



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

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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. 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 of grades 6B, 6C, and an English teacher at MI 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 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.

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## INTRODUCTION

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 & 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 (Febyawati et al., 2021). Currently, many students are easily influenced and bored in learning, especially learning English. Dehghanzadeh et al., (2021) 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. 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 (Vonti & Andovita, 2021). According to Andayani et al., (2021) 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.

According to (Soetan et al., 2020), 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. The instructional media aims to help teachers present learning materials to students (Alim et al., 2019). Accordingly, instructional media can help teachers easier to present the material to be delivered to their students. 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.

## **1. 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. Rahmi, (2014) 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.

## **2. Types of Instructional Media**

According to Harmer, (2008) 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 UIJTDEHAAGE et al., (2001) 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 Fisher et al., (2014), 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 (Syafrizal & Syahputra, 2020).

## **RESEARCH METHODOLOGY**

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 & Creswell, 2017) added that qualitative approaches are divided into five types; there is phenomenological research, grounded theory, ethnography, case study and narrative research. According to (Herawati & Irdiyansyah, 2022), Qualitative research is designed by the researcher depending on the research topic.

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 Siedlecki, (2020), 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. Pandey & Pandey, (2021) 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. Descriptive method is used to describe systematically a situation or area of interest factually and accurately. 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.

This research was conducted at 6<sup>th</sup> grade Elementary school students. Purposive sampling technique is used as a sampling technique in this research. To collect the data, the writer employed observation, documentation, and interview with the teacher. 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. Observation means "being there", watching and taking note (Tomaszewski et al., 2020). 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. Documentation was taken from the syllabus, lesson plans, and other supporting documents. Document is written data such as textbooks, syllabus, lesson plan, students' work, diary, etc. 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. "Interview is the elicitation of data by one person from another through person-to-person encounter. Interview gives opportunity to the interviewer to ask for more explanation or clarification from the interviewee".

## DISCUSSION

The data were collected from observation, interview, and document. 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. 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.



At this second meeting, the learning material that had been delivered about animals. 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. 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.



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.





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 most effective instructional media used are audio- and audio-visual media such as video.

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: Sejahtera itu 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 mengadalkan 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 dikelas, dan mempersiapkan plan lain jika media yang kita gunakan bermasalah atau terjadi kendala. 10. Apa saja strategi yang digunakan dalam kegiatan pembelajaran tersebut 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 menangkap 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. Sejalan 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 menangkap dan memperhatikan saat penyampaian materi. Selain itu, penggunaan media smartphone bisa dibawa kemana saja dan juga bisa dalam pengawasan orang tua dan guru.

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.

## CONCLUSION AND SUGGESTION

In conclusion, 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. Teachers 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 implementation of instructional media is very important to use in teaching English for young learners. The most effective instructional media used are smartphones and LCD projector. The use of instructional media applied to young learners can make learning interactive, creative, and communicative as it was also stated by Listiana & Jaharadak, (2019). In addition, it can make the teacher easier to achieve learning goals. Learning objectives can be achieved properly.

The writer hopes that teachers can develop instructional media in accordance with technological developments. It 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. The implementation of instructional media in the learning process can make students more enthusiastic about participating in the class. 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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