

# Instructional Media



**BERMUTU**

Better Education through Reformed Management  
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**Ministry of National Education**  
**Directorate General of Quality Improvement of Teachers and Education Personnel**  
**CENTER FOR DEVELOPMENT AND EMPOWERMENT OF**  
**LANGUAGE TEACHERS AND EDUCATION PERSONNEL**  
**2009**

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**2009**

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## PREFACE

Center for Development and Empowerment of Teachers and Education Personnel (CDELTEP) or Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (PPPPTK) Bahasa is in charge of promoting the quality of language teachers and school principal, school supervisor, and so forth. Hence, the Center takes part in the project of Better Education Through Reformed Management and Universal Teacher Upgrading (BERMUTU) in order to multiply their competencies and professionalism.

As a government institution that is professionally managed, PPPPTK Bahasa provides quality education services aligned with education reform and globalisation demand projected by Education for All (EFA). Likewise the institution develops Teacher Competency Standards inclusive teaching materials as a means of achieving the required competencies.

In the framework of the Minister National of Education Decree Number 14 year 2005 on Teacher and Lecturer, the Center, in an effort to generate competent and professional teachers, organizes various training activities to fulfill specific competency standards and certification programs. Therefore, the development of these learning materials are expected to be a useful resource for teachers.

Finally, constructive criticisms for further materials improvement are welcome and can be sent to PPPPTK Bahasa, Jalan Gardu, Srengseng Sawah, Jagakarsa, Jakarta 12640; Telephone (021) 7271034, Facsimile (021) 7271032, and email: [admin@pppptkbahasa.net](mailto:admin@pppptkbahasa.net)

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# CHAPTER I

## INTRODUCTION

### **A. Background**

This learning material is concerned with the media for teaching English. It is important to improve teachers' knowledge about the instructional media in presenting materials. The major problems of teaching English in class seem that learners are not interested in studying. In order to make them interested in learning, and make them motivate in learning, it is suggested that English teachers should use media in their teaching and learning process and the class will be more meaningful and enjoyable.

### **B. Objectives**

This supplement is intended to help teachers to be familiar with many kinds of media and use them in their classroom interactively and effectively.

### **C. Indicators**

This supplement has some indicators to be mastered by the English teachers. At the end of learning this supplement, the English teachers are expected to able to;

1. explain the definition of instructional media
2. identify the kinds of instructional media
3. identify the function of the instructional media
4. select appropriate instructional media for teaching English
5. Use media in four language skills ( listening, speaking, reading, writing) and grammar, vocabularies in teaching and learning process.

## **CHAPTER II**

### **INSTRUCTIONAL MEDIA USED FOR TEACHING LANGUAGE**

#### **A. What are Instructional Media and Teaching Aids?**

There are a lot of definitions of media. Gagne (1970) defines that media are various components in learners' environment which support the learners learn. Briggs (1970) defines media are physical means which are used to send messages to the students and stimulate them to learn. A little bit differences from the opinions of the two experts, The National Education Association defines that media are the forms of communication either printed or audiovisual.

Scanlan 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 card and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing.

According to Richard (1992), in general term, media means for television, radio and newspapers considered as a whole and as ways of entertaining of spreading news or information to a large number of people. In a language teaching, teaching materials which involves the use of different kinds of media such as visual and printed media are sometimes known as multi media or mixed media. There are various kinds of media, but visual aids are the appropriate media for learners, particularly young learners. The visual aids which are commonly used for teaching English are pictures, really or real objects, drawings or teacher-made drawings charts, posters, cartoons, and flash cards.

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

On the other hand, teaching aids are used by teachers to impart and emphasize on information, stimulate interest, and facilitate the learning process. They range from simple to sophisticated ones and they can be aural, visual, or computerized. One of the earliest known teaching aids was the hornbook, which was used in English schools from the mid-1400s (and later in colonial America) through the early nineteenth century. It was a flat board on which a sheet of paper printed with the alphabet, the Lord's Prayer, and several simple words were pasted. A transparent piece of horns were covered the paper to protect it. The blackboard probably evolved from the horn-book, and has traditionally been one of the most widely-used teaching aids. It was patented in 1823 by Samuel Read Hall of Concord, Vermont, a Congregational minister who founded the Concord Academy to train teachers in "school keeping." Hall's version was made of pine board, planed smooth and painted black. Today, the blackboard is

often called a chalkboard; it may be green instead of black and made of slate, glass, or wood.

