CHAPTER 2
LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Instructional Media

Instructional media is a communication tool between teachers and students that allows the sending and receiving of knowledge during learning. Hikmah defines media as graphics, visual arts, or other electronic devices used to acquire, process, and transmit information verbally, visually, or both (2019). Meanwhile, Heinich et al. stated that media is the plural of medium which means tools for communicating (2002). This term refers to anything that mediates information between the giver and the recipient.

In an educational context, instructional media are all devices that facilitate the teachers to communicate the learning materials to the students. In addition, Dick and Carey (in Wamalwa & Wamalwa, 2014) state that instructional media includes all materials and physical facilities that can be used by teachers to convey instructions and facilitate the achievement of student learning objectives. This also highlights the aim of instructional media in the classroom. In line, Scanlan (2010) wrote that instructional media are the tool used by teachers in the teaching and learning process to maximize student achievement by providing the materials better in various ways. Meanwhile, according to Seth (2009), it refers to the devices and materials used in teaching and learning, including hardware such as blackboards, radios, televisions, tape recorders, video cassettes, and recorders and projectors; and software such as films, slides, diagrams, real objects, cartoons, models, maps, and photographs.

Based on these definitions, it can be concluded that instructional media are all tools used by teachers to convey the learning materials to students as well as enhance students' achievement and motivation during the teaching and learning process.

2.1.2 Kinds of Instructional Media

According to Ordu (2021), instructional media is classified into three types, namely on the basis of time-period, on the basis of the sense organs involved, and projected and non-projected aids. Each of the three types is further classified as follows:

1.   On the Basis of Time-period

According to Ordu (2021), these types of instructional media consist of two kinds, namely:

a.   Conventional or Traditional Media

When technology did not exist in the same way that it does today, there was no electricity, no mobile phones, no computing devices, and no internet. As regular mediums, teachers used chalk, blackboards, and "dust and mud drawing." Elements of nature, authentic objects, and specimens were written and presented as media. Both teachers and students have access to books as a traditional or conventional resource. In other words, conventional media is a type of traditional means that has not been exposed to current technology; hence, chalk, blackboards, and 'dust and mud drawing' are some common media that are regularly encountered and used by teachers in their teaching duties.

b.   Non-conventional or Modern Media

As a result of gradual technological advancement, teachers and students now have access to non-traditional educational resources including computers, television/radio, interactive whiteboards, multimedia, etc. Students now have access to a wide range of resources, including multimedia, games, quizzes, and movies since current teaching tools come in several kinds and sizes. It appears that the use of unusual teaching methods is a major component of recent teaching and learning processes. Indeed, the use of modern non-conventional media offered teachers a career that had both enjoyable aspects and challenging ones. It may be inferred that non-traditional media is a method whose usage depends on technology or whose implementation is supported by the current state of advanced technology; as a result, it is

producing some kinds of non-conventional media like computers, television/radio, interactive whiteboards, multimedia, etc., to be used by the teachers in the teaching activity.

2. On the Basis of the Sense Organ Involved

It is also called contemporary media. The implementation of modern educational instruments encourages the ears, the eyes, and the integrated sense of both (Ordu, 2021). According to Ordu (2021), there are 3 types of media where each type consists of several kinds of media, namely:

a. Visual Media

Visual media is a type of media that transmits messages through expressive symbols. These symbols signify that for the message distribution process to be successful and effective, they must be thoroughly comprehended. Additionally, this media helps to focus students' attention, clarify how a subject is presented, and illustrate or liven up facts that may be overlooked if they weren't shown (Hikmah, 2019). Visual media are simply tools that may be accessible through the visual senses, such as photographs, boards, textbooks, newspapers, magazines, comics, literary works, computers, augmented reality media, etc. (Munadi, 2013; Wirawan, 2020).

b. Auditory Media

Audio media in education is defined as educational content that can be presented in an aural format to stimulate students' thoughts, feelings, attention, and proficiency, hence facilitating the process of learning (Hikmah, 2019). Additionally, audio media is recognized as a practical teaching medium that both teachers and students like to create and utilize (Hikmah, 2019). Any instruments that may be accessed by the audio senses or sound, such as cassette tapes, compact discs, radios, etc., are known as auditory instructional media (Ordu, 2021).

c. Audio-visual Media

Audio-visual media is a combination of the aural and visual senses. Due to its more extensive capabilities, audio-visual media is capable of compensating

for the limitations of audio and visual media. The capabilities and uses of audio-visual media will be improved when motion features are included. It is capable of communicating messages that are more accurate and comprehensive (Hikmah, 2019). A simple definition of audio-visual instructional media includes educational methods that mix the senses of sight and hearing, such as movies, television, YouTube, etc. (Wirawan, 2020).

