

**TAXONOMY ANALYSIS OF ENGLISH LANGUAGE TEACHING  
(ELT) MEDIA USED BY TEACHERS  
AT SMAN 1 GEDANGAN**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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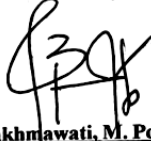
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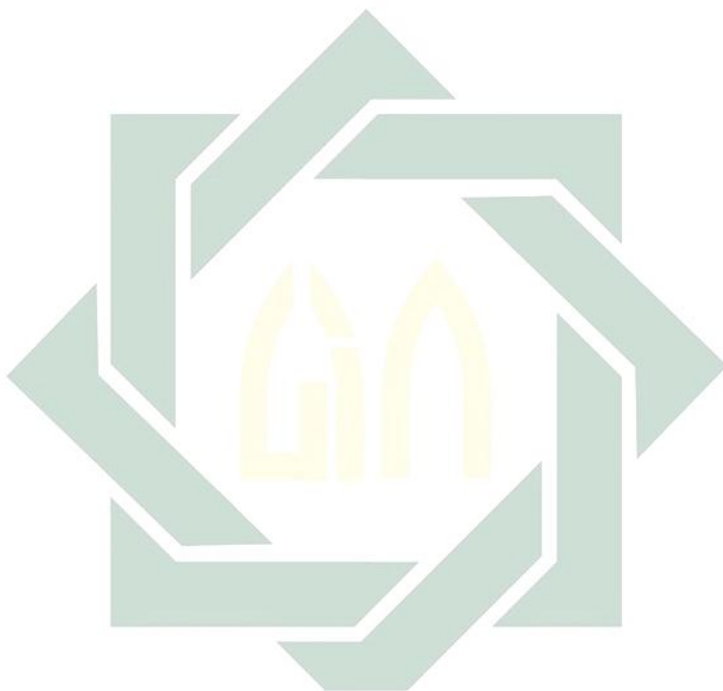
## ABSTRACT

**Rahmatin, Felysia Hida (2019).** *Taxonomy Analysis of English Language Teaching (ELT) Media Used by Teachers at SMAN 1 Gedangan.* A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor I: Dra. Hj. Arba'iyah YS., MA. Advisor II: Rakhmawati M. Pd.

Key Words: *English Language Teaching (ELT) Media, Taxonomy Analysis, Level of Media.*

Every learning is never separated from the learning media, one of which is in learning English. English Language Teaching (ELT) media aims to make it easier for teachers to deliver the lessons and make it easier for students to understand the lesson in a variety of ways and fun. In addition, the media can also increase students' enthusiasm and motivation in learning. In the media, there are several taxonomies that are used to determine the levels of the media, namely; low, medium and high. This study aims to find out what English learning media are usually used by teachers and at what level the media used by teachers in implementing English Language Teaching (ELT) at SMAN 1 Gedangan according to media taxonomy. This research is descriptive qualitative research. This research used observation and interview as data collection techniques. The researcher conducted observations three times for three English teachers and also conducted interview with each teacher to find out what learning media were used. After getting the results of observation and interview, the researcher used theory about the media taxonomy of Edling to be able to know at what level of media used by teachers in implementing English Language Teaching (ELT). The results of this study indicate that in learning English, the teacher used at least one medium at each level, namely Audio Experience (medium level in Objective Codification Audio and low level in Subjective Codification), Visual Experience (medium level in Objective Codification Visual and low level in Subjective Codification Audio) and three-dimensional experience (high level in direct experience with people and high level direct experience with objects). Apart from these results, the researcher also found that the teachers usually used media at

the medium level of Objective Codification (Visual). The results of this study indicate that teachers use a lot of media in implementing English language Teaching.



## ABSTRACT

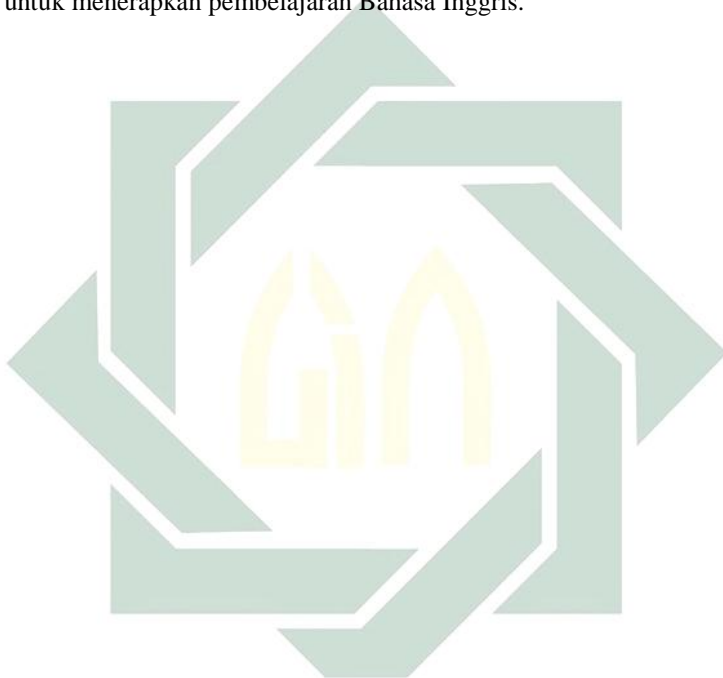
**Rahmatin, Felysia Hida (2019).** *Taxonomy Analysis of English Language Teaching (ELT) Media Used by Teachers at SMAN 1 Gedangan.* A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor I: Dra. Hj. Arba'iyah YS., MA. Advisor II: Rakhmawati M. Pd.

Key Words: *English Language Teaching (ELT) Media, Taxonomy Analysis, Level of Media.*

Setiap pembelajaran tidak pernah terlepas dari adanya media pembelajaran, salah satunya adalah dalam pembelajaran Bahasa Inggris. Media pembelajaran Bahasa Inggris bertujuan untuk mempermudah guru dalam menyampaikan pelajaran dan mempermudah siswa untuk memahami pelajaran dengan cara yang bervariasi dan menyenangkan. Selain itu, media juga dapat menambah semangat dan motivasi siswa dalam belajar. Didalam media, terdapat beberapa taksonomi yang digunakan untuk mengetahui tingkatan-tingkatan dari media tersebut, yaitu; low, medium dan high. Penelitian ini bertujuan untuk mengetahui media pembelajaran Bahasa Inggris apa saja yang sering digunakan oleh guru dan pada level manakah media-media yang digunakan oleh guru dalam menerapkan pembelajaran Bahasa Inggris di SMAN 1 Gedangan menurut taksonomi media. Penelitian ini menggunakan deskriptif kualitatif dan menggunakan observasi serta wawancara sebagai teknik mengumpulkan data. Peneliti melakukan observasi sebanyak tiga kali untuk tiga guru Bahasa Inggris dan juga melakukan wawancara dengan masing-masing guru untuk mengetahui media pembelajaran apa saja yang digunakan. Setelah mendapatkan hasil dari observasi dan wawancara, peneliti menggunakan teori tentang media taksonomi dari Edling untuk dapat mengetahui pada level manakah media-media yang digunakan oleh guru dalam menerapkan pembelajaran Bahasa Inggris. Hasil dari penelitian ini menunjukkan bahwasanya dalam pembelajaran Bahasa Inggris, guru menggunakan minimal satu media pada masing-masing level yaitu Pengalaman Audio (level medium pada Kodifikasi Objektif Audio dan level low pada Kodifikasi Subjektif Visual), Pengalaman Visual (level medium pada Kodifikasi Objektif Visual dan



level low pada Kodifikasi Subjektif Audio) dan pengalaman tiga dimensi (level high pada Pengalaman langsung dengan orang dan level high Pengalaman langsung dengan benda). Selain dari hasil tersebut, peneliti juga menemukan bahwasanya media yang paling banyak digunakan adalah di level medium dari kodifikasi objektif visual. Hasil penelitian ini menunjukkan bahwa guru memanfaatkan banyak media untuk menerapkan pembelajaran Bahasa Inggris.