From the above description, there is nearly no differences between instructional media and teaching aids. Both, instructional media and teaching aids, have functions to make learners easily to understand the teaching materials. Furthermore the class will be more alive.

However, some experts still differentiate between instructional media and teaching aids. When we talk about a board, either whiteboard or blackboard, which is being used by a teacher to inform learners about what he/she is teaching, at the same time we also talk about instructional media and teaching aids. The board is teaching aids and what is on the board is instructional media. Here, we can say that teaching aids are the objects and the content of the objects is the instructional media. It is unnecessary for us to argue the both terms. We use the term of "instructional media" in this supplement.

## **B. Why We Use Instructional Media.**

A good media is like a window. It should not be called attention to itself; it should just have been let in the light. In general, teacher should use the media in his or her best judgment. It can be facilitated learning or increasing the understanding of materials. Of course, communicating to facilitate learning can be a challenging process, and it is often required creative efforts to achieve a variety of implicit instructional goals (University of Saskatchewan, n.d.). 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).

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

1. Instructional media can be solved the lack of the learners' experiences. Learners have different background such as family life, society, social economic, etc. Learners who live at different areas will have different experiences, because they have different environment, society, social economic, etc.
2. Instructional media can be reached 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 a media. We use a picture to present things which can not be brought into the classroom such as: markets, stations, harbors.
3. Instructional media are created the possible direct interaction between the learners and their environment.
4. Media are produced some observation. The learners' observation can be directed into the important things based on the teachers aims.
5. Media can be kept the basic, concrete and real concepts of the teaching.
6. The learners' motivation are aroused by using media in learning.



7. Media are integrated the experience 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.

According to Sukartiwi (1996), there are some advantages of using media in teaching-learning process. Those are;

1. to increase the learners' motivation.
2. to avoid the learners bored.
3. to make the learners easy to understand the instructional material.
4. to make the teaching learning process more systematic

In the Sydney Micro Skill, it is stated that instructional media are arisen the learners' interest, stormed the learners' brain to think concretely, found high understanding in learning efficiently and permanently.

### **C. Kinds of Media**

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

Vernon (1996) states that there are six kinds of media;

#### **1. Drawing or teacher mode drawings**

This media can be constructed and supported the topic which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

#### **2. Still pictures**

This media can be shown into the real objects or the events of outside the class. A still picture is a record or a copy of a real object or event which may be longer or smaller than the real object or events, for examples: photograph, bulletin board material, brochure, etc.

#### **3. Audio recording**

Recording is a mode of magnetic, on disc, or on motion picture soundtracks. This is the reproduction of actual event of sound effects. Sound is presented in the sequence in which they actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience.

#### **4. Motion picture and TV**



A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation. Objects or events may be in normal motion and edited for abbreviating or high lighting. It can be silent or having sound. All types of audio-video electronic system can be appeared on a cathode ray tube or TV monitor.

