## **CHAPTER II**

## REVIEW OF RELATED LITERATURE

This chapter covers the theories and the previous studies related to the topic. The theories consists of variety terms of media, definition of instructional media, types of instructional media, visual media, and considerations in designing instructional media.

## A. Theoretical Foundation

## 1. Variety Terms of Instructional Media

Dealing with the terms of media, there are several ways to mention "media". Some experts mentioned the media differently. But, all of the terms have the same meaning, which the meanings are about the tools or instruments used to facilitate teaching and learning process. So, it is better to make the same perception regarding the variety terms of media, before going to further discussion.

#### a. Audiovisual aids

This term is most used and best known among teachers. From the name, this term facilitates auditory or visual senses (or can be both) to be used to improve teaching. <sup>12</sup>

Nevertheless, Van Zyl stated a disagreement to the use of audiovisual aids. Quoted from Hinst by Van Zyl that "The 'gadget' approach of the last 20 years, which was confined to propagating the technical possibilities of media, catering to a minimum of software, in the last analysis, has failed." The audiovisual aids are considered as failure because of the 'gadget' approach that 'only' promoted the media function without any contribution of teaching and learning process.

Moreover, Van Zyl stated that the use of audiovisual aids caused dependence of the particular aids. Due to the development of technology, each medium pledged as the best aid.<sup>14</sup> The excessive usage of media restrained the students from meaningful learning.

In contrast, Patel and Jain state that the use of audiovisual aids has begun since the twentieth century when technology was advanced rapidly. The audiovisual aids expected to be able to attract and motivate learners

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<sup>&</sup>lt;sup>12</sup> P. J Van Zyl, "Teaching and Learning Aids in The Lesson Structure" (Rand Afrikaans University), accessed October 21, 2014, http://www.georgeyonge.net/sites/georgeyonge.net/files/Guide\_ch7.pdf. <sup>13</sup>Ibid, 67

<sup>&</sup>lt;sup>14</sup> Ibid, 67

through visual and auditory language input. So that, the audiovisual aids can affect on learners' mind. 15

Although there are pros and contras about the use of audiovisual aids as the media in teaching, but currently the use of audiovisual aids is developing. Many teachers realize that using audiovisual aids can facilitate students to learn more, especially in listening skill. And what is more, the development of internet provides many sources of audiovisual media which is easy to access by the students.

## b. Teaching aids

As quoted by Van Zyl, Van der Stoep et al stated that the term of "teaching aids" is used to mention both instructional and learning aids. The instructional aids are used by teacher to deliver the lesson, while the learning aids are used by students in learning process. <sup>16</sup> In addition, Patel and Jain explained that "the material and aids which are used by teacher to make his teaching very effective is called teaching aids and instructional material."17

The experts have the same notion about the term of teaching aids. Although there are a few of differences of the way to say it, but in

<sup>&</sup>lt;sup>15</sup> Dr. M. F Patel and Praveen M. Jain, "English Language Teaching: Methods, Tools & Techniques" (Jaipur: Sunrise, 2008), 64.

Van Zyl, *Teaching and Learning Aids*... 68
 Dr. M. F Patel and Praveen M. Jain, *English Language*... 57.

essentials the purpose of how to say it is similar. So, every medium that is used by teacher to support the teaching and learning process is called as teaching aids.

#### c. Media

This term has a wide difference of opinions about the meaning of media in teaching. Van Zyl cited some opinions about media from some experts, such as: De Cecco, Gerlach and Ely and De Corte et al. According to De Cecco which was cited by Van Zyl, the media should relate with audiovisual aids, this idea was considered by the statement "The electromechanical devices which act as middle conditions between the student and what he is to learn".

Media is not always regarding to tools used by a teacher to help him or her in delivering materials. When a teacher is standing in front of the class, she or he can also become the media or as a source of learning for the students. As Gerlach and Ely explained that a medium is not only an aid, but it can be also any person, material or event that creates particular conditions where the students are expected to be able to acquire knowledge, skill and dispositions. 18

<sup>&</sup>lt;sup>18</sup> Van Zyl, *Teaching and Learning Aids....* 68.

Moreover, Smaldino et al. defined media as "anything that carries information between a source and a receiver." In this term, Smaldino did not specify the form of media, but the media is generalized as anything which the function is to deliver information between a source and a receiver. Thus, everything used by teacher and students in teaching and learning process is called as media.

