

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research was aimed at seeking utilization of instructional media by the teachers to teach English to young learners in elementary schools in Kuningan, West Java. This study investigated how the teachers used the instructional media, what problems they encounter in using those instructional media and what strategies they employ to solve the problems.

5.1 Conclusions

5.1.1 The Use of Instructional Media by the Teachers in Teaching English to Young Learners

Based on the study, it can be concluded that there are types of instructional media that were generally used by English teacher in elementary schools in Kuningan area. Those instructional media were boards, books, pictures, realia, VCD player and LCD projector. However, the use of VCD player and LCD projector as instructional media in the instruction was still is low frequency of usage.

Each of instructional media was used by the teachers for various purposes. The boards were used by the teachers as notepad, explanation aid, picture frame and public workbook as Harmer (2001) stated. Meanwhile, books were basically used by the teacher to give exercises for the students regarding the lesson. On the

other hand, picture also had diverse usage by the teachers for drilling, presenting and checking meaning (understanding) and discussing. Furthermore, the realia were utilized to engage the students in the instruction, also elicit the information from the students before going to the core lesson.

The instructional media selected by the teachers were examined in relation to the three crucial factors in choosing media—practicality, students' appropriateness, and instructional appropriateness—posed by Reiser and Dick (1996). This study found out that most of instructional media selected by teachers were both practical and appropriate to the instructions. But, unfortunately they were less appropriate to the students' characteristics. In fact, the students' appropriateness of the instructional media is obviously crucial to create effective and meaningful learning, especially for young learners who needed very special attention to the way they learn.

5.1.1 The Problems Encountered by the Teachers in Using Instructional Media to Teach English to Young Learners

Another conclusion of this study is the existence of problems faced by the teacher in both selecting and using instructional media to teach English to Young Learners. The barriers were encountered by the teachers both in process of selecting and using instructional media. In selecting instructional media, there are five primary problems that they have. They are limited time, limited cost allocation, availability of instructional media, appropriateness of instructional media, teachers' belief, technical and personal problems.

Problems were also experienced by the teachers in the process of utilizing media. The teachers often encountered technical problems, for instance running out of supply and the dysfunction of high-tech instructional media used. The last was personal problem. It dealt with the difficulty experienced by the teacher in explaining content in the instructional media.

5.1.2 The Strategies Used by the Teachers to Face the Problems in Using Instructional Media to Teach English to Young Learners.

Due the existence of various problems in both selecting and using instructional media, the teachers had several ways to overcome them. The first, to overcome problems in process of instructional media selection – regarding limited time and cost, unavailability of media in the school—all of the teachers had the same action, which is using the readily-available instructional media in the school. With all of the inadequacy in their school, they tried to optimize the instructional media provided to help the students reach the instructional goal. However, types of instructional media by the teacher differs each other. This was affected by teachers' education background and experience.

In the meantime, to solve or even avoid technical and personal problems, which were the problems they faced in using instructional media, the teacher gives effort by preparing back-up instructional media and asking for technician support. Furthermore, in order to make the teacher unable to utilize instructional media, especially the high-tech one, the teacher asked for special training or workshop for utilizing media by certain responsible party.

5.2 Suggestions

After knowing that the utilization of instructional media in elementary schools still needs improvement, it is expected that for the teacher optimize the available instructional media for teaching the students. However, in selecting instructional media, the teacher should pay attention not only to its availability and practicality, but also to learning condition, activity, materials, and especially to students' characteristics. It, somehow, determines whether or not the students' learning is successful.

Next is suggestion for the responsible party, in this case, Education office. As the teachers stated, the instructional media supply in each school was very limited and also the cost for the supply. Therefore, it is expected that Education Office as responsible party can provide more instructional media to all of elementary schools in Kuningan with the equal distribution. It is because whether the elementary school students in downtown area or rural area needs the equal attention to support their learning. Besides, the Education Office also should give attention to the teachers' competency in using the instructional media, high-tech media in particular. By giving special training or workshop for the utilization for the teacher, it will be a good choice to improve teachers' competency, so the technical problems in media utilization will be avoided.

Last is for the next further research. Since this study was conducted in limited time, so, it is expected that the next research can be conducted in a longer period to catch the pattern of the use of instructional media by the teacher. Furthermore, the range of elementary schools which is involved in the research

should be widened to give more comprehensive data related to the utilization of instructional media by the teacher in certain area. Especially, the study regarding the same topic which will be conducted in Kuningan, it is better to reach not only in downtown area, but also the outlying area.