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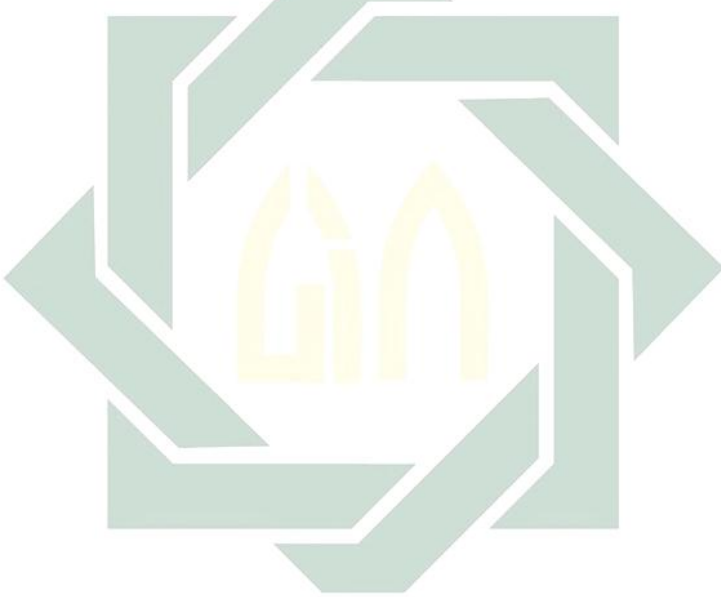
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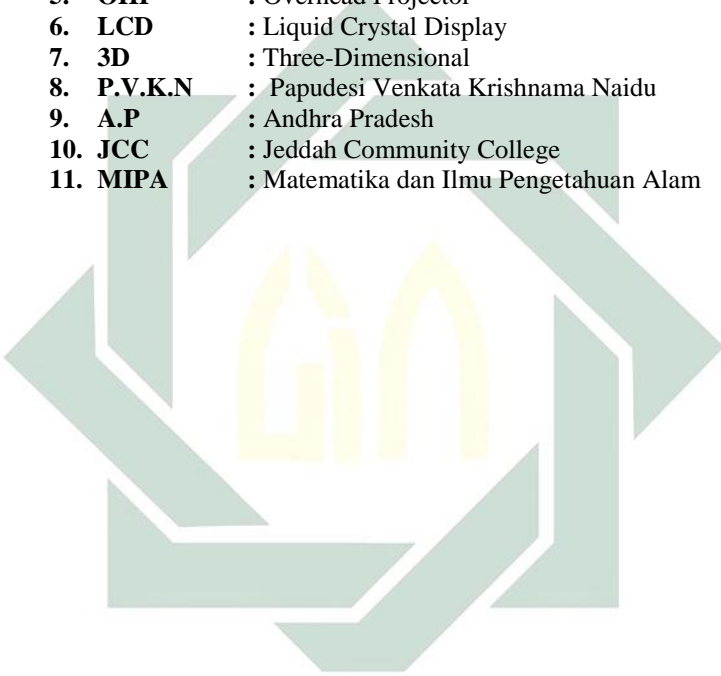
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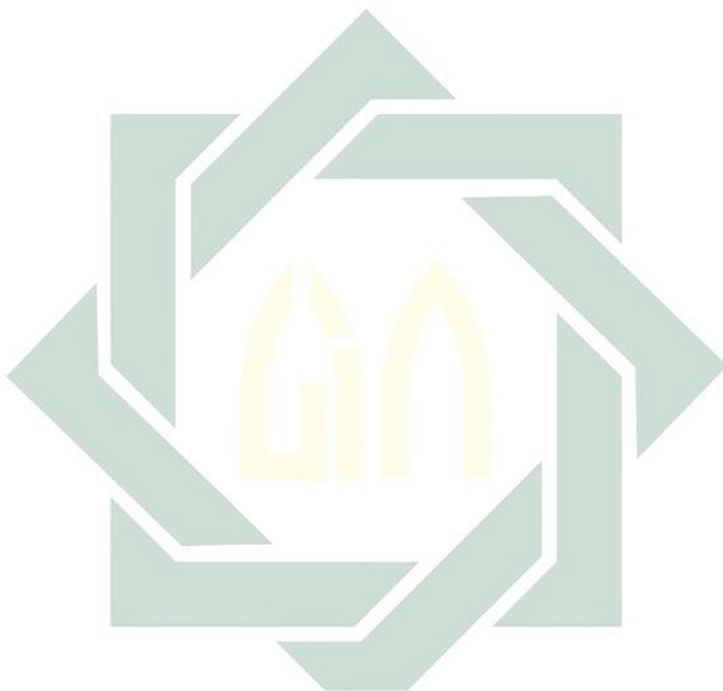
## LIST OF ABBREVIATIONS

1. **ELT** : English Language Teaching
2. **SMAN** : Sekolah Menengah Atas Negeri
3. **SMPN** : Sekolah Menengah Pertama Negeri
4. **BRAC** : Building Resources Across Communities
5. **OHP** : Overhead Projector
6. **LCD** : Liquid Crystal Display
7. **3D** : Three-Dimensional
8. **P.V.K.N** : Papudesi Venkata Krishnama Naidu
9. **A.P** : Andhra Pradesh
10. **JCC** : Jeddah Community College
11. **MIPA** : Matematika dan Ilmu Pengetahuan Alam



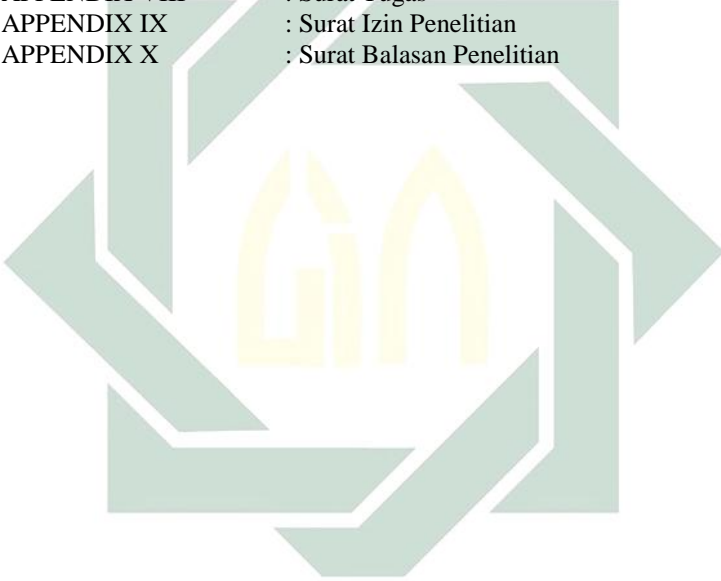
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## CHAPTER I INTRODUCTION

The first chapter of this research is an introduction that includes a general overview in the organization accordance with the title and includes some topics related to the research background, research question, objective of the study, significance of the study, scope and limitation and the definition of key terms.