Considering all explanation about the term of media with current usage term, most teacher tend to use term "media" to define aids or everything used by teacher and students in teaching and learning process. The media can be: electronic media, text, picture, realia, teacher itself, and etc. So, there is no difference mentioning in teacher and students usage.

## d. Teaching technology

This term appears since the traditional term "audio-visual aids" are not able to provide further definition about the use of technology in teaching. As quoted by Van Zyl from Janssen, teaching technology is applying a technical-scientific to teaching and learning process by considering the aim and structure of teaching.<sup>20</sup>

The term of Teaching technology consist of two components. But the term is not merely about technology, because the technical-scientific

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<sup>&</sup>lt;sup>19</sup> Smaldino et al., *Instructional Technology*.... 9.

<sup>&</sup>lt;sup>20</sup> Van Zyl, *Teaching and Learning*.... 69.

applications are directed to teaching and indeed are attuned to its aim and structure.

#### e. Resource

From a booklet issued by Department of Education and Children's Services of South Australia, entitled *Choosing and Using Teaching Learning and Materials*, to replace "media" the book uses term "resource". Indeed, the resources needed by students are available in resource centres. The resource centre in this booklet is defined as "collections of resources housed in libraries and on bookshelves, as well as in resource centres". <sup>21</sup>

In conclusion, from the explanations of the terms of instructional media above, those terms have similar aim to define each term. The diversities come from the different experts. Hence, to avoid miscommunication about the various terms, the researcher will use term "instructional media" to represent the term "media" or "aids" in this thesis.

### 2. Definition of Instructional Media

Instructional media is a kind of instrument or tool that are used by teacher to facilitate teaching and learning process. By using instructional media, the teaching and learning process is expected to be able to stimulate students in

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<sup>&</sup>lt;sup>21</sup> Department of Education and Students' services of South Australia, *Choosing and Using Teaching and Learning Materials* (DECS publishing, 2004), 11.

class in term of learning motivation. Thus, the students will enjoy and be happy while learning in class without feeling threatened because of lack motivation.

According to Smaldino et al. in the book Instructional Technology and Media for Learning, kind of instructional media could be: video, television, diagrams, printed materials, computer programs, and instructors. Thus, instructional media should bring instructional purpose, in which the purpose is to facilitate communication and learning.<sup>22</sup>

There are two statements in Adrenigun's article from Department of Business Administration, Ahmad Bello University, Nigeria. According to Azikiwie which was the statement inserted in the Adrenigun's article that "instructional media cover whatever the teacher uses to involve all the five senses of sight, hearing, touch, smell and taste while presenting the lessons."<sup>23</sup> Similar statement defined by Adrenigun himself that "instructional media are things which are intended to help the teacher to teach more effectively and enable the students to learn more readily."<sup>24</sup>

From the definitions above, it can be concluded that instructional media is an important part to present lesson to students. It is believed that using

Smaldino et al., *Instructional Technology*.... 9.
 Adeniregun Gbolahan Solomon, "Instructioal Media for Effective Teaching and Learning" (Department of Business Administration, Ahmadu Bello University, Zaria, Nigeria), accessed October 19, 2014, https://abu.academia.edu/SolomonAdeniregun/Papers. <sup>24</sup> Ibid

instructional media can help to motivate students so that they can learn more readily and enjoy. Moreover, the use of instructional media can attract students' attention.

## 3. Types of Instructional Media

Various types of instructional media provide choices to be used in class. Each instructional medium has its function itself. Thus, it is important to know the types of instructional media, in order the teacher is able to select appropriate instructional media for teaching and learning process.

According to Smaldino et al, media are divided into the basic types:<sup>25</sup>

### a. Text

As a medium, text the most commonly used among teachers. Text is alphanumeric characters that can be formed in any format, for instance: books, posters, chalkboards, computer screens, and etc.

#### b. Audio

Audio here means that the media contain anything that can be heard. For example: a person's voice, music, mechanical sounds, noise and etc. The use of audio media can be live or recorded. Teachers can decide the suitable one of what they want to use depend on the material that will be presented.

#### c. Visuals

<sup>&</sup>lt;sup>25</sup> Smaldino et al., *Instructional Technology*.... 10.