3.   Projected and Non-projected Media

According to Kapur (2018), there are definitions of projected and non-projected aids, as follows:

a.   Projected Media

The use of projected media is appropriate for both large and small groups in the learning process because it also provides huge, bright, and colorful visuals that make it effective to use (Kapur, 2018). Projected media is the type of teaching aid that can magnify the visual of the material by projecting it on a screen or even on a white backdrop.

b.   Non-projected Media

Non-projected media, on the other hand, is a kind of instructional media that does not entail projector electricity or projection screen as projected aids do. Indeed, it seems like a combination of conventional media and visual media, like Chalkboards, Whiteboards, Flannel Boards, Magnet Boards, Charts, Posters, Pictorial Things, and other similar materials in which this kind of aid also can be simply displayed, hung, or touched (Kapur, 2018).

In addition, according to Asyhar and Syaiful (2012), instructional media are classified into four types:

1.   Visual Media

Visual media is related to the sense of sight. It can be divided into two categories, whether it contains verbal or nonverbal messages (Munadi, 2013). Verbal messages can be seen in the meaningful words that make up certain writing, such as books, comics, newspapers, etc. Visual verbal media is the most common visual media used in teaching English. Meanwhile, nonverbal

messages can be represented with symbols, pictures, charts, and graphs, which form a nonverbal meaningful visual. It is found in photography, posters, caricatures, etc. (Ajayi & Adeniji 2015). Visual media can be presented in the form of printed visuals, or presented through presentation software, digital images, and overhead projections. Apart from conveying knowledge or learning materials to students, the visual media used by English teachers is also able to concretize abstract ideas, encouraging students to expand their visual abilities, as well as increasing their motivation to study (Smaldino, Lowther, & Mims, 2015). Visual media, especially those containing nonverbal messages, can be used objectively to make English language teaching and learning more colorful.

2. **Audio Media**

Audio media is related to the listening experience. It is used to stimulate students' sense of hearing. However, in teaching English, audio media is not only used in listening comprehension activities. The information and knowledge that teachers provide through audio media to students are expected to be useful in listening comprehension, as well as in speaking, reading, and writing skills (Sari, Surono, and Arroyo, 2022). Various audio media, both created by teachers and available on the internet, are used by English teachers in teaching activities, including audiobooks, poetry narratives, dialogues, dramas, interviews, radio broadcasts, news reports, or songs.

3. **Audio-Visual Media**

Audio-visual media is an integration of moving images and sound at one time. (Smaldino, Lowther, & Mims, 2015) claims that this media is available for almost all educational topics and can cover all aspects of learning such as cognitive, affective, psychomotor, and interpersonal abilities. It is available in video forms such as documentaries, tutorials, and lectures; films such as dramas, fairy tales, and biographies; and TV programs such as news clips, series, and talk shows. It is hoped that audio-visual media can become a medium that can convey knowledge and learning materials that can enhance students' interest in the teaching and learning process.

4. **Multimedia**

Multimedia technology refers to computer-based interactive applications that use both the hardware and software that allow the teacher and the students to share their ideas and information. It is the integration of various types of media and internet-assisted digital computing equipment in a learning process or activity. Text media, static visuals, motion visuals, and audio, as well as computer-based interactive media and information and communication technology, are all used in multimedia learning. Examples of multimedia include game-based applications (Quizizz, Kahoot, Duolingo), web-based media (British Council, BBC Learning English, VOA English), narrated presentations such as Prezi, and modern enterprise video communication (Zoom, Google Meet, Skype).