### A. RESEARCH BACKGROUND

Learning is a process of interaction between students and teachers. In addition, learning is an aid provided by teachers so that are occurred the process of obtaining knowledge, the formation of attitudes and the formation of confidence in students. In other words, learning is a process to help students learn well. The learning process experienced by humans throughout life applied wherever and whenever<sup>1</sup>. Learning is also a mandatory thing in the world of education, one of which is language learning. Language learning is very important for students because language skills should be taught properly and correctly.

Nowadays, the world has entered an era called globalization. The growth of technology to developments in the increasingly modern world of education has created many changes, one of which is socializing life at the international level<sup>2</sup>. To get the results of socialization among countries well, good communication also needed. For this case, it has been agreed that several languages can be used in the world of international communication, one of which is English. Indonesia is a country that has an identity in developing its own language. Besides that, it is also required to be able to compete in International arena. Therefore, the education curriculum in Indonesia has included foreign language subjects such as

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<sup>1</sup> Alexander Kobylarek, "*Journal of Education Culture and Society*". University of Wroclaw, Poland. 2016.

<sup>2</sup> Mohammad Reza Ahmadi, "*The Use of Technology in English Language Learning: A Literature Review*". Guilan University, Iran. 2018.

English, in order to support the ability to learn English fluently<sup>3</sup>.

In delivering language learning, a tool or intermediary is needed in its delivery, which is called media. Media is a tool that can help during the teaching process<sup>4</sup>. By using media, teachers can deliver the material or lessons to students easily and can understand by students quickly. One of the uses of media often applied in language teaching programs, one of it is teaching English. As we know, media has an important role and has many benefits in teaching English. Among these benefits is being able to facilitate teachers and students during the learning process, helping to increase student concentration and make the learning process more efficient<sup>5</sup>. Many medias found to be more innovative and efficient from time to time so that the media is growing and always growing<sup>6</sup>.

With the progress of the media that is increasingly developing, there are many and varied medias. In this case, each type of media has its own characteristics and displays certain functions in supporting the success of the learning process of students. In order for role of sources and learning media to show a particular type of media, and then learning media need to classify according to a particular method according to the nature and function of learning. Grouping is important to make it easier for educators to understand the nature of the media and in determining which media are suitable for learning or specific topics. Here, arise the arrangement efforts, namely classification or taxonomy of media.

In conclusion, media has an important role in learning English. As for the presence of various media, the media can be classifying. With this, the classification of media can also provide benefits for teachers to choose suitable media for

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<sup>3</sup> Subhan Zein, "Language in Education Policy on Primary English Foreign Language (EFL): The Case of Indonesia". The University of Queensland Australia. 2018.

<sup>4</sup> Inesa T. M Pratiwi & Rini Intansari Meilani. "Peran Media Pembelajaran Dalam Meningkatkan Prestasi Belajar Siswa". Bandung, 2018.

<sup>5</sup> British Council. *The use of the Media in English Language Teaching*. (London: British council printing and editing. 1979).

<sup>6</sup> Sahil Mehra. *Taxonomy for New Media*. 2004.

lessons that will deliver to the students in accordance with the material.

Based on the description of the background, the researcher is interested to do a research about it, entitled "Taxonomy analysis of English Language Teaching (ELT) media used by teachers at SMAN 1 Gedangan". In addition, in this study, the researcher analyzed the English Language Teaching (ELT) media usually used by the teachers and the taxonomy of English Language Teaching (ELT) media that the teachers use.

Previous study aims to provide an overview and knowledge for new researchers, therefore the researcher read more knowledge as a basis for this research from several thesis, one of the thesis is conducted by Nurul Fajri<sup>7</sup>. The similar of this research is to find out what English Language Teaching (ELT) media that are used by the teachers and the different is in the previous study describe the problem that the teacher face and how to solve it.

Another previous study is from Hysintha Lusía Soko<sup>8</sup>. She graduated from Sanata Dharma University Yogyakarta. This research explain the teachers' perception of using English Language Teaching (ELT) media and in order to gain the knowledge about the teachers' views about the importance of using media in the class activity as well as the implementation in the classroom. There were two points presented in this study, the first point was the researchers' conclusion from the result and the second point presents the researcher's recommendations for the future in the area of English Language Teaching (ELT) media.

The last study conducted by Arifah from the department of English and Humanities, BRAC University Dhaka Bangladesh<sup>9</sup>. This research analyzed about the

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<sup>7</sup> Nurul Fajri. "The Use of Media in Teaching English in the Second Grade at SMPN 5 Malang". English Language Education Department. Faculty of Teaching Training and Education. University of Muhammadiyah Malang. 2017.

<sup>8</sup> Hysintha Lusía Soko. "Teachers' Perceptions of English Language Teaching Media". (Sanata Dharma University Yogyakarta. 2017)

<sup>9</sup> Arifah, Magister Thesis: "Study on the Use of Technology in ELT Classroom: Teachers' Perspective". (Bangladesh: BRAC University, 2014).

technologies in ELT classroom in colleges of Dhaka city, the different language skills and system taught through technology, the benefits and limitation of Technologically Advances Classroom and whether enough training that provided to teachers to teach with technology. The aim of this study is to know the responses from the teachers about the use of multimedia and internet in classrooms and how are they teaching language skills and system. This study also find out about the teachers' training about technologically advanced classroom.

Those previous study focused on the ELT media used by the teachers and the importance of using ELT media in teaching and learning activities. The researchers in previous studies have not focused on the taxonomy analysis of ELT media used by teachers if analyzed based on media taxonomy. Hence, research about media taxonomy is deemed to be important.

This research analyzed what media that often used by the teacher in the learning process, besides that the researcher also analyzed this type of media usually used by teacher based on the taxonomy media. This research conducted at SMA Negeri 1 Gedangan, which focuses on English teachers in academic year 2019/2020. This school is a school that often applies media in learning process, including the application of various media applied by English teachers almost every meeting when English lessons take place. This intended to make students more enthusiastic in learning and increase students' concentration in learning through fun activities. In this modern era, the teachers create so many medias that often used during the teaching and learning process to help them to deliver the material easily, but to classify the media based on the taxonomy media has not been seen applied in this school or other schools. This reason makes the researcher interested in doing this researcher in this school. The researcher thinks this research is important to know the taxonomy media that are usually used by teachers in teaching and by knowing this, the researcher hope it can be a consideration when the teachers make the lesson plan before delivering lessons in using media.

## **B. RESEARCH QUESTIONS**

Based on the problem written by the researcher in the background of the study above, the researcher formulates the problem in research as follow.

1. What are English Language Teaching (ELT) media usually used by the teachers at SMAN 1 Gedangan?
2. What taxonomy level of media are the teachers used in implementing the English Language Teaching (ELT) at SMAN 1 Gedangan based on media taxonomy?

## **C. OBJECTIVES OF THE STUDY**

To describe on the research problems above, the researcher can write the objectives of the research are;

1. to describe what English Language Teaching (ELT) media usually used by the teachers at SMAN 1 Gedangan,
2. to analyze the taxonomy level of media that are the teachers used in implementing the English Language Teaching (ELT) at SMAN 1 Gedangan based on media taxonomy.

## **D. SIGNIFICANCE OF THE STUDY**

This research expected to provide answers to the problems that have been formulated and can provide following benefits.