#### 5. Real object, simulation and models



Real Object

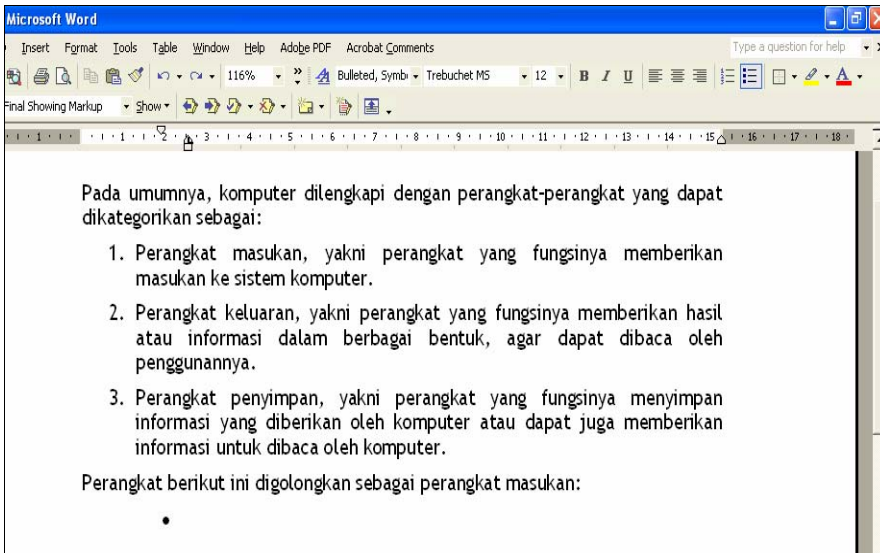


Model

This category includes people, events, objects and demonstration. Real objects as contrasted with other media are not substituted by the artificial objects or events. They are, in fact, life, often in its natural setting. There are countless real objects in the immediate community. As long as they are readily and economically available, use them. Simulation is the replication of real situation which has been designed to be as near actual events or process as possible. A model is a replica or reality. It is often in scale and may be in miniature, exact side or an enlargement.



## 6. Programmed and computer-assisted instruction



Programs The example of a computer-assisted instruction. are sequences of information which are designed to elicit predetermined response. The most common examples are programmed text books or instructional programs prepared for computers.

Mulyana, Kim classifies the instructional media for teaching language into : Games and simulation, for example: Simon says, Scrabble, Bingo, Words puzzle. Some examples of simulation: role playing, socio drama, psycho drama, puppet show.

Visual media, for example : a black board, flannel board, magnetic board, wall chart, flash card, reading box, reading machine, module, picture card, slide, film, OHP.

Audio Media, for example: radio, recordings, record player.

Audio-visual media, for example: voiced slide, film, TV, Video Tape Recorder.

There are also visual media that can be effectively used by teachers in the classroom. Those media are as follows :

### 1. Pictures.

They can be photographs of people, places and things which used in magazines, newspapers or calendars.



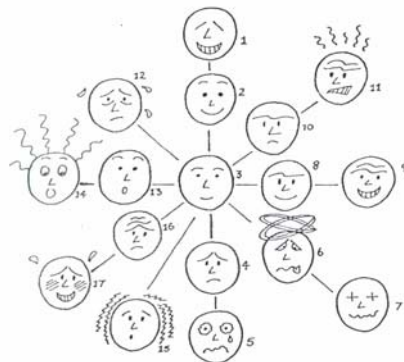
## 2. Realia or real objects.



Realia means real things, objects such as coins, tools, plants, animals, or collection of artifacts that teachers can bring into the class room to illustrate the meaning of the teaching material to be more clearly, meaningful and memorable.

## 3. Drawings or teacher-mode drawings

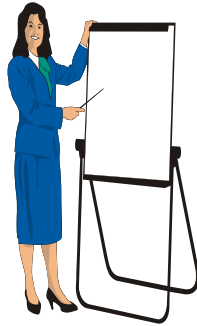
Drawings are quick to do. They should be simple but show a lot of information.



#### 4. Chart, poster and cartoon



Cartoon



Flipchart



Poster

Chart is a drawing which shows information in the form of a diagram, a map of the sea, or the sky, etc. Poster is a large printed picture or notice in a public place, often used to advertise something. Cartoon is a funny drawing especially one in a newspaper or a magazine that makes a joke about current events.

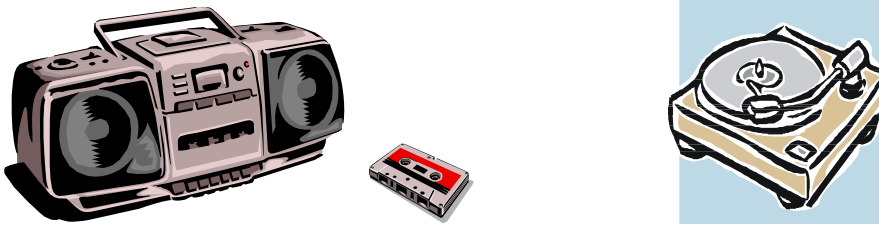
All the above media can be used in four language skills ; listening, writing, reading, and writing in teaching and learning process.

