik sampling</li> <li>- perbaiki grammar dan susunan kalimat.</li> </ul>	

Tanggal	Bab	Catatan Bimbingan	Paraf
23/3 2022	<u>IV</u>	<ul style="list-style-type: none"> <li>- Check grammar.</li> <li>- Figure revisi</li> </ul>	
31 Mei 2022		Perbaiki semi cut	
3/10	<u>IV</u>	<ul style="list-style-type: none"> <li>- revisi hasil analisis kuantitatif &amp; kualitatif media.</li> <li>- Cek typo.</li> <li>- Cek grammar.</li> </ul>	

Tanggal	Bab	Catatan Bimbingan	Paraf
8/12/10	IV-V	Assessment, buku dan Grafik.	




## Appendix 9: Berita Acara Bimbingan Pasca Sidang

**FORMAT PERBAIKAN SKRIPSI**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS PAKUAN**

Nama : Fetin Petina  
NPM : 031117042  
Juduk Skripsi : The Implementation of Instructional Media in Teaching English to Young Learners

**CATATAN PERBAIKAN**

- Perbaiki pada bagian CHAPTER V
- Describe isi pada CHAPTER V sesuai dengan research question.


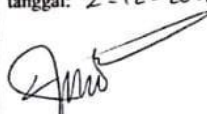

Ketua/Sekretaris Prodi,   Istiqlaliah Nurul Hidayati, M.Pd. NIK. 1.0212008570	Telah dikonsultasikan kepada penguji pada tanggal: 2 Desember 2022   Dr. Iyan Irdiyansyah, M.Pd. NIK. 1.1013020619	Bogor, 2 Desember 2022 Penguji,   Dr. Iyan Irdiyansyah, M.Pd. NIK. 1.1013020619
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**FORMAT PERBAIKAN SKRIPSI**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS PAKUAN**

Nama : Fetin Petina  
NPM : 031117042  
Juduk Skripsi : The Implementation of Instructional Media in Teaching English to Young Learners

**CATATAN PERBAIKAN**

- Abstract dan CHAPTER V harus bisa menjelaskan hasil dari pertanyaan penelitian
- Perbaiki penulisan paragraf pada preface
- Perbaiki research question dan harus terjawab pada CHAPTER V
- Perbaiki bagian suggestion pada CHAPTER V
- Perbaiki bagian bibliography. Jarak antara buku 2 spasi


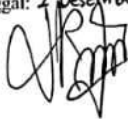

Ketua/Sekretaris Prodi,  Istiqlaliah Nurul Hidayati, M.Pd. NIK. 1.0212008570	Telah dikonsultasikan kepada penguji pada tanggal: 2-12-2022  Mursidah Rahmah, M.Pd. NIK. 1.0903032435	Bogor, 2-12-2022 Penguji,  Mursidah Rahmah, M.Pd. NIK. 1.0903032435
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**FORMAT PERBAIKAN SKRIPSI**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS PAKUAN**

Nama : Fetin Petina  
NPM : 031117042  
Juduk Skripsi : The Implementation of Instructional Media in Teaching English to Young Learners

**CATATAN PERBAIKAN**

- Ganti kata "determine" menjadi "describe" pada abstract
  - Perbaiki kata "declaration" pada table of content
  - Reselect the research question:
    - What types of instructional media used by the teacher in teaching English to young learners
    - How the instructional media is applied in teaching and learning process
    - Advantages and disadvantages of using instructional media in teaching English
- Kemudian pilih dan sesuaikan kembali dengan hasil data yang sudah didapatkan, mana jawaban atau hasil yang lebih condong terhadap ketiga pilihan research question tersebut
- Perbaiki juga aim of the research and research focus.

Ketua/Sekretaris Prodi,  Istiqlaliah Nurul Hidayati, M.Pd. NIK. 1.0212008570	Telah dikonsultasikan kepada penguji pada tanggal: 2 Desember 2022  Abdul Rosyid, M.Pd. NIK. 1.0416032743	Bogor, 2 Desember 2022 Penguji,  Abdul Rosyid, M.Pd. NIK. 1.0416032743
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**Appendix 10:**

**Dokumentasi *Interview***

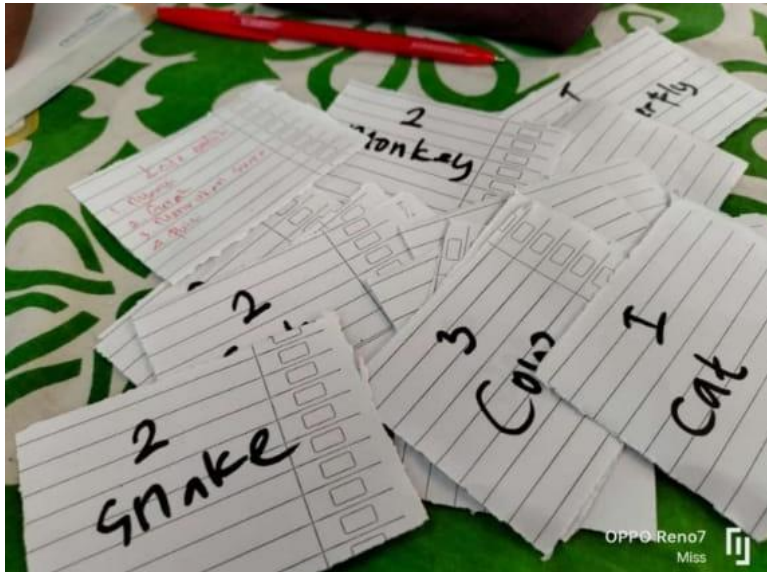


## Dokumentasi Observasi

Observasi hari pertama



Observasi hari kedua



### Observasi hari ketiga