1. For English teachers

The researcher hopes this study can provide some results from the taxonomy analysis of English Language Teaching (ELT) media used by the teachers including the description of the English Language Teaching (ELT) media usually used by the teachers. It is also to find out the media taxonomy of English Language Teaching (ELT) media that are the teachers use and hope the result can make the teachers know about the most media that are usually used in teaching English and can be a consideration before teaching for the next time.

2. For pre service English teachers

The result of this study is expected to be useful as a reference source for pre service English teacher before actually going to teach and become a consideration before designing and preparing the media in accordance with the subject matter and the accuracy of the media with the times.

3. For researcher

The researcher hopes that this research useful for researchers or the next researcher as well as providing motivation and lesson that can be learned by everyone. In addition, the researcher hopes that this research can be used as an initial learning for prospective teachers who will use the media when starting lesson and provide a little knowledge about media taxonomy that is often used by teachers if classified and analyzed based on taxonomy analysis of educational media.

## **E. SCOPE AND LIMITATION**

The scope of this study is about English Language Teaching (ELT) media that are usually used by teachers and the taxonomy of each media that are the teachers use in English teaching and learning process. English Language Teaching (ELT) media in this research is a media that are the teachers use in teaching English at SMAN 1 Gedangan. While media taxonomy in this research is aims to grouping the various medias that used by the teachers in teaching English at SMAN 1 Gedangan by using the media taxonomy according to Edling's theory. In order to this research more focuses and not spreads, the researcher limits the research on the media usually used by three teachers at SMAN 1 Gedangan Sidoarjo.

## **F. DEFINITION OF KEY TERMS**

English is an international language that is widely known by people wherever they are. Therefore, to facilitate the reader, the writer will write some keywords for this study and their understanding.

### 1. English Language Teaching (ELT) Media

Media is a communication tool used to streamline the teaching and learning process<sup>10</sup>. Learning media is a tool or object that serves to facilitate the teacher in delivering the lessons as well as facilitating and accelerating students to understand lessons during teaching and learning activities. The English Language Teaching (ELT) media referred to this study is intermediary tools that used by teachers during English teaching and learning process.

### 2. Taxonomy Analysis

Taxonomy analysis is an analysis of the overall data that collected based on a predetermined domain<sup>11</sup>. We also can conclude that taxonomy is a group that arranged systematically according to the standard set. While analysis in general also often called division. In logic, analysis or division means breaking down or deciphering clearly and differently in the whole. Therefore, the taxonomy analysis referred to this study is an analysis of the ELT media used by English teachers in SMAN 1 Gedangan based on the media taxonomy according to Edling.

### 3. Level of Media

Level is a layer of something that then forms an arrangement<sup>12</sup>. Level can also mean rank, grade and class. It also can describe a change from a negative state or trait to positive, while the level of media in this study is mean a change of media from low to a high if analyzed based on the media taxonomy according to Edling.

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<sup>10</sup> Hamalik, Oemar, *Media Pendidikan*. (Bandung, 1985)

<sup>11</sup> Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta. 2009).

<sup>12</sup> KBBI, *Kamus Besar Bahasa Indonesia (KBBI)*. Available at: <http://kbbi.web.id/pusat>. 2016

## CHAPTER II

### RIVIEW OF RELATED LITERATURE

In this second chapter, the writer presents some reviews of related literature. It concerns with theoretical framework and review of previous study. The theoretical framework that is underlying of this study is divided into some aspects, which are about taxonomy, media taxonomy and English Language Teaching (ELT) media.

#### A. THEORETICAL FRAMEWORK

##### 1. ELT Media

The term “media” is the plural form of “medium”. McLuhan argues that the media is a channel of information that is used to channel some important information to the recipient<sup>13</sup>. In addition, Hamidjojo also believes that the media is also all forms of tools used to convey something so that it can be conveyed well to recipients<sup>14</sup>. So we can conclude that media is very important to help us convey information to others easily.

As we know and according to experts, learning media is a tool that can help teachers when teach in the classroom. Like what Gagne said that learning media is everything that can be used to stimulate student enthusiasm in learning<sup>15</sup>. Besides that Heinich et. al also defines learning media as a tool that can help the learning process in the form of communication channels such as computers, televisions, printed materials, diagrams, films and instructors<sup>16</sup>.

In the world of education, learning media is very useful for teachers and students during the teaching and

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<sup>13</sup> A. Achsin. *Media Pendidikan dalam Kegiatan Belajar-Mengajar*. (Ujung Pandang: IKIP Ujung Pandang. 2006).

<sup>14</sup> Arief S. Sadiman, R. Rahardjo, Anung Haryono, Rahardjito. *Media Pendidikan ... .. 7*

<sup>15</sup> Gagne R. M. *Instructional Technology: Foundations*. (Hillsdale: Lawrence Erlbaum Associates, Publisher. 1987).

<sup>16</sup> Heinich. R., Molenda, M., & Smaldino. *Instructional Media and the New Technologies of Instruction*. (New York: John Wiley & Sons. 1982).



learning process. What we can feel are the benefits of learning media. Among others is to facilitating the learning process in the classroom, increasing self-confidence, creating better quality in a fun way to maintain relevance between the materials and learning objectives, fostering students focus and enthusiasm during the learning process<sup>17</sup>. By using media, students will feel more motivated in learning. In addition, material delivery will be more efficient, effective, easy and systematic.

According to Jeremy Harmer, there are seven types of instructional media: (1) realia (2) pictures (3) course book (4) boards (5) OHP (6) flipcharts and (7) computer based-technology<sup>18</sup>. From these types of media, we can conclude that there are various types of media that can used by the teachers in teaching. The teacher can use and choose the appropriate media based on students' characteristic, teaching method and the material.

There are benefits of learning media that we can feel. Besides that, we also have to consider several things before using the media. With the media that are not small, as a teacher must be able to choose the right media and appropriate to use during teaching. As Heinich et. al. propose several media guidelines that are quite feasible to use with regard to several things, including the characteristics of students, the suitability of the media with learning objectives, evaluations that are in accordance with the indicators and learning objectives<sup>19</sup>. By paying attention to some of these things in using media, we can achieve maximum results from learning objectives.

Various kinds of considerations in the use of these media can used during teaching and learning activities especially in language teaching, one of it is English which includes listening, speaking, reading and writing skill.

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<sup>17</sup> Sanaky, H. A. *Media Pembelajaran Interaktif-Inovatif*. (Yogyakarta: Kaukaba Dipantara. 2013).

<sup>18</sup> Jeremy Harmer. *The Practice of English and Language Teaching*. (London: Pearson. 2007)

<sup>19</sup> Heinich. R., Molenda, M., & Russel, J. D., & Smaldino. *Instructional Media ... ..* 67

English Language Teaching (ELT) media itself is a tool used as intermediary in delivering English language material. To develop these four skills, ELT media plays an important role in facilitating the needs of students in participating English teaching and learning activities easily also pleasantly.

In learning English, the use of media recommended to use during the teaching and learning process especially if the media directly related to the lives of students<sup>20</sup>. With the media, the teacher can provide a real picture of the material being conveyed to students so that the teacher can convey the material easily, as well as students can understand what is conveyed by the teacher easily too.

## 2. Taxonomy

The word “Taxonomy” is taken from the Greek “tassein” which means “group” and “nomos” which means “rules”. Taxonomy can be interpreted as grouping things according to a certain level. Higher taxonomies are more general and lower are more specific<sup>21</sup>.

