

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research and offers some suggestions for related parties and further research. This chapter is divided into two major parts, the first part is aimed at giving conclusion remarks of this research and the second part deals with the suggestions for related parties and further research in related topic.

5.1 Conclusions

The findings of this study revealed that the instructional media utilized by the teachers in their teaching were board, coursebook, picture, power point presentation slides, video, and realia. The teachers chose board and coursebook as their mostly-used instructional media because board and coursebook were always available and they could be utilized for teaching all language skills. Besides using coursebook and board as their instructional media, the teachers also utilized other instructional media for teaching listening, speaking, reading and writing. In their teaching, the teachers also used pictures for teaching speaking, video for teaching listening and realia for teaching writing. Moreover, the findings of the study also showed that teacher's creativity in using instructional media can optimize the use of media itself. For instance, the teachers could optimize the use of board when they used it not only as a notepad or an explanation aid but also for other purposes such as picture frame, public workbook, and notice board.

This study also discovered the problems the teachers faced in utilizing instructional media. The teachers faced the problems both in selecting and using instructional media. The problems faced by the teachers in selecting instructional media were the lack of availability of instructional media, teacher's limited time, teacher's lack of knowledge of technology, and the difficulty in choosing appropriate instructional media. On the other hand, the problems faced by the teachers when using instructional media in the classroom were teacher's difficulty in using

instructional media and the technical problems which appeared when the teachers were using instructional media in the classroom. The teachers had made some efforts to minimize these problems but other parties, such as school and education offices should also take action to solve these problems.

5.2 Suggestions

From the conclusion above, this study offers some suggestions for teachers, school, education office and further research.

There are three suggestions for English teachers related to the enhancement of instructional media utilization. Firstly, teachers should pay more attention to the appropriateness of media with learning objectives, instructional activities, and students characteristic in order to optimize the use of instructional media in teaching and learning processes. Secondly, teachers are suggested to prepare instructional media they will use in the classroom more effectively so the utilization of instructional media will be more optimal. Lastly, teachers are recommended to use varied instructional media and to be more creative in utilizing instructional media.

There are also some suggestions for school and education office. First, the school can help the teachers to enhance the utilization of instructional media in teaching English by providing more instructional media. Moreover, the education office should give training or workshop to the teachers, especially about technology-based instructional media. It would be better if the training does not only focus on the use of technology itself, the training should also focus on the use of technology in English teaching.

Lastly, several suggestions are also offered for further researchers who are interested in related topic. First, the further research will be better conducted for a longer period so the next researcher can get more data for better and more concise results. Next, it would be better if the next researcher can conduct the research in

more than one school so the researcher can get a comparison of media utilization from several schools.