#### 5. Black board or white board



The black board or white board is the most important visual media which most of the classrooms have. The board can be used for presenting drawings, diagram and written language. It is always available for various purposes without special preparation.

## 6. Audio media



As well as the board, the tape recorder has come to be valuable media to the language learners and teachers. Cassettes are much easier to use for many listening activities. You can take recording of the radio to provide authentic materials for listening practices, or you can make your own materials using a recorder.

## 7. Over Head Projector (OHP)



Over head projector is very useful for large classes. Teachers can face the class freely. Teaching by using an OHP is less messy than using chalk. Material can be prepared before the hand on the transparency. Presenting material on the OHP allows you to face the learners all the time and provides the learners with a common focus of attention.

## 8. LCD Projector



LCD stands for Liquid Crystal Display. It is similar with an OHP. It must be connected to the computer to display teaching materials to learners. And nowadays LCDs are more popular than OHPs for presentation or for teaching because they are more practice and efficient.

## D. Selecting the Appropriate Instructional Media in a Classroom

Once you conclude that using instructional media will help you achieve your explicit and/or implicit goals, it is useful to apply the basic steps in the instructional development process to choose and apply the appropriate media.

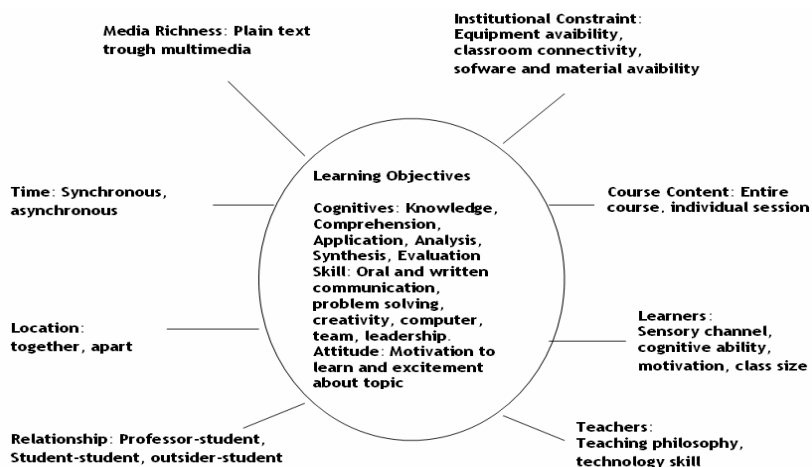
These basic steps are outlined below (St. Cloud State University, 1997):

1. Review instructional goals, objectives, audience and instructional strategies
2. Determine the best medium for your lesson components
3. Search for and review existing media/materials
4. Adapt existing media/materials if necessary
5. If new media/materials need to be developed:
  - a. Determine format, script, visuals, etc
  - b. Draft materials and media
  - c. Check for clarity and flow of ideas
6. Conduct formative evaluation
7. Implement/apply
8. Evaluate/revise

Strauss and Frost (1999) identify nine key factors that should influence media selection:

1. Institutional resource constraints,
2. Course content appropriateness,.
3. Learner characteristics,
4. Professor attitudes and skill levels,
5. Course learning objectives,
6. The learning relationships,
7. Learning location,
8. Time (synchronous versus asynchronous), and
9. Media richness level.

These factors are summarized in the following figure



Reiser and Dick (1996) distill these nine factors down to three major criteria for selecting instructional media: practicality, student appropriateness, and instructional appropriateness

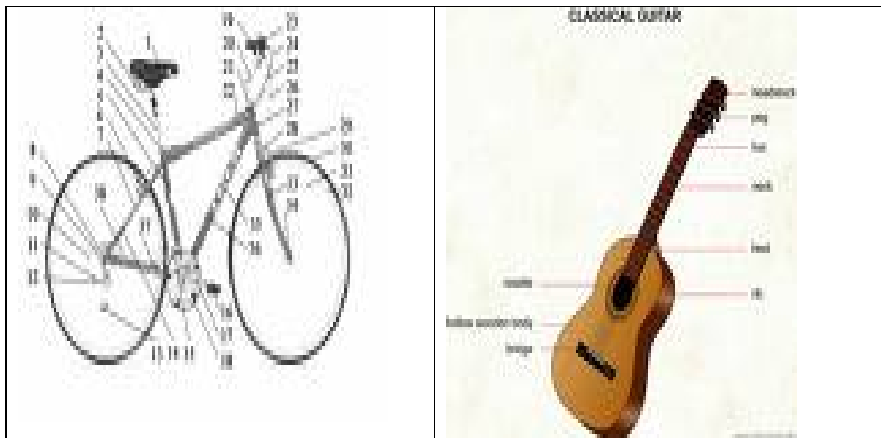
**Practicality:** Is the intended media practicality in that the media is available, cost efficient, time efficient, and understood by the instructor?