In the world of education, the taxonomy used to classify educational goals. In this case, the purpose of education is dividing into several domains, namely: cognitive, affective, and psychomotor. From each of these domains divided back into several sequential categories and sub categories, ranging from simple behavior to the most complex behavior. Benjamin S. Bloom compiled this taxonomy for the first time in 1956, so it often referred as “Bloom’s Taxonomy”<sup>22</sup>.

The teaching and learning process is a process of conveying messages and lessons from educator to the students. In teaching and learning process, the teacher delivers the material that will be taught using a tool/intermediary called the media. According to Rao, media can complement the teaching and learning process

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<sup>20</sup> Syarifuddin Marpaung. “*Penggunaan Media dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas*”. Tanjungbalai.

<sup>21</sup> <http://id.wikipedia.org/wiki/Taksonomi>

<sup>22</sup> Ibid

to develop language skills<sup>23</sup>. Many learning media functions in teaching and learning activities are including: (1) giving a real picture of something conveyed, (2) overcoming limited space, (3) time and sense power, (4) generating learning motivation in students. In learning media, there is also a taxonomy can be used to provide a detailed description of the types of learning media, namely taxonomy media.

### **3. Media Taxonomy**

Media taxonomy is a grouping of learning media used in teaching and learning activities. Media taxonomy aims to facilitate educators in compiling and sorting the characteristics of a particular field into one aspect that must be considered when carrying out the teaching and learning activities. The definitions of media taxonomy according to some experts are.

#### **a. Media Taxonomy According to Rudy Bretz**

Many taxonomies with various approaches were made by several experts, including Rudy Bretz who expressed the taxonomy of the media based on the senses involved and selected three main elements as the basis of each media, namely sound, visual and motion. Sound element is an element that involves the sense of hearing while the visual element is an element that involves the sense of sight. Visual media itself is divided into three, namely: images, lines and symbols which those are forms that can be captured by the sense of sight. Beside these characteristics, Rudy Bretz also distinguishes between telecommunication media and recording media, so that there are eight media classifications, namely: (1) audio-visual motion media, (2) silent audio-visual media, (3) audio media motion art, (4) visual motion media, (5) silent visual media, (6)

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<sup>23</sup> Rao B. M. "Use of Media as an Instructional Tool in English Language Teaching at Undergraduate Level. *International Journal of English and Literature*". 2014

semi-motion media, (7) audio media, and (8) print media<sup>24</sup>. It is describe in the table below.

**Table 2.1 Media Classification According to Rudy Bretz<sup>25</sup>.**

Transmission Media	Sound	Picture	Line	Symbol	Motion	Recording Media
Audio Visual Motion						
	√	√	√	√	√	Movie/Sound
Television (TV)	√	√	√	√	√	Video tapes, TV films
	√	√	√	√	√	Holography
Picture/Sound	√	√	√	√	√	
Silent Audio Visual						
Slow-Scan TV Time-Shared TV	√	√	√	√		TV Silent
	√	√	√	√		Movie series/ Sound
	√	√	√	√		Frame film/ Sound
	√	√	√	√		Pages/Sound
	√	√	√	√		Book with audio
Semi-motion audio						
Distant writing	√		√	√	√	Recording Far Post
	√		√	√	√	Audio Pointer

<sup>24</sup> Arief S. Sadiman, R. Rahardjo, Anung Haryono, Rahardjito. *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*. (Jakarta: Rajawali Press. 2009).

<sup>25</sup> Rudy Bretz. *A Taxonomy of Communication*. (Engelwood Cliffs, N.J: Media Education Technology Publication. 1971).

Visual Motion						
		√	√	√	√	Silent movie
Silent Visual						
Facsimile		√	√	√		Printed Page
		√	√	√		Chain Movie
		√	√	√		Image Series
		√	√	√		Microform
		√	√	√		Video Archive
Semi Motion						
Telautograph			√	√	√	
Audio						
Radiotelephone	√					Audio disc Audio Ribbon
Print						
Teletype				√		Perforated tape

**Source: Rudy Bretz in “Media Pendidikan”  
by Arief S. Sadiman et. al**

When viewed from its intensity, the senses that play the most are the sense of vision and hearing. Learning media that involve the auditory sense called audio media, while learning media that express the sense of hearing called visual media and if learning media involves both senses referred as audiovisual media. In the leaning process, not only use the senses of sight and hearing but also involve other senses referred as multimedia.

From the explanation above, it can be concluded that the media can be grouped into four

parts, namely: audio media, visual media, audiovisual media and multimedia.

**Table 2.2 Media Taxonomy Based on Rudy Bretz<sup>26</sup>.**

The Involved Senses	Name of Media	The Nature of The Message	Program (Software)	Distributor (Hardware)	Project on Equipment
Hearing	Audio Media	Verbal and nonverbal audio	The Radio Program: -live broadcast -snooze broadcast (record)	Radio	
			Record audio program: -Discussion material presentation -Entertain (music) -Narration -Fairy tale -Drama, Poetry -Vocabulary Development -Learning concepts Models (imitating sound, tone, etc.)	Recording devices: -Phonograph (Gramophone) Audio Tape: -Open reel tapes (reel-to-reel) -Cassette tapes Compact Disc	
Vision	Visual Media	Visual Verbal  Visual Nonverbal gravis	Verbal writing  Sketches, paintings, photos, graphs, diagrams,	Book Magazine Newspaper Poster Module Comic Atlas Visual Board	Opaque Projector

<sup>26</sup> Rima R.S.,Nadhifatul M., M. Firman M.H., A. Izzuddin. "Taksonomi Media Pembelajaran" (Paper presented at Media Pembelajaran PAI subject, Malang, 2015)

			charts, maps	Transparency	OHP
				Computer	Digital Projector
		Visual Nonverbal Three Dimensional	Model	Mockup (Miniature)	
				Mock Up (artificial tool)	
				Specimen (sample item)	
				Diorama	
Hearing and Vision	Audio Visual Media	Verbal and Nonverbal, sound and look	Audio visual program: -Film -Documentary -Docudo documenter -Drama films, etc.	Film 8 mm, 16 mm, 35 mm	Film Projector
				Video: -Pita Magnetic -Video Disc -Chips Memory	Digital Projector
				Television	
Multi Senses	Multimedia	Direct experience	Computer		
			Acting experience: a real environment and field		
			Experience Involved: Games and Simulation, Role Playing and Theater Forums		

**Source: Rudy Bretz in “Media Pendidikan”  
by Arief S. Sadiman et. al**

Audio media is media that only involve the sense of hearing. Judging from the nature of the message that the audio media receives, it receives verbal and nonverbal messages. Audio verbal messages are spoken language or words. Nonverbal audio messages are like sounds and vocalizations,

such as; grumbling, murmuring, music, and others. The types of media including this media are radio programs and recording media programs (software), which distributed through hardware such as radio and recording devices such as phonograph records (disc recording), audio tapes (tape recorders) that use magnetic tape (cassettes) and compact disc. Radio programs are very suitable for targets in a wide range; and in the world of education, it has been used for distance education. Recording media program is very possible for targets in a limited range, such as in the learning process in small classes and in broad classes.

Visual media is media that only involves the sense of sight. The types of media included in this media are verbal print media, graphic print media, and non-print visual media. First, visual verbal media is a visual media that contains verbal messages (linguistic messages in the form of writing). Second, nonverbal graphic media is visual media that contains nonverbal messages, namely in the form of visual symbols or graphic elements such as images (paintings, photos and sketches), diagrams, charts, graphs and maps. Third, three-dimensional nonverbal visual media is visual media that has three dimensions in the form of models, such as mock ups, miniatures and dioramas.

