

**ENGLISH DEPARTMENT STUDENTS' PERCEPTIONS  
ON INSTRUCTIONAL MEDIA USED TO TEACH  
INTRODUCTION TO LINGUISTICS AND DISCOURSE  
ANALYSIS  
A THESIS**



By:  
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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA  
July, 2019**

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**A THESIS**

In Partial Fulfillment of the Requirement for *Sarjana Pendidikan* Degree  
in English Language Teaching



By:

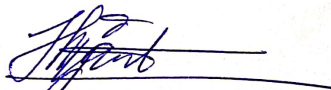
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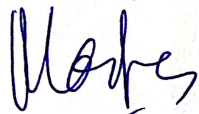
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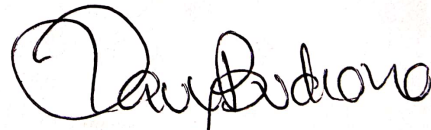
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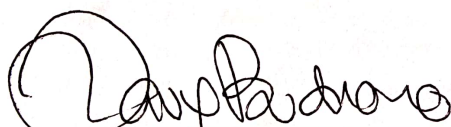
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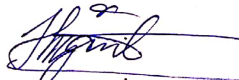
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## TABLE OF CONTENT

APPROVAL SHEET (I).....	i
APPROVAL SHEET (II).....	ii
SURAT PERNYATAAN PLAGIARISME.....	iii
SURAT PERNYATAAN PUBLIKASI.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENT.....	vii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xiii
LIST OF APPENDICES.....	xiv
ABSTRACT.....	xv
CHAPTER I.....	1
INTRODUCTION.....	1
1.1    The Background of the study.....	1
1.2    The Statements of Problem.....	3
1.3    The Objectives of the Study.....	3
1.4    The Significance of the Study.....	4
1.5    Theoretical Framework.....	4
1.6    The Scope and Limitation.....	4

1.7	The Definition of Key Terms.....	5
1.8	Organization of the Study.....	6
CHAPTER II.....		7
REVIEW OF RELATED LITERATURE.....		7
2.1	Teaching-Learning Process.....	7
2.2	Instructional Media.....	7
2.2.1	The Types of Instructional Media.....	8
2.2.2	The Advantages of Instructional Media.....	9
2.3	The Effect of Perception Theories to the Use of Instructional Media.....	10
2.4	Linguistics Subjects in English Department.....	11s
2.5	The Review of Previous Studies.....	22
CHAPTER III.....		24
RESEARCH METHODOLOGY.....		24
3.1	Research Design.....	24
3.2	Research Subjects.....	25
3.3	The Instruments.....	26
3.3.1	Questionnaire.....	26
3.3.2	The Interview.....	31
3.4	The Procedure of Data Collection.....	32
3.5	Data Analysis Techniques.....	33

CHAPTER IV.....	35
DATA FINDINGS AND ANALYSIS.....	35
4.1 The Findings.....	35
4.1.1 The Findings of Students' Perceptions on the Computer-Media Used.....	37
4.1.2 The Findings of Students' Perceptions of the Whiteboard Used.....	47
4.1.3 The Findings of Students' Perceptions on the Course Book Used.....	57
4.1.4 Interview Data Analysis.....	67
4.2 Discussion.....	69
CHAPTER V.....	72
CONCLUSIONS AND SUGGESTION.....	72
5.1 Conclusions.....	72
5.2 Suggestions.....	73
5.2.1 Suggestions for the Lecturers.....	73
5.2.2 Suggestion for the Future Researchers.....	74
REFERENCES.....	75
APPENDICES.....	78

## LIST OF TABLES

Table 2.1 The Course Outline of Introduction to Linguistics.....	13
Table 2.2 The Course Contents of Discourse Analysis.....	17
Table 3.1 The Reliability Test.....	28
Table 3.2 The Validity Test of Computer-Based Media.....	29
Table 3.3 The Validity Test of Whiteboard.....	30
Table 3.4 The Validity Test of Course Book.....	31
Table 4.1 Assessment Category.....	36
Table 4.2 Respondents' Answers to the Computer-Based Media.....	37
Table 4.3 The Percentage of Respondents' Answers to Computer-Based Media.....	45
Table 4.4 Respondents' Answers to the Whiteboard.....	47
Table 4.5 The Percentage of Respondents' Answers to the Whiteboard.....	55
Table 4.6 Respondents' Answers to the Course Book.....	57
Table 4.7 The Percentage of Respondents' Answers to the Course Book.....	65

## LIST OF FIGURES

Figure 3.1 Research Design.....	25
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## LIST OF APPENDICES

<u>APPENDICES</u> .....	78
<u>APPENDICE 1: The Questionnaire</u> .....	78
<u>APPENDICE 2: Interview Guideline Questions</u> .....	83
<u>APPENDICE 3: Interview Transcription</u> .....	84

## ABSTRACT

Ariani, Sesilia. 2019. *English Department Students' Perception on Instructional Media Used to Teach Introduction to Linguistics and Discourse Analysis*. English Faculty of Teacher Training and Education. Widya Mandala Catholic University, Surabaya. Advisor: Dr. Ignatius Harjanto, M.Pd.

Keywords: Instructional Media, Linguistics, Introduction to Linguistics, Discourse Analysis, Students' Perception.

The important point of teaching and learning at school is the effects of classroom environment on students' learning outcomes. Teachers should create an effective classroom environment to build an academic environment that increases students' interest in learning by using teaching methods, techniques, and media. The purpose of this study is to describe the students' perception of instructional media used to teach linguistics subjects and to investigate the types of instructional media that the students of English Department mostly like. This research used in this study is the mixing method. The subjects of this study are 33 students who passed Introduction to Linguistics and Discourse Analysis class in the academic year 2015/2016. The data needed was collected through a questionnaire distributed to the participants of this study and was strengthened by an interview. They experienced in using Instructional Media: Computer-based media i.e. *PowerPoint* Presentation, whiteboards, and course books in learning Introduction to Linguistics and Discourse Analysis courses. For the results, the researcher found that mostly the students had a positive perception of the three instructional media. The computer-based media is the first rank selected by students as positive instructional media used to study Introduction to Linguistics and Discourse Analysis courses. The students who agree and strongly agree is 143 students and students who disagree and strongly disagree are 88 students. The second instructional media chosen by students is the course book, students who agree and strongly agree is 141 students and students who disagree and strongly disagree are 90 students. The last instructional media chosen is a whiteboard, students who agree and strongly agree is 122 students and students who disagree and strongly disagree are 109 students.