

**THE INSTRUCTIONAL MEDIA UTILIZED BY THE ENGLISH
TEACHERS OF SMK TELKOM BANJARBARU**

SARJANA'S THESIS

**REFANGGA THOMAS AGATIS
REG. NUMBER: 1910117210027**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2023

**THE INSTRUCTIONAL MEDIA UTILIZED BY THE ENGLISH
TEACHER OF SMK TELKOM BANJARBARU**

SARJANA'S THESIS

**Presented to the Faculty of Teacher Training and Education as a Partial
Fulfillment of the Requirements for Completing the *Sarjana Pendidikan*
Program in English Language Education Study Program**

**REFANGGA THOMAS AGATIS
REG. NUMBER: 1910117210027**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

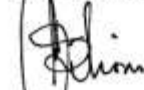
2023

LETTER OF APPROVAL

This is to certify the Sarjana's Thesis of Refangga Thomas Agatis, Reg. Number 1910117210027 entitled "The Instructional Media Utilized by the English Teachers of SMK Telkom Banjarbaru" has been approved by the Board of Examiners as the requirement for completing Sarjana Pendidikan Program in English Language Teaching.

Banjarmasin, 12 Januari 2024

Chair Person,



Dr. Cavandrawati Sutiono, MA.

NIP. 196105081986032003

Member,



Elvina Arapah, M.Pd.

NIP. 197902132005012002

Member,



Dr. Jumariati, M.Pd.

NIP. 197608062001122002

Approved by:

Coordinator of English Language Education Study Program,



Dr. Moh. Yamin, M.Pd.

NIP. 198007162010121003

ABSTRACT

Agatis, Refangga Thomas. 2023. *The Instructional Media Utilized by the English Teachers of SMK Telkom Banjarbaru*. SARJANA'S THESIS, English Language Education Study Program, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Cayandrawati Sutiono, MA., the second advisor: Elvina Arapah, M.Pd.

Keywords: *Instructional media, Teaching English, SMK Telkom Banjarbaru.*

The utilization of instructional media is crucial in aiding the teaching-learning process. Instructional media can be used methodically as a learning resource. Teachers must adapt in order to use greater creativity while creating a learning process as a result of the use of instructional media in the classroom. Taking that into account, this descriptive qualitative research was conducted with the employment of observation and interview in order to investigate the instructional media utilized by the English teacher in teaching English at SMK Telkom Banjarbaru and how they use it.

This study revealed that the English teachers covered the teaching-learning process with visual, audiovisual, and virtual media. Those instructional media are including *PowerPoint* slides, pictures, speakers, videos, LCD projectors, laptops, *Quizziz*, and *Mentimeter*. The English teachers of SMK Telkom Banjarbaru used the instructional media conditionally; in the pre-activity, the teachers use video and *Mentimeter* to capture students' focus and engage them in the teaching-learning process. In addition, in while activity, the instructional media like laptops, LCD projectors, and *PowerPoint* slides were found to be used to deliver and explain the material. Not to mention the utilization of pictures stimulated students to interact in the process of the teaching-learning process. Furthermore, *Quizziz* appeared to be used to assess the students.

On top of that, the presence of the instructional media made the teaching-learning process went well. This is derived from the instructional media help the English teachers deliver the lesson more effectively. Also, the students' engagement and active participation arise due to the instructional media utilization during the teaching practices. Not to mention the students focused during the delivery of the lessons due to the presence of the instructional media. Furthermore, instructional media can meet students' learning needs while also enhancing their experience in learning.

Thus, it is suggested for English teachers to keep improving and innovating the instructional media utilization by monitoring the development of instructional media which of course takes into account the relevance and needs of students in order to motivate the students in learning English. Finally, it will be best if in selecting instructional media, the English teachers consider that a good instructional media is effective and efficient.