The first and second types of visual media can be made from print media such as books, comics, newspapers, posters, magazines and atlases. It also can be made on a visual board such as a blackboard and display board also in the form of impressions namely through projectable aids or tools that are able to project visual messages, such as projector, OHP (overhead projector), digital projector (commonly referred to as LCD or In focus).

Audiovisual media is a media that involves the sense of hearing and the sense of sight at once in a process. The nature of the message that can be



channeled through the media can be verbal and nonverbal messages that sound like the audio media above. The visual messages that are heard and seen can be presented through audio-visual programs such as documentary films, drama films and others. All programs can be channeled through equipment such as videos, films and television that can be connected to projectable aids<sup>27</sup>.

The last, multimedia is a media that involves various senses in the learning process. Including this, media are everything that provides experience directly through computers and the internet. It can also be through experiences of doing and experience involved. Included in the experience are real environments and field trips, while included in the experience involved are games and simulations, role-playing and theater forums.

#### **b. Media Taxonomy According to Edling**

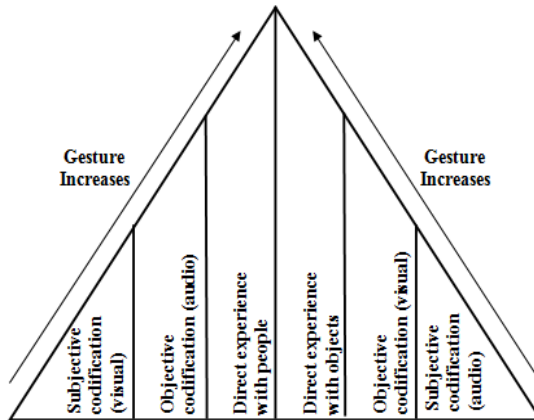
According to Edling, things that are included in the variable of learning activities using the media there are three, namely: students, learning stimuli and responses. In addition, in his theory Edling also argues that the media are part of six elements of learning stimuli, namely two for audio experiences including visual subjective codification and audio objective codification. Two for visual experience including audio subjective codification and visual objective codification and two for three-dimensional (3D) learning experience includes direct experience with people and direct experience with objects. These classifications have relevance and continuity with cone experience from Edgar Dale (Edgar Dale's Cone of Experience), which later became known and widely adopted in determining the most appropriate

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<sup>27</sup> Yudhi Munadi. *Media Pembelajaran; Sebuah Pendekatan Baru*. (Jakarta: Gaung Persada Press. 2008)

tool for the learning experience. As we can see in the form of the “cone of experience” below.

**Graph 2.1 Media taxonomy based on Edling<sup>28</sup>.**



**Source: Edling in “Media Pendidikan” by Arief Sadiman et. al**

Audio experiences include two elements, subjective codification (visual) and objective codification (audio). Subjective codification (visual) is the visual code of media that is delivered subjectively while objective codification (audio) is the audio code of media that is delivered objectively. For example when the teacher describes an animal and gives the animal’s characteristics through its sound, then we know that the audio form (sound) of the animal is objective (real) while the visual form (picture) of the animal is subjective (not real).

Visual experiences are the opposite of audio experiences. Visual experiences include two elements; subjective codification (audio) and objective codification (visual). Subjective codification (audio) is the audio code of media that is delivered subjectively while the visual code of media

<sup>28</sup> Arief S. Sadiman, R. Rahardjo, Anung Haryono, Rahardjito. *Media pendidikan* ..... 26

that is delivered objectively. For example, when the teacher describes an animal by directly showing the picture in front of the students, we know that the visual form (picture) of the animal is objective (real) while the audio form (sound) of the animal is subjective (not real).

For three-dimensional (3D) experiences, include direct experience with people and direct experience with objects. Direct experience with people is a way of teaching by directing students to communicate directly with people around them or it also can be called as fieldwork practice. An example of direct experience with people is when the teacher teaches a material about “Greetings”, he tells to students about the sentence that is commonly used to greet their friends then instructs them to practice directly with their friends in the class. While direct experience with the objects is a way of teaching by using real objects as the material or learning resources. Utilization of media with objects does not have to present these objects in the classroom in real time, but can also by inviting students to see directly (observation) of the object to its location. For example when the teacher will teach about “trains”, the teacher invites students to see the train directly and go to the station together.

From those six elements of learning stimuli, we can know that there are three levels of media that are maximized in the cone of experience, those are; low, medium and high. Low level for subjective codification (visual) and subjective codification (audio), medium level for objective codification (audio) and objective codification (visual) while for the high level is direct experience with people and direct experience with objects. The highest levels of the six elements are direct experience with people and direct experience with objects because when the teacher deliver the material using media by these two direct experiences, both of visual codification and

audio codification are objective. Therefore, the more media using the high level in the cone of experience is more effective ELT media that used by the teachers in the English learning process.

### c. Media Taxonomy According to Gagne

Gagne put forward this theory about the taxonomy of learning media when viewed based on the learning function. In his theory, he said that there are seven kinds of media groupings namely; objects for demonstration, print media, oral communication, motion pictures, still images, learning machines and sound films<sup>29</sup>. From the seven media groups, Gagne also emphasizes the ability of students to fulfill the learning functions developed. Namely; thrower stimulus of learning, example of learning behaviors, assess the achievements, puller interest in learning, give external conditions, leading the way of thinking, put over the science and the feedback providers<sup>30</sup>. For the easier explanation, we can see in the following table:

**Table 2.3 Media taxonomy according to Gagne<sup>31</sup>.**

Function	Media						
	Demonstration	Oral Delivery	Printed Media	Still Picture	Motion Picture	Movie With Sound	Learning Machine
Stimulus	Yes	Limited	Limited	Yes	Yes	Yes	Yes
Directing attention/ activities	No	Yes	Yes	No	No	Yes	Yes
Examples of expected limited	Limited	Yes	Yes	Limited	Limited	Yes	Yes

<sup>29</sup> Arief S. Sadiman, R. Rahardjo, Anung Haryono, Rahardjito. *Media pendidikan ... .. 23*

<sup>30</sup> Ibid

<sup>31</sup> Robert Mills Gagne. *The Condition of Learning and Theory of Instruction, 4<sup>th</sup> edition.* (New York: CBS College Publishing, 1965)

capabilities							
External Gesture	Limited	Yes	Yes	Limited	Limited	Yes	Yes
Guidance way of thinking	No	Yes	Yes	No	No	Yes	Yes
Transferability	Limited	Yes	Limited	Limited	Limited	Limited	Limited
Assessment Results	No	Yes	Yes	No	No	Yes	Yes
Feedback	Limited	Yes	Yes	No	Limited	Yes	Yes

**Source: Gagne in “Media Pembelajaran” By Arief Sadiman et. al**

In this study, the researcher used media taxonomy according to J.V. Edling because the theories more simple so that easily to understand it for teachers when applying the theory in English teaching and learning process. This theory is the most appropriate theory to solve the problems and answer what is discussed in this study. Besides, this theory appeared more often in some literacy activities used in schools that do not require a longer time to learn and understand.