**Student Appropriateness:** Is the intended media appropriate for the developmental and experiential levels of the students?

**Instructional Appropriateness:** Is the intended media appropriate for the planned instructional strategy? Will the media be allowed for the presentation of the proposed lesson in an efficient and effective manner? Will the media be facilitated for the students' acquisition of the specific learning objectives?

### E. Some examples of Instructional Media can be possibly used in a Classroom

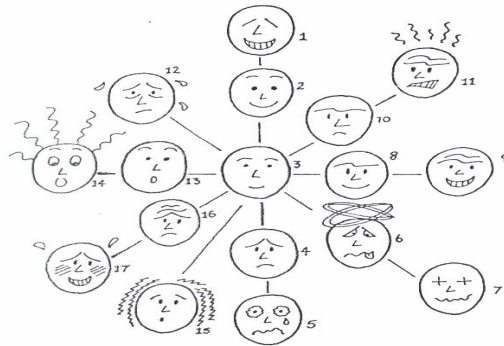
The followings are the examples of instructional media and it's use for teaching. The pictures below can be used for teaching writing and speaking especially related to the descriptive text.




The following media can be used for teaching vocabulary. The students are asked to match the words in the box with the mind mapping

Sinister, Worried Cunning, Angry Laughing Sad	Embarassed Interested Frightened Annoyed Tired	Surprised Smiling Hungry	Shocked Cold	Drunk Crying Neutral Excited Dizzy
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The following is an authentic material for teaching reading.



**Reog Ponorogo**

Reog in Ponorogo is a very spectacular dance. Dancers wear bright, colourful costumes and are accompanied by gamelan music. It is always performed out in the open such as in a town square or park. Reog dates back to during the Hindu period in East Java. The story is related with the legend in Ponorogo Kingdom about 70 km south east of Solo. The central figure of this dance is The Lion King - *Singa Barong*. The dancer wears a mask of a Lion carrying a large peacock feather fan on top of the mask. This mask is called a *Topeng Dadak Merak*. It can weigh up to 50 kg. The dancer has to use his teeth to hold the mask from inside the mask. A strong set of teeth and a strong neck are essential. Sometimes he has to demonstrate his skill and strength by carrying another masked dancer on top of him and still dance with vigorous and fantastic movements. Another important character is his adversary *Pujangga Anom*. Together with *Singa Barong* they are accompanied by one or more masked clowns/acrobats. There are also a number of hobby horse dancers, who are said to represent the troops of *Pujangga Anom*. One of the unique features of the Reog dance is that the hobby horse dancers are invariably young boys dressed as women.

Photo - courtesy of Charlie Jebb

The following is bingo game. It is for teaching structure class VII. Teacher asks the students to match their words with the words he/she is showing.