Most students tend to prefer this type of media. By using the visual media, teachers can show what will be explained clearly by using through visual. The type of visual media can be: diagrams on a poster, photographs, graphics in a book, and etc.

### d. Motion media

Motion media are the media that show motion, these include: videotape, film, animation, and etc.

## e. Manipulative objects (realia)

Manipulative objects or known as realia are three dimensional objects than can be touched and held. Manipulative objects are very useful when teachers feel it is necessary to show the reality rather than imagining the objects.

#### f. People

This kind of media can be the teacher itself. The teacher can be functioned as the source of learning for the students. So, the term of media is not merely about things or aids but it can also be a person.

While, Patel et al. provided four types of instructional media as follow:<sup>26</sup>

a. Visual aids : Blackboard, flannel board, soft board, charts, maps,
 pictures, drawings, static and working modals.

<sup>&</sup>lt;sup>26</sup> Dr. M. F Patel and Praveen M. Jain, "EnglishLanguage Teaching: Methods, Tools & Techniques" (Jaipur: Sunrise, 2008), 59.

- b. Audio aids : Audio cassette player, radio.
- c. Audio visual aids: Video cassette player, Video compact disc player, television, film projector, etc.
- d. Language laboratory : Computer assisted learning.

According to the explanation above, Smaldino and Patel explained the types of instructional media quite similarly. Smaldino classified the types of instructional media generally, while Patel classified the types of instructional media based on the form. The kinds of instructional media mentioned above often to be used by teacher in the classroom to support the teaching and learning process.

### 4. Visual media

Visual media which also known as visual aids offer an assistance of a teacher instead of a speaker to attract students' interest. It provides help when a teacher faces any difficultness in the teaching and learning process. As stated by Stephen E. Lucas that the visual aids can increase audience interest, shift the attention to the media instead of the speaker and also raise speaker's confidence to handle the whole presentation.<sup>27</sup>

There are many kinds of visual aids are used in the teaching and learning process, from the simplest to the most complex ones. Teachers can use the visual aids as the instructional media to facilitate the teaching and learning

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<sup>&</sup>lt;sup>27</sup> Stephen E. Lucas, *The Art of Public Speaking* (New York: McGraw-Hill, 2009), 268.

process. Lucas reflects kinds of visual aids that can be used in the classroom: 28 a) objects, b) models, c) photographs, d) drawings, e) graphs, f) charts, g) transparencies, h) video, i) multimedia presentations, j) the speaker.

# 5. Considerations in Designing Instructional Media

To attain students' effort in learning English, teachers should be able to design and use instructional media properly. Thus, teachers should understand the considerations in designing instructional media. If teachers understand how to design sound instructional media, students will learn more readily, so that the learning objectives can be achieved.

According to Lucas, the teacher instead of the teacher who creates of designs the visual aids as the instructional media should consider the guidelines to make the aids clear and visually appealing.<sup>29</sup>

### a. Well advanced preparation of visual aids

The first thing that the teacher should know before presenting the visual aids as the instructional media is preparing them well before class. This will give advantages to the teacher, because they have time to design the aids creatively and make them attractive, and also give the teacher more time to practice using the visual aids as the

<sup>29</sup> Ibid 275

<sup>&</sup>lt;sup>28</sup> Ibid, 268-275.

instructional media. It results to well-presenting in the classroom without losing concentration and will not distract the students.

## b. Make the visual aids simple

Keep the simplicity of the visual aids as the instructional media is a good decision. By making them simple, clear and to the point will make the students easy to understand about what the teacher are teaching or talking about. So, it will not confuse the students when reading the contents.

### c. The visual aids are readable to all students

The teacher should ensure that the visual aids are readable to all students. It will be useless if no one can read it. To avoid the unwanted case, the teacher should consider the room size and design the visual aids to be large enough, so everyone can see on it.

# d. Easy to read fonts

After considering the previous point, the teacher also should consider the selection of fonts which also affect on the visibility of the visual aids. The teacher should avoid using decorative fonts which are hard to read and really distract the students. Below is the example of the effective fonts that are suitable to be implemented in the visual aids as the instructional media.

Figure 2.1

Fonts selection for the instructional media.