2.1.3 The Roles of Instructional Media

Instructional media plays an important role in learning English. Both teachers and students are assisted by using media to achieve learning objectives. According to Tanggoro (2015), the roles of instructional media in the teaching and learning process include:

1) Solutions for students who lack experience. At school, teachers are faced with students with different backgrounds. Differences in family life, society, socio-economic, culture, etc. will make them have different experiences. Thus, instructional media is a solution to the problem.

2) A cane that can reach things outside the classroom. The real situation in society can be presented through instructional media. Teachers use instructional media to create simulations of things that cannot be brought into class such as tourism, shopping centers, etc.

3) Means of interaction between teachers and students with the actual environment.

4) Facilities to develop students' observational abilities.

5) Holding the basic, concrete, and real concepts of teaching.

6) Motivating students to actively participate in learning.

7) Integrating concrete and abstract things into new meaningful experiences.

2.1.4 The Benefits of Using Instructional Media

According to Arsyad (2017), there are three main benefits of using instructional media when teaching. First, it links concrete learning concepts with the realities of life. Instructional media can present messages and information clearly so that the teaching process becomes easier and smoother. Through the use of media, students can associate learning concepts with everyday life. Thus, learning becomes meaningful.

Furthermore, instructional media is useful in maintaining students' attention during learning. If the teacher uses instructional media effectively, it can lead to learning motivation. Third, instructional media can overcome the limitations of space, time, and senses. Teachers can create a variety of activities using instructional media. For example, to show situations or things that happen outside the school environment, teachers can show videos, play recorded conversations, or show pictures. In this way, teaching becomes more effective, and efficient and saves time.

2.1.5 Criteria for Selecting Instructional Media

Before using instructional media, the teacher must first select and consider several things. Twoli et al., (2007) suggest the following criteria in the selection of instructional media:

1) That the best available material should be selected to realize a goal or lesson objective ensuring the materials make the learning situation more realistic and concrete,

2) that the material should be appropriate for their age, intelligence, interests, and experience of the learners thus making learning easier and quicker hence ensuring that the material presents information interestingly,

3) These materials should also supply a concrete basis for conceptual thinking and stimulate critical thinking while providing for the integration of subject matter.

4) The material should be physically or visually attractive in real color and neatness to present up-to-date information on the topic as being worth the time, expense, and effort involved in its use.

2.1.6 Challenges of the Use of Instructional Media

Teachers may experience some problems when using instructional media in the teaching and learning process. According to Dhakal (2020), the following are the challenges of using instructional media:

1) No materials available at school.
2) Laziness among teachers.
3) Lack of teacher skills and strategies in selecting, modifying, and using instructional media.
4) Financial constraints from both schools and teachers.
5) Limited time to prepare instructional media.
6) Lack of support from administration and authorities.

2.2   Study of the Relevant Research

The topic regarding the use of media in teaching English has been discussed in several previous studies. One of them is a study conducted by Wirawan (2020) that discussed the teaching media used by English teachers in a junior high school in Malang, Indonesia. The purpose of this study is to examine the various instructional media used by teachers and their benefits for learning English. The descriptive qualitative research method was utilized to collect research data using interviews, observations, and documentation techniques. An English teacher took part in this study as a participant. The findings demonstrate that teachers use a variety of instructional media to teach English, including smartphones, laptops, the internet, projectors, Microsoft PowerPoint, books, posters, real objects, speakers, and YouTube videos. Additionally, using these media has several benefits, including (1) making students actively participate in their education and (2) helping students understand learning material. The researcher also added additional findings, such as the lack of media used by English teachers. However, the implementation of

these media is barely discussed in the results of the study. As a result, this is a gap that will be discussed in the upcoming research.

In addition, the study conducted by Ardena and Fatimah (2021) discussed teachers' perceptions of the use of technology-based media during the COVID-19 pandemic in the city of Padang, Indonesia. This research is limited to focusing on teacher perceptions of the use of digital technology media. A qualitative descriptive research method was used to collect research data using a questionnaire technique. The results can be concluded that the teacher views the use of digital technology-based learning media as a skill that must be mastered by every English teacher. This is related to technological developments that require teachers to adapt and use them effectively. Unfortunately, in this study, it was not stated clearly how many participants were involved. In addition, the researchers also did not clearly describe the perceptions of each participant. On the other hand, the focus of this research is much different from future research.