

CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 Conclusions

Based on the results and data analysis conducted by the researcher, the conclusions are as follows:

1. There is a more positive perception of instructional media used to teach linguistics of each media. It can be seen from the result that the students showed a positive perception of the use of instructional media used to teach linguistics subjects. Based on the results of the questionnaire and interview, it was found that instructional media was effective to be applied in linguistics classes because it facilitated the students to understand the subject matter and get the main points of the linguistics subjects more easily.
2. Each item of the questionnaire is in the medium category. It means that the three media have lots of advantages and provide more positive effects for the students in the teaching-learning process.
3. The type of learning media that is mostly liked by students from the English Department according to the total score is computer-based media. For instance, when the lecturers taught linguistics subjects using *PowerPoint* Presentation (computer-based media) and put important points in it, and then they can understand the main points well. However, the computer-based media would be less helpful if the lecturers only put

the same things as in a book with a long sentence (not directly to the point) without additional information.

4. Even most of the students disagree that the whiteboard made the teaching process of linguistics subjects more interesting. Some students also like the whiteboard as a learning media used by the lecturers because linguistic lessons are conceptual lessons. Thus, the lecturers need to verbally explain the learning materials using a whiteboard, and make a framework like a mind map that is more easily to be understood.
5. The students also admitted that the use of the course book was good but sometimes the course book is misleading because the language used was quite difficult for some students to get the main points easily.
6. Even computer-based media gained the highest score among the three media, some students also had the positive perception that the whiteboard and course books are beneficial for supporting media. Therefore, the lecturers should be able to combine each instructional media in order to create a better learning atmosphere, especially in linguistics classes.

5.2 Suggestions

Based on the results of the study, the researcher provides some suggestions such as the following:

5.2.1 Suggestions for the Lecturers

As the results show positive perception on the use of instructional media to help to learn linguistics subjects, the lecturers are suggested to be able to apply computer-based media in providing linguistics subjects to help students to get the

important points in the lesson more easily. The use and preparation of instructional media also need to be improved effectively. Not only using computer-based media but also collaborating on the other two instructional media, whiteboard and course book optimally so the students will be more motivated and interested while learning linguistics subjects.

5.2.2 Suggestion for the Future Researchers

The researcher suggests that there will be more researches that have a similar topic about the use of instructional media. Hopefully, the next research could find out more findings by involving different subjects and other types of instructional media. This way, more reliable data can be obtained in order to look for more findings and proofs which support the theories related.

REFERENCES

- Adam, S., & Syastra, M. (2015). Pemanfaatan Media Pembelajaran Berbasis Teknologi Informasi bagi Siswa Kelas X SMA Ananda Batam. *CBIS Journal*, 78-90.
- Ahmadi, M. (2018). The Use of Technology in English Language Learning: A Literature Review. *International Journal of Research in English Education (IJREE)*, 116-125.
- Arikunto, S. (2010). Penelitian tindakan.
- Bhat, M. A., Dunn, I. I., & Styles, D. L. (2014). *Understanding the Learning Styles and its Influence on Teaching / Learning Process*, 3(1), 9–13.
- Briggs, L.J. (ed.) (1977). *Instructional Design: Principles and Applications* New Jersey: Englewood Cliffs.
- Cancannon, Flynn, & Campbell, 2005; Hermans, Tondeur, Van Braak, & Valke, 2008.
- Creswell, J. W. (2010). *Research design: pendekatan kualitatif, kuantitatif, dan mixed*. Yogyakarta: PT Pustaka Pelajar.
- Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design* (4th ed.). Forth Worth, TX: Harcourt Brace Jovanovich College Publishers. *at FSU Handbook*, 103–112.
- Ghozali, I. (2011). *Aplikasi Analisis Multivariate Dengan Program IBM*.
- Karanja PM (2015). *Management of Teaching and Learning Resources in Primary Schools in Kandara Division, Kandara District, Muranga County, Kenya*. Master of Education Unpublished Dissertation, Kenyatta University.

- Koban, D., & Engin, S. (2016). Students' Perceptions of Blog Use in an Undergraduate Linguistics Course. *Journal of Language and Linguistic Studies*, 9-19.
- Lisiswati, R., Saputra, O., & Windarti, I. (2015). Peranan Media dalam Pembelajaran. *Jurnal Kesehatan*, 102-105.
- Listyana, R., & Hartono, Y. (2015). Persepsi dan Sikap Masyarakat terhadap Penanggalan Jawa dalam Penentuan Waktu Pernikahan (Studi Kasus Desa Jonggrang Kecamatan Barat Kabupaten Magetan Tahun 2013). *Jurnal Agastya*, 118-138.
- Mahnun, N. (2012). Media Pembelajaran (Kajian terhadap Langkah-Langkah Pemilihan Media dan Implementasinya dalam Pembelajaran). *Jurnal Pemikiran Islam*, 27-34.
- Maimunah. (2016). Metode Penggunaan Media Pembelajaran. *Jurnal Al-Afkar*, 1-24.
- Monda TM (2012). *Influence of Teaching and Learning Materials on Children Performance in Pre-schools in Borabu district, Nyamira County, Kenya*. Master of Education Unpublished Dissertation, University of Nairobi.
- Omodara O.D. (M.Ed); Adu E.I. (M.Ed). (2014). Relevance of Educational Media and Multimedia Technology for Effective Service Delivery in Teaching and Learning Processes. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 4(2), 48-51.
<https://doi.org/10.1103/PhysRevLett.93.226102>
- Purwono, J., Yutmini, S., & Anitah, S. (2014). Penggunaan Media Audio-Visual pada Mata Pelajaran Ilmu Pengetahuan Alam di Sekolah Menengah

Pertama Negeri 1 Pacitan. *Jurnal Teknologi Pendidikan dan Pembelajaran*, 127-144.

Sequeira. (2012). Introduction to Concepts of Teaching and Learning. *Electronic Journal*.

Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Sulaimain, K. O. (2013). the Use of Instructional Materials for Effective Learning of Islamic Studies. *Jihāt Al-Islām*, 6(2), 29–40

Sweller, J. (2005). *Implications of the Cognitive Load Theory for multimedia learning (Ed)*. New York: Cambridge University Press.

Tarigan, D., & Siagian, S. (2015). Pengembangan Media Pembelajaran Interaktif pada Pembelajaran Ekonomi. *Jurnal Teknologi Informasi dan Komunikasi dalam Pendidikan*, 187-200.

Tori, R., The NMC Horizon Report, Moore, M. G., Minderer, M., Harvey, C. D., Donato, F., ... Assis, P. L. M. E. de. (2012). Learning with Media Robert B. Kozma University of Michigan. *Nature*, 484(7392), 179–212.
<https://doi.org/10.1146/annurev.bb.25.060196.000415>.

Wamalwa, E. J., & Wamalwa, E. W. (2014). Towards the Utilization of Instructional Media for Effective Teaching and Learning of English in Kenya, 5(31), 140–149.