

## **THE USE OF INSTRUCTIONAL MEDIA TO IMPROVE STUDENTS' MOTIVATION IN LEARNING ENGLISH**

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### **Abstract**

The major problem of teaching English faced by the teachers in class seems that learners are not interested in studying. There are some factors why it happened. One of them is the limitation of instructional media in English teaching-learning process. There are many kinds of instructional media that the teachers can use in teaching process from the simplest ones to the complex or modern ones as cited in Depdiknas (2005). They are: visual, audio, audio-visual, tactile, and virtual. According to Sukartiwi (1996), the advantages of using media in teaching-learning process are: to increase the learners' motivation, to avoid the learners bored, to make the learners easy to understand the material, and to make the teaching learning process more systematic. The role of media is very important in English teaching-learning process to achieve the instructional goal. Among the implicit goals that media can be helped by teachers to achieve are as follows: attracting attention, developing interest, adjusting the learning climate, and promoting acceptance (of an idea).

**Keywords:** instructional media, learning motivation, teaching-learning process

## **A. Introduction**

Learning is a student's activity in establishing meanings and understanding. Teachers need to give motivation for the students to use their authorities in expressing their ideas. In fact, the major problem of teaching English in class seems that the learners are not interested in studying.

There are some factors why the learners are not interested in studying English. Firstly, the English teaching-learning process is still conventional. The teachers still apply the same method although the curriculum, approaches, and techniques have been changed. Secondly, some of the teachers don't afford to activate the students on teaching learning process. Thirdly, there is an assumption that English is a second language in our country. The students just get English in school environment. There is no support for them to achieve English competence out of the area. Fourthly, there is a limitation of instructional media in English teaching-learning process. Unfortunately, most of the teachers unable to create or don't have much time to make instructional media.

The limitation of instructional media is one of caution why the English teaching-learning process is not interesting for the students. In order to make them interested and motivated in learning, it is suggested that English teachers should use instructional media in their teaching and learning process.

## **B. Discussion**

The discussion comprises the definition, the kinds, the roles, and the advantages of instructional media.

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

There are a lot of definitions of instructional media according to some experts. Briggs (1970) defines media as physical means which are used to send messages to the students and stimulate them to learn.

Scanian states that instructional media encompasses all the materials and physical means an instructor and teacher might use to implement instruction and facilitate learners' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, flash cards, and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the internet, and interactive video conferencing.

Whatever the definitions of media are, there is a guideline which can be stated about media. Media are anything used to send message(s), from the sender(s) to the receiver(s), so they can be aroused the learner's thought, feeling and interest in learning (Sadiman et al, 2002).

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

There are so many instructional media according to the experts which are used in teaching-learning process starting from the simplest or cheapest ones to the most complex or modern ones, without the need of the electricity, up to the most expensive ones which needed the electricity.

Generally, there are five categories of instructional media as cited in Depdiknas (2005). Those are:

- a. Visual: pictures, sketches, illustrations, patterns, diagrams, photos, films, charts, graphs, paintings, comics, cartoons, caricatures, maps, globe, trip brochures, advertisements, etc.
- b. Audio (music, words, sounds, and sound effects): recordings, tape, radio, stories, poems and drama, a set of music,
- c. Audio-visual: television, puppets, role play, excursion, natural phenomenon, LCD, computers, etc.
- d. Tactile: specimen, exhibits, model, sculptured figure, live and stuffed animals, experiments, toys, puppet show, etc
- e. Virtual: internet, website, e-mail, audio-video streaming, chatting, messaging, audio-video conferencing, e-newsgroups, cybernews, etc.

Mulyana Kim classifies the instructional media for teaching language into:

- a. Games and simulation such as; Simon says, Scrabble, Bingo, role playing, socio drama, puppet show, etc.
- b. Visual media such as; black board, flannel board, wall chart, module, picture card, slide, film, OHP, LCD.
- c. Audio media such as; radio, recordings, record player.
- d. Audio-visual media such as; voiced slide, film, TV, Video Tape Recorder.

### **3. The Roles of Instructional Media**

In general, teacher should use the media in his or her best teaching. It can facilitate learning or increase the understanding of materials. Of course,

communicating to facilitate learning can be a challenging process and creative efforts are often required to achieve a variety of implicit instructional goals (University of Saskatchewan). The implicit goals of media are as follows: attracting attention, developing interest, adjusting the learning climate, and promoting acceptance (of an idea).

Media are very useful in learning English. Teachers, instructors, and learners are helped by using media to achieve the learning goals. The teachers should apply the media in teaching-learning activities because of the following reasons:

- a. Instructional media can solve the lack of the learners' experience. Learners have different background such as family life, society, social economy, etc. Learners who live at different areas will have different experiences since they have different environment, society, social economy, etc.
- b. Instructional media can reach everything out of the class. There are so many things around the learners that can not be reached by themselves, such as: bacteria, virus, etc. To know and see those tiny things, we must use a microscope as media. We use a picture to present things which can not be brought into the classroom such as: markets, stations, harbors.
- c. Instructional media are created the possible direct interaction between the learners and their environment.
- d. Media are produced some observation. The learners' observation can be directed into the important things based on the teacher's aims.

- e. Media can keep the basic, concrete and real concepts of the teaching.
- f. The learners' motivation is aroused by using media in learning.
- g. Media are integrated the experiences from the concrete things to the abstract ones.

It is stated by De Porter and Hernacki (2000) in Quantum Learning that audio visual can be created optimally, physically, and mentally through learning environment. The important thing is that using media can be encouraged the learners to speak and to write.

#### **4. The Advantages of Using Instructional in Teaching and Learning**

There are some advantages of using instructional media in a classroom teaching-learning process, such as: encouraging the teachers and the learners in delivering the subject materials, helping the learners to understand the subject materials, facilitating the learners in learning activities, and avoiding the learners bored.

The advantages of using media in teaching-learning process as said by Sukartiwi (1996) are as follows:

- a. to increase the learners' motivation.
- b. to avoid the learners bored.
- c. to make the learners easy to understand the instructional material.
- d. to make the teaching learning process more systematic

## **C. Conclusion**

English teachers should realize that the ultimate goal of the English Language Teaching is to develop the learners' communicative competence in oral and written ways. To achieve these goals, they have to prepare many things, such as developing syllabus, lesson plan, teaching materials, instructional media, language assessment, etc. They also have to design a good strategy of teaching to create a more meaningful, more alive, and more enjoyable class. To create this condition, they should be creative and innovative in handling their class, developing the relevant teaching materials, and selecting the appropriate instructional media.

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