



**INSTRUCTIONAL MEDIA USED BY THE TEACHERS  
IN TEACHING ENGLISH AT THE SEVENTH GRADE  
OF SMPN 2 MARGOREJO PATI IN ACADEMIC YEAR 2016/2017**

**By**

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TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY**

**2017**



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**SKRIPSI**

**Presented to the University of Muria Kudus  
in Partial Fulfillment of the Requirements for Completing  
the Sarjana Program in English Education**

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2017**

## MOTTO AND DEDICATION

### Motto

- Do the best for life.
- Your future is determined by what you start today.
- If we are afraid of failure, it means we have limited our ability.



### Dedication

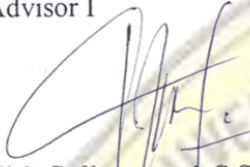
This skripsi is dedicated to:

- His beloved parents
- His brother
- His family
- His friends

## ADVISORS' APPROVAL

This is to certify that the *skripsi* of Bayu Setiawan (201232125) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, December 22<sup>nd</sup>, 2016  
Advisor I



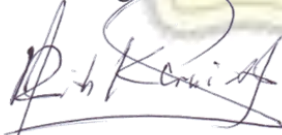
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Acknowledged by  
Head of English Education Department

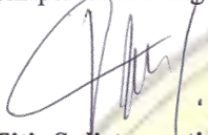



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## EXAMINERS' APPROVAL


This is to certify that the *skripsi* of Bayu Setiawan (201232125) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

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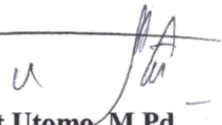
  
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The writer realizes that there are still some lacking in his research because of limitation knowledge and ability. However, he hopes that this research will be useful for the writer himself, the students, the teachers, and the readers.



Kudus, January 14<sup>th</sup>, 2017

The writer,

Bayu Setiawan



## ABSTRACT

Setiawan, Bayu. 2016. *Instructional Media Used by the Teachers in Teaching English at the Seventh Grade of SMPN 2 Margorejo Pati in Academic Year 200162017*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Titis Sulistyowati, S.S, M.Pd., (2) Aisyah Ririn Perwikasih Utari, S.S, M.Pd.

**Key words:** Media, Instructional Media, Kinds of Instructional Media

The importance of using media is considered to enhance the quality of learning. Using appropriate media is needed to help and involve the students actively to acquire new concepts, ideas, skills and language competence. Media can also make learning process more interesting and easy to understand. The teachers should be able to use instructional media to create effective learning and increase the students' motivation to learn. In teaching, the teachers may implement different instructional media and it depends on the learning materials. The teachers implement instructional media appropriate and related with the learning materials in order to make the learning material can be received well by the students and make easier the students' understanding in learning process.

The objective of this research: (i) to know kinds of instructional media that is ever used by the teachers in teaching English at the seventh grade of SMPN 2 Margorejo Pati (ii) to know the problems encountered by the teachers in selecting and using instructional media (iii) to describe the implementation of instructional media in teaching and learning process.

This is a descriptive qualitative research. The data of this research is instructional media used by English teachers. The data source is two teachers in teaching English at the seventh grade of SMPN 2 Margorejo Pati. It is conducted in three meetings in every teacher. To analyse the data, the writer transcribes to identify kinds of instructional media and the problems in selecting and using instructional media, describe the implementation of instructional media, and make the conclusion.

The result of this research shows that kinds of instructional media that is ever used by the teachers are real object, book, students' worksheet, picture, whiteboard, and power point presentation (T1) and real object, book, students' worksheet, picture, whiteboard, video, power point presentation and the web/internet (T2). The result of the problems in selecting included appropriateness of media with material, unavailability the media, technical problems, and limited time. In using instructional media included there are some students are not interested in the media and dysfunction of high-tech instructional media (T1). The problems in selecting are appropriateness of media with the material and technical problems. In using instructional media included there are some students are not interested in the media and personal problem (T2). In the implementation of instructional media, T1 implemented picture and book as the apperception. Book and whiteboard are as media to explain and write material.

PPT is as media to explain material and worksheet as exercise. T2 implemented book as the apperception. PPT and book are as media to explain material. Whiteboard to write example, material, worksheet as exercise, real object as the apperception.

At the end of this research, the writer suggests that the teacher should need more time in preparing instructional media before teaching in order to use of instructional media more optimal and appropriate. The teacher is expected to use creatively instructional media in order to build meaningful teaching and learning process.