Ineffective	More Effective
Airfoil Script	AHD Symbol
Bauble	Arial
Black Tie Engraved	Antique Olive
Corruga	Courier
MATKET BOATA	Times New Roman
Twinkie	Univers
TWOSIE	Swiss 721

## e. Use limited number of fonts

Sometimes, to make the visual aids appealing people or teacher tends to use various kinds of fonts. Actually it really distracts the students as the audiences. Most experts recommend to use no more than two kinds of fonts in a single visual aid, one for the headline and another one for the other text.<sup>30</sup>

## f. Use effective colors

The use of color can increase the audiences' recognition by 78 percent and comprehension by 73 percent. But, if the colors do not work simultaneously and are not easy to be differentiated, for example red and green which leads on blank for people with color blind. Moreover, the teacher also should not choose the colors which are relatively close

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<sup>&</sup>lt;sup>30</sup> Ibid, 277.

to each other, for example: orange and red, blue and purple. However, the teacher is allowed to use various colors in some circumstances, such as: the use of charts or graphics which need different colors, or the use of colors to highlight the main keywords in the visual aids.

### **B.** Previous Studies

In this study, there were several previous studies discussing about instructional media. Firstly was an online journal written by Sutapa Bose and Parveen Sharma entitled "Choice of Instructional Media of B.Ed. Students of IGNOU from Two Indian Metropolises".<sup>31</sup> This study focused in investigating B.Ed. students' of two Indian metropolises decision of utilization of instructional media. Moreover, students' consideration in using ICT for learning was also investigated in this study.

Secondly, the thesis entitled "Utilizing Audio Visual Aids as an Instructional Media in Teaching Writing for the Tenth Grade in SMAN 1 Baureno Bojonegoro" written by Eliana Maghfiroh from Sunan Ampel Islamic State University. This study focused in investigating how audio visual aid can be implemented in teaching writing for the tenth grade students of SMAN 1 Baureno Bojonegoro. There were three objectives in this study, they were: 1) to analyze the implementation of audio visual aids as an instructional media in teaching writing, 2) to discuss the students' responses to the implementation of audio visual aids as an instructional media in

<sup>31</sup> Bose and Sharma, "Choice of Instructional Media of B.Ed. Students of IGNOU from Two Indian Metropolises."

<sup>&</sup>lt;sup>32</sup> Maghfiroh, "Utilizing Audio Visual Aids as an Instructional Media in Teaching Writing for the Tenth Grade in SMAN 1 Baureno Bojonegoro."

teaching writing, 3) to improve students' writing ability by using audio visual aids in teaching writing. After analyzing the data, the results of this study were described as:

1) although the researcher found some difficulties in general, but overall the students could receive the technique effectively, 2) based on the questionnaire, 84 percent of the students accept the audio visual aids to be implemented in teaching writing to improve their writing skill, 3) the result of the implementation shown that 100 percent of the students get the minimum standard score achievement in the second cycle.

Thirdly, the was a thesis written by Ana Fitriya entitled "Using Picture Series as Instructional Media to Improve Students' Ability in Reading Narrative Text at the Eight Grade of SMP Ihyaussalafiyah, Surabaya" which focused on the use of picture series to improve students' ability in reading narrative text. <sup>33</sup> In this study, the use of visual media (picture series) had successfully improved students' ability in reading narrative text was found. This finding was proven by the mean of the score, the pretest mean was 45, the mean of the post-test in cycle I was 63 and the mean in the post test cycle II was 81. This means that the researcher was success in applying picture series as the instructional media used to improve students' ability in reading narrative text.

Based on the previous studies above, the first previous study discussed about teachers' considerations in selecting instructional media and ICT for learning. The

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<sup>&</sup>lt;sup>33</sup> Fitriya, "Using Picture Series as Instructional Media to Improve Students' Ability in Reading Narrative Text at the Eight Grade of SMP Ihyaussalafiyah, Surabaya."

second study discussed about the effect of audio visual aids as an instructional media in teaching writing. And the last one discussed about the use of picture series as an instructional media to improve students' ability in reading narrative text. Those studies discussed different problem in the same topic which is about the use of instructional media.

Considering those previous study, this current study took the same discussion topic which was about instructional media. The focus of this study was to investigate students' ability in designing instructional media in the microteaching (PPL1) class. The researcher adapted the guidelines or criteria in designing instructional media to assess the media. In addition this study uses observation to collect the data. Observation is used to assess the instructional media by the researcher's perspective.