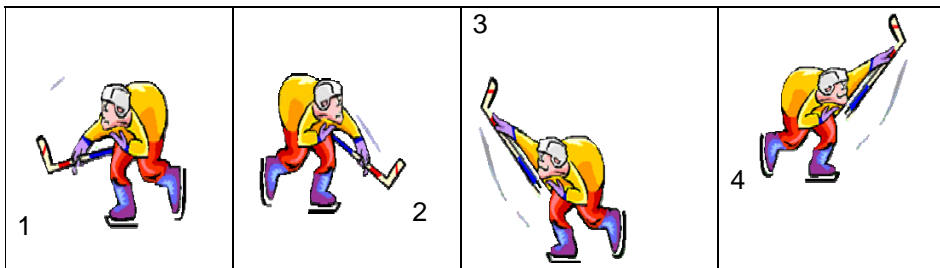
Students' cards

Wrote	Walked
Saw	came
Met	Gave
Got	Drew

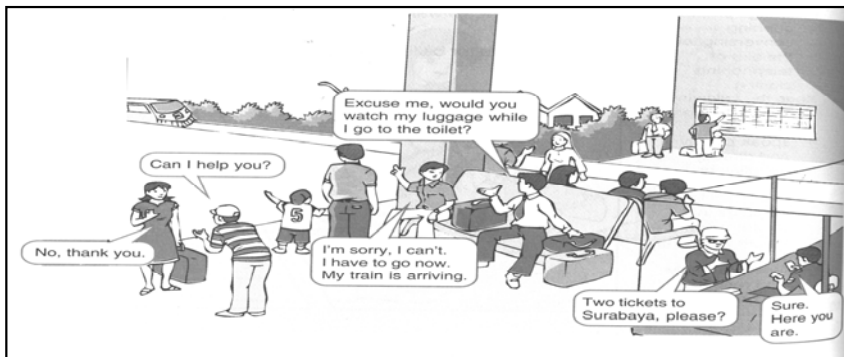
Teacher's cards

Write	Come	Give
See	Draw	get

The following animations are suitable for teaching procedure either speaking or writing.



The following is an instructional media for teaching asking, giving and offering help.



The following is an instructional media for teaching reading especially procedure


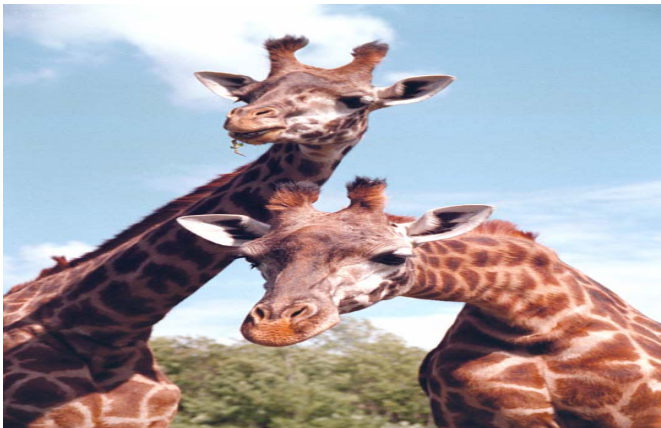
## Oriental Fried Rice

**Ingredients:**

- 2 tablespoons vegetable oil
- 2 cloves of garlic
- 1 teaspoon fresh ginger
- 1/2 cup diced onion
- 1/4 cup diced carrot
- 4 cups cooked white rice
- 1 cup beef or shrimp
- 2 eggs
- 3 tablespoons soy sauce
- Salt and freshly ground black pepper

**Steps:**

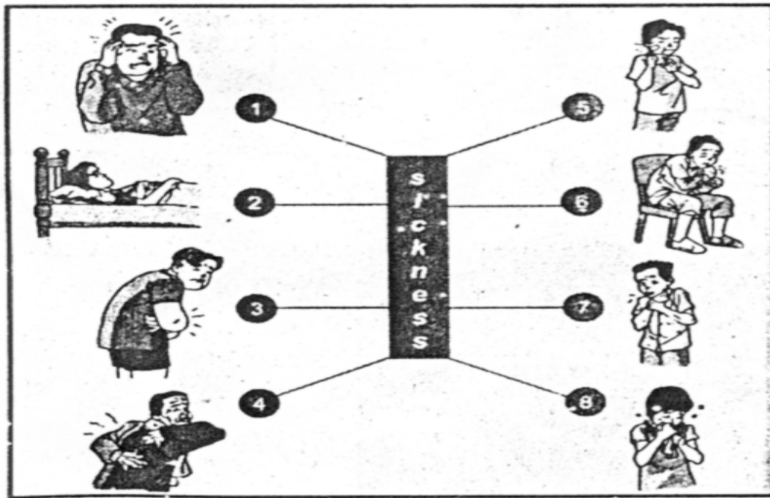
1. Heat the oil in a wok over high heat.
2. Add the garlic, ginger, and onion.
3. Cook and stir constantly for about one minute.
4. Reduce the heat to medium, and then add the carrot, rice, and beef or shrimp.
5. Cook and stir for about five minutes.
6. Add the eggs and soy sauce, and then cook for two minutes.
7. Season with salt and pepper.
8. Serve immediately.