## ABSTRAK

Setiawan, Bayu. 2016. *Media Pembelajaran yang Digunakan oleh Guru dalam Pengajaran Bahasa Inggris di Kelas Tujuh SMPN 2 Margorejo Pati di Tahun Ajaran 2016/2017*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Titis Sulistyowati, S.S, M.Pd., (2) Aisyah Ririn Perwikasih Utari, S.S, M.Pd.

**Kata kunci:** Media, Media Pembelajaran, Jenis-Jenis Media Pembelajaran

Pentingnya menggunakan media dianggap untuk meningkatkan kualitas pembelajaran. Menggunakan media yang tepat diperlukan untuk membantu dan melibatkan siswa secara aktif untuk memperoleh konsep baru, ide-ide, kemampuan, dan kompetensi bahasa. Media dapat juga membuat proses pembelajaran lebih menarik dan mudah untuk di mengerti. Guru seharusnya mampu untuk menggunakan media pembelajaran untuk menciptakan pembelajaran efektif dan meningkatkan motivasi siswa untuk belajar. Dalam mengajar, guru mungkin mengimplementasikan media pembelajaran yang berbeda-beda dan itu tergantung pada materi pembelajaran. Guru mengimplementasikan media pembelajaran yang tepat dan terkait dengan materi pembelajaran agar membuat materi pembelajaran dapat diterima dengan baik oleh siswa dan memudahkan pemahaman siswa dalam proses pembelajaran.

Tujuan dari penelitian ini adalah: (i) untuk mengetahui jenis-jenis media pembelajaran yang pernah digunakan oleh guru dalam mengajar bahasa inggris di kelas tujuh SMPN 2 Margorejo Pati (ii) untuk mengetahui masalah-masalah yang dihadapi oleh guru dalam memilih dan menggunakan media pembelajaran (iii) untuk mendeskripsikan implementasi media pembelajaran dalam proses belajar mengajar.

Penelitian ini adalah sebuah penelitian kualitatif deskriptif. Data dari penelitian ini adalah media pembelajaran yang digunakan oleh guru bahasa inggris. Sumber data adalah dua guru dalam mengajar bahasa inggris di kelas tujuh SMPN 2 Margorejo Pati. Itu dilakukan selama tiga pertemuan di setiap guru. Untuk menganalisis data, penulis mentranskrip untuk mengidentifikasi jenis-jenis media pembelajaran dan masalah-masalah dalam memilih dan menggunakan media pembelajaran, mendeskripsikan implementasi media pembelajaran, dan membuat kesimpulan.

Hasil dari penelitian menunjukkan bahwa jenis-jenis media pembelajaran yang pernah digunakan oleh guru adalah objek nyata, buku, lembar kerja siswa, gambar, papan tulis, dan power point presentation (T1) dan objek nyata, buku, lembar kerja siswa, gambar, papan tulis, video, power point presentation, dan web/internet (T2). Masalah-masalah dalam memilih media pembelajaran oleh T1 meliputi kesesuaian media pembelajaran dengan materi, ketidaktersediaan media pembelajaran, masalah teknis dan keterbatasan waktu. Sedangkan masalah dalam menggunakan meliputi ada beberapa siswa yang tidak tertarik dengan media pembelajaran dan disfungsi teknologi media pembelajaran. Untuk T2, masalah

dalam memilih media pembelajaran meliputi kesesuaian media pembelajaran dengan materi dan masalah teknis. Sedangkan masalah dalam menggunakan meliputi ada beberapa siswa yang tidak tertarik dengan media pembelajaran dan masalah pribadi. Dalam implementasi media pembelajaran, T1 mengimplementasikan media gambar dan buku sebagai apersepsi. Media buku dan papan tulis sebagai media untuk menjelaskan dan menulis materi. PPT sebagai media untuk menjelaskan materi dan media lembar kerja untuk latihan siswa. T2 mengimplementasikan media buku sebagai apersepsi. PPT dan buku sebagai media untuk menjelaskan materi. Media papan tulis untuk menulis contoh, materi, lembar kerja untuk latihan siswa, dan objek nyata untuk apersepsi.

Pada akhir penelitian ini, penulis menyarankan bahwa guru seharusnya membutuhkan lebih banyak waktu dalam mempersiapkan media pembelajaran sebelum mengajar agar penggunaan media pembelajaran lebih optimal dan tepat. Guru diharapkan sering untuk menggunakan media pembelajaran secara kreatif untuk membangun proses belajar mengajar yang bermakna.



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