## **B. REVIEW OF PREVIOUS STUDY**

To make sure about the idea of the study, the researcher look for the previous study that have relevant with this study. The first previous study that related with this research was from Hysintha Lusía Soko<sup>32</sup>. She graduated from Sanata Dharma University Yogyakarta. This study designed a survey research also employed quantitative and qualitative data. The instruments of this research were particular study by questionnaire and interview. The quantitative data were taken from close-ended questionnaire while the qualitative data were taken from interview result. The respondents of this study were 30 English teachers who work in the city of Yogyakarta. This

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<sup>32</sup> Hysintha Lusía Soko. *“Teachers’ Perceptions of English Language Teaching Media”*. (Sanata Dharma University Yogyakarta. 2017).

research explain the teachers' perception of using English Language Teaching (ELT) media and in order to gain knowledge about the teachers' views about the importance of using media in the class activity as well as the implementation in the classroom. There were points presented in this study, the first point was the researcher's recommendations for the future in English Language Teaching (ELT) media area. The conclusion of both points were give the positive result of the research and categorized as a good perception of ELT media which the score of teachers' understanding was 87 of 100, while the score of view was 37 of 100.

The next previous study is the second previous study that have done by Nurul Fajri<sup>33</sup>. She is from the faculty of teacher training and education of the university of Muhammadiyah Malang. This study uses descriptive qualitative and the subject of this study was the teacher who taught second grade students at SMPN 5 Malang. There were two techniques to collect the data, observation checklist and interview. The instruments of the study were the observation checklist and interview guide. The purpose of this study are to identify the media used in teaching English to describe the problems that the teacher face in using media in teaching English and to describe the ways the teacher solve the problems in using media in teaching English. The result of the study showed that the teacher used several media. In using media, the researcher also faced some problems and did some ways to solve it.

The third previous study have done by Arifah<sup>34</sup>. This research will analyze about the technologies in ELT classroom in colleges of Dhaka city, the different language skills and system taught through technology, the benefits and limitation of Technologically Advanced Classroom and whether enough training that provided to teachers to teach with technology. The aim of this study is to know the responses from the teachers about the use of multimedia and internet in classrooms and how

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<sup>33</sup> Nurul Fajri. *"The Use of Media in Teaching English in the Second Grade At SMPN 5 Malang"* English Language Education Department. Faculty of Teacher Training and Education. University of Muhammadiyah Malang, 2017.

<sup>34</sup> Arifah, Magister Thesis: *"Study on the Use of Technology in ELT Classroom: Teachers' Perspective"*. (Bangladesh: BRAC University, 2014)

are they teaching language skills and system. This study also find out about the teachers' training of technologically advanced classroom. After considering all aspects of this study, the researcher use mixed method that is combination of qualitative and quantitative method. The researcher collected information on the topic by using questionnaire, observation and discussion with the focus group and analyzed them in a systematic manner. For questionnaire, there were 18 questions, which five were close-ended question and thirteen were open-ended questions. After all of the data collected, the researcher analyzed them on a scale of 100, demonstrated them in percentage and shown it in tabulated manner and through graphs. The result of this study is the use of multimedia has a very positive impact on English Language Teaching (ELT) and makes the classroom more advanced every day. In addition, the enthusiasm and motivation to learn languages through technology is even greater to learn.

The fourth previous study that related with this study is from Bolla Mallikharjuna Rao<sup>35</sup>. This study observed about the media using the print media while teaching English at the undergraduate level and the students' enthusiastic response. This research used qualitative method and used observation and interview to collect the data. For results of this study, indicate that although some English teachers cannot use the media maximally due to infrastructure and other problems that are not supportive, the media can be very helpful in the process of learning English especially in motivating students and fostering their enthusiasm in learning until the examination time.

The fifth previous study that related with this research is from Dr. Jameel Ahmad from JCC. King Abdul Aziz University, Jeddah<sup>36</sup>. This study aims to explore the impact of applying media technology in ELT classrooms. In addition, this study also analyze statistically about how much this helps students acquire four language skills namely reading, listening,

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<sup>35</sup> Bolla Mallikharjuna Rao, "Use of Media as an Instructional Tool in English Language Teaching (ELT) at Undergraduate Level". P.V.K.N Government College, Chittoor, India. 2014.

<sup>36</sup> Dr. Jameel Ahmad, "*English Language Teaching (ELT) and Integration of Media Technology*".

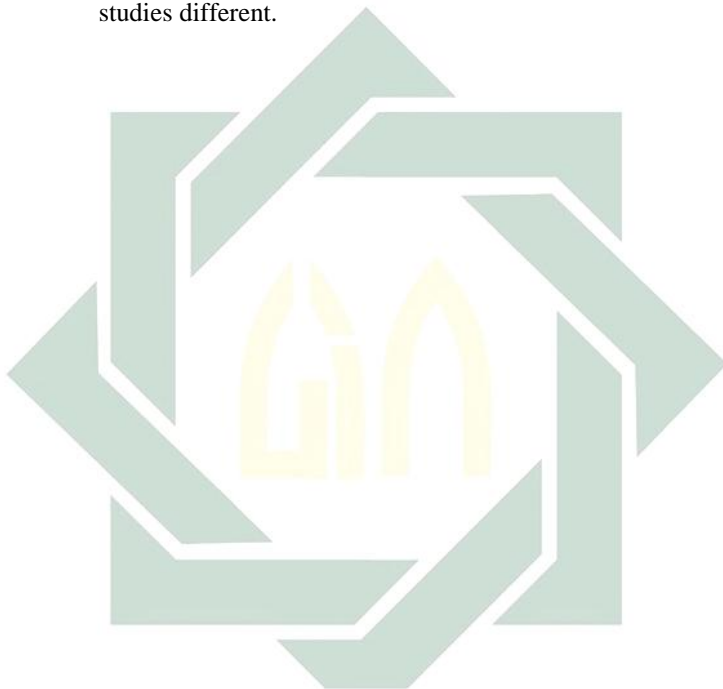
writing and speaking. To be able to explore students' general responses to the integration of media technology in the ELT class, researcher chose 100 students at the postgraduate level as respondent of this study. The researcher obtained data using three types of surveys. To collect the data, the researcher used pre-test and post-test. The most important survey is the first survey, which conducted to explore students' general responses to media technology in the ELT class. The second survey conducted to determine the impact on increasing the pronunciation of individual words caused by media technology. The third survey based on writing skills that only combine pre-test and post-test, but the final test too. The three results of the statistical survey show that media technology integration is very influential in the ELT class because media technology can increase student participation and enthusiasm in learning. Besides that learning can be more centralized and interesting which can make students more focused in learning through fun things.

In general, there are differences between this study and the previous study. The first study that is from Hysinta Lusita Soko is focuses on the teachers' perception of using English Language Teaching (ELT) media also in order to gain knowledge about the teachers' views about the importance of using media in the class activity as well as the implementation in the classroom. The second previous study from Nurul Fajri focuses on describing the problems that the teacher face in using media in teaching English and the ways to solve it. The third previous study from Arifah this focuses on observing the whole media in English Language Teaching (ELT). The fourth previous study from Bolla Mallikharjuna Rao focuses on observing about using the print media while teaching English at the undergraduate level and the students' enthusiastic response. The fifth previous study from Dr. Jameel Ahmad focuses on media technology and its impact on students when learning English. While this study is focuses on the overall media and taxonomy of each media.

However, current those previous studies have the similarities and differences with this research. Both of this research and those previous studies focus on the ELT media



used by teachers is the similarity of this study with those previous studies. While the differences between this research and those previous studies are; those previous study focuses on the teachers' perception, the students' enthusiastic response and the impact. In addition, in analyzing the ELT media based on media taxonomy is what make this research and those previous studies different.