Complete the following text by using your own words based on the picture! Then tell it in front of the class.

Giraffes are very ... animal living in ... They have brown ... on the skin. They also have two short ... on their heads. They can ...the... leaves at top of a tree, because they eat ....

The following instructional media is suitable for teaching vocabulary, writing or speaking.



Look at the picture above. What kind of sicknesses do the people in the picture suffer? Describe them.

This notice is suitable to teach short functional text



Look at the notice above and then answer the following questions

Where can you find the sign?

What does the notice mean?

Why are we prohibited to feed the animal

These following media are appropriate to teach listening

A text which the students must be completed.

**Complete with suitable words you are listening to  
BREAKFAST TIME**

Mum : Nigel, close the fridge, please.  
Nigel : Yes , mum  
Mum : Tea's ready. Give me your cups. Are you .....(1)?  
Nigel : Yes, I am. I want some cereal.  
Mum : Cereal? Karen, is there any cereal left in the cupboard?  
Karen : Yes, there are some cornflakes. Here you are  
Nigel : Thanks. Pass me the milk, please.  
Mum : Here's your.....(3). Don't forget the toast it's burning.  
Karen : Just in time. Butter, mum?  
Mum : No, thanks. Pass me the .....(4)  
Karen : Jeremy's hungry, too.  
Nigel : Let's give him some toast and butter.  
Mum : Butter? No, let's ... (5) some milk.

A text script which the teacher reads

**BREAKFAST TIME**

Mum : Nigel, close the fridge, please.  
Nigel : Yes , mum  
Mum : Tea's ready. Give me your cups. Are you hungry?  
Nigel : Yes, I am. I want some cereal.  
Mum : Cereal? Karen, is there any cereal left in the cupboard?  
Karen : Yes, there are some cornflakes. Here you are  
Nigel : Thanks. Pass me the milk, please.  
Mum : Here's your milk. Don't forget the toast it's burning.  
Karen : Just in time. Butter, mum?  
Mum : No, thanks. Pass me the marmalade.  
Karen : Jeremy's hungry, too.  
Nigel : Let's give him some toast and butter.  
Mum : Butter? No, let's give him some milk.

## CHAPTER III CLOSING REMARK

English teachers should realize that the ultimate goal of the English Language Teaching in junior high schools in Indonesia is to develop the learners' communicative competence in oral and written ways. To achieve these goals, he/she has to prepare many things, such as developing syllabus, lesson planning, teaching materials, instructional media, language assessment, etc. Further more he/she also has to design a good strategy of teaching to create the class more meaningful, more alive, and more enjoyable. To create this condition, he/she should be creative and innovative in handling his/her class, developing the relevant teaching materials, and selecting the appropriate instructional media.

This supplement will help the English teachers select the appropriate instructional media in teaching the four language skills of the target language and its components. In general, a teacher should use the media in his or her best judgment. It can be facilitated learning or increase understanding of the teaching materials. Of course, communicating to facilitate learning can be a challenging process, often requiring creative efforts to achieve a variety of implicit instructional goals (University of Saskatchewan, n.d.).

There are some advantages of using instructional media in a classroom teaching, namely:

1. Instructional media is increased the learners' experiences.
2. Instructional media is reached everything out of the class, such as: markets, stations, harbors, bacteria, virus, etc.
3. Instructional media is created the possible direct interaction between learners and their environment.
4. Media is produced some observation done by the learners to achieve the teachers' aims.
5. Media is kept the basic, concrete and real concepts of the teaching.
6. Media is aroused the learners' motivation to learn.
7. Media is integrated the experience from the concrete things to the abstract ones.
8. Media is avoided the learners bored.
9. Media make the learners easily to understand the instructional materials.
10. Media is reinforced the students' comprehension.
11. Media is made the teaching-learning process more systematic

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## SUGGESTED READING

<http://www.InstructionalMedia.com>





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