ACKNOWLEDGEMENT

Alhamdulillah Robbil 'Alamin, praise be to Allah SWT who has bestowed His blessings and grace so that the researcher can complete this *Sarjana's* thesis entitled "The Instructional Media Utilized by the English Teachers of SMK Telkom Banjarbaru". In the process of completing this thesis, indeed, the help, guidance, and support from various parties are invaluable. Therefore, on this opportunity, the author expresses his gratitude and thanks to:

1. Prof. Dr. Ahmad Alim Bachri, S.E., M.Si. as the rector of Universitas Lambung Mangkurat.
2. Prof. Dr. Sunarmo, Drs., M.Kes. AIFO as the Dean of the Faculty of Teacher Training and Education of Universitas Lambung Mangkurat.
3. Dr. Moh. Yamin, M.Pd. as the Head of the English Language Education Study Program.
4. Dr. Cayandrawati Sutiono, MA. as the Academic Advisor and the researcher's first advisor who provides assistance, guidance, advice, suggestions, and motivation.
5. Elvina Arapah, M.Pd. as the researcher's second advisor who gives guidance and suggestions.
6. Dr. Jumariati, M.Pd. as the thesis examiner for the advice in writing this thesis.
7. Emma Rosana Febriyanti, M.Pd. & Eka Puteri Elyani, M.Pd. as the expert validators who helped the researcher to construct the instruments.
8. Isma Ramadhani Siregar, S.Pd. and Sri Endang Ratnasari, S.Pd. for their time and willingness to be the subject of this research.

9. My beloved and amazing *mama*, Farida Ari Yanti, for the endless prayer and support.
10. My dearest friends, Kristina Leni Patialo, Daniel Betrand Chrisnanda, Raissa Husna, Alma Naura Firdhausy, Laily, Rahmi, Gusti Wanda Luthfiah, Suci Arthyara Larasati, Namita Sri Handini, Zaidan Fauzi, Muhammad Aryandika, Anisa, Muhammad Nuril Anwar, Sitti Adhila Suprihana, and Muhammad Firnanda for all of the prayer, support, and help throughout the process of completing this thesis.
11. To all my colleagues in English Language Education Study Program and the people that the researcher is close to that cannot be mentioned one by one, the researcher does really appreciate your support and help.

The researcher realizes that this research has not met perfection and still needs improvement. Therefore, suggestions and criticisms are needed to make this thesis even better. Finally, the researcher hopes that this thesis can be useful and can provide valuable contributions to the development of education, especially English language teaching.

Banjarmasin, Agustus 2023

The researcher

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF APPENDICES	ix
CHAPTER I	1
1.1 Background of the Study	1
1.2 Research Questions	5
1.3 Objective of the Study	5
1.4 Significance of the Study	6
1.4.1 Theoretical Significance.....	6
1.4.2 Practical Significance.....	6
1.5 Scope of the Study	7
1.6 Definition of Key Terms	7
CHAPTER II	9
2.1 Theoretical Review	9
2.1.1 Instructional Media.....	9
2.1.2 Reasons for Using Instructional Media in Teaching English.....	10
2.1.3 Types of Instructional Media in Teaching.....	12
2.1.4 Teaching English in Vocational High School.....	14
2.2 Previous Study	15
CHAPTER III	18
3.1 Approach and Type of Research	18
3.2 Subjects of the Research	19
3.3 Setting of the Research	19
3.4 Instrumentation of the Research	20
3.5 Data and Sources of the Data	21
3.6 Data Collection	22
3.7 Data Analysis	22
3.8 Data Triangulation	23
3.9 Research Stages	23
CHAPTER IV	25

4.1	Description of the Data	25
4.2	Research Findings	26
4.2.1	The Instructional Media Used by the Teacher in Teaching English.....	26
4.2.2	The Utilization of Instructional Media in Teaching English	31
4.2.3	The Reason of the Instructional Media Utilization in Teaching English ..	37
4.3	Research Discussion	41
CHAPTER V		48
5.1	Conclusions	48
5.2	Suggestions	49
REFERENCES		51
A P P E N D I C E S		53

LIST OF TABLES

Table	Page
Table 4.1 Data collection's timeline.....	25

LIST OF APPENDICES

Appendix	Page
1. Blueprint of the instrument.....	40
2. Interview sheet.....	51
3. Observation sheet.....	52
4. Interview transcript.....	55
5. Observation.....	66
6. Expert's validation sheet.....	69
7. Documentation.....	73