## **CHAPTER III RESEARCH METHOD**

In this chapter, the researcher discusses about the aspects dealing with the research method used to analyze the data. They are research design, research subject, setting of research, data, source of the data, data collection technique, research instrument and data analysis technique.

### **A. RESEARCH DESIGN**

According to John W Creswell, qualitative is a method by which researchers collect the data in the field where participants experience problems examined in the study<sup>37</sup>. In descriptive qualitative methods, the researchers describe a study of what things that are have discussed, seen and done. This study used descriptive qualitative method. This research called qualitative research because the researcher describes the current events that are about what media often used by the teachers in the teaching-learning process and analyze these media using media taxonomy. It also explores and describe about the ELT media that used by English teacher which all research are a phenomenon in the natural setting. Therefore, this research has to explained descriptively because the result of this research cannot explained quantitatively.

### **B. RESEARCH SUBJECT**

Research participants are all individuals who will be subject target generalization of samples taken in a study<sup>38</sup>. The participant of this study are the teachers' who are involved the real directly phenomenon, able to share their experience and available to do the interview. The researcher decided to do observation and interview to the subject of this research, which the subjects of this research are three teachers who teach

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<sup>37</sup> J. W. Creswell. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. (Los Angeles: Sage. 2009).

<sup>38</sup> Sutrisno Hadi. *Metodologi Research*. (Yogyakarta: Anfi Offset, 2000)

English in SMAN 1 Gedangan Sidoarjo in Academic year 2019/2020.

### C. SETTING OF RESEARCH

According to Nasution, the location of the study showed the understanding or social of the study that characterized by the existence of elements namely subject, places and activities that can observed<sup>39</sup>. This research takes a place in SMAN 1 Gedangan which located in St. Raya Sedati No. KM2 Sidoarjo on 8 - 11 November 2019/2020 academic year. The researcher interested to choose this school because the researchers in this school use various media when teaching English material.

### D. DATA AND SOURCE OF DATA

Data is all things that include information in the form of words or images<sup>40</sup>. Qualitative research is mostly descriptive, in which the result is a description which describes an event so that the collected data does not emphasize the numbers but in the form of words or images. The data can obtained from interview, field notes, notes or memos, videotapes, personal documents, photos and other official documents<sup>41</sup>. Qualitative research data can be obtained with many ways: Observation, interview and documentation<sup>42</sup>. The researcher used two types of data, which are primary and secondary data. Those are explained details:

#### 1. Primary Data

Primary data is data obtained by researchers directly from their first source, the person concerned or from direct experience<sup>43</sup>. The primary data of this research is

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<sup>39</sup> Nasution. *Metode Research (Penelitian Ilmiah)*. (Jakarta: Bumi Aksara. 2009)

<sup>40</sup> Sutrisno Hadi. *Metodologi Research* ... .. 53

<sup>41</sup> Ibid

<sup>42</sup> J. R. Raco. *Metode Penelitian Kualitatif*. (Jakarta: Gramedia Widiasarana Indonesia. 2010)

<sup>43</sup> Sumadi Suryabrata. *Metode Penelitian*. (Jakarta: Rajawali. 1987).

three English teachers who teach at SMAN 1 Gedangan. This primary data can help the researcher to answer the first research question that is about the ELT media usually used by the teachers. The source of the primary data itself is conducting research through interview and observation of three English teachers of SMAN 1 Gedangan.

## 2. Secondary Data

Secondary data are research data obtained in finished form (available)<sup>44</sup>. It also can be said arranged data in the form of documents, journals, articles, documentation and books<sup>45</sup>. Secondary data is data collected directly by the researchers as support from the first source. In this case, the secondary data or supporting data for this research is theories books and scientific journals that are relevant to this research. The secondary data can help the researcher to answer the second question which to analyze the media taxonomy that are the teachers use in implementing the ELT media. While the source of the secondary data is from books, e-book and internet.

## E. DATA COLLECTION TECHNIQUES

Data collection techniques are the methods used to collect data<sup>46</sup>. In qualitative research, collecting the data is carried out on natural settings and data collection techniques, which are more on role observation and in-depth interviews and documentation<sup>47</sup>. To obtain the data mentioned above, the researcher uses the data collection techniques as follows:

### 1. Observation

Observation is direct attention to an object in the environment and examines the objects using all the

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<sup>44</sup> Ruslan. *Metode penelitian*. (Jakarta: Public Relation & Komunikasi, PT. Raja Grafindo Persada, 2003, page 30).

<sup>45</sup> Sugiyono. *Metode Penelitian Kuantitatif* ... .. 49

<sup>46</sup> J. W. Creswell. *Research Design: Qualitative, Quantitative, and* ... .. 199

<sup>47</sup> Sugiyono. *Metode Penelitian Kuantitatif* ... .. 54

senses<sup>48</sup>. This observation was conducted to find out the media that used by teachers at SMAN 1 Gedangan in teaching English. As for this observation, researchers used the structured observation using observation guidelines that are arranged using exiting theories. The observation was conducted on 8 – 11 November 2019 by researcher to three English teachers at SMAN 1 Gedangan. Each teacher observed once in a different class and times.

## 2. Interview

An interview is a conversation focused on a particular problem through an oral question and answer process, in which two or more people face to face directly<sup>49</sup>. In this research, the researcher have do the interview with the teachers who teach English about the ELT media that used by teachers in English learning activities in the class. The interview was conducted on 8-11 November 2019 after conducting the observation with three English teachers of SMAN 1 Gedangan.

**Table 3.1 Figure of Research Design**

No	Research Question	Literature	Subject	Data Collection Technique	Instrument
1	What are English Language Teaching (ELT) media usually used by the teachers at SMAN 1 Gedangan?	Adopted from Edling theory about the level of media taxonomy.	English Teachers	1. Interview	1. Interview Guideline and Audio Recording
2	What taxonomy level of media are the teachers used in	Adopted from taxonomy by Edling	English Teachers	1.Observation	1.Observation checklist

<sup>48</sup> Surahsimi Arikuntoro. *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta. 2013).

<sup>49</sup> Masruhan. *Metodologi Penelitian Hukum*. (Surabaya: Hilal Pustaka. 2013).

	implementing the English Language Teaching (ELT) at SMAN 1 Gedangan based on media taxonomy?	in a book from Arief S. Sadiman.			
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## F. RESEARCH INSTRUMENT

According to Suharsimi Arikuntoro, research methods are methods used by researchers in collecting research data, while research instruments are tools or facilities used by researchers in collecting data to create the better and systematic results so that they are easier to process<sup>50</sup>. An instrument as a tool in using data collection methods is a means that can be realized in objects, such as questionnaire instrument, interview guidelines, observation guidelines, scales and others. In this study, the researchers used two instruments, namely observation instrument (observation checklist) and interview instrument (interview guidelines). The researcher designs the research instrument as follows.

### 1. Observation Checklist

The researcher used observation checklist to get answers for the first and the second research question. In this research, the researcher observes three English teachers at SMAN 1 Gedangan and gives the mark in the observation checklist that the researcher makes from the theories that related to this study.

### 2. Interview Guideline

The researcher used interview guidelines to strengthen the answer obtained from the observation result. The researcher also makes the interview guideline into two languages, that is in English and Indonesia language then the teachers can choose which language that the teachers

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<sup>50</sup> Surahsimi Arikuntoro. *Prosedur Penelitian ... .. 60*

want to use in the interview. Three English teachers interviewed with several questions made by researchers from several sources.

### 3. Audio Recording

Qualitative data can be obtained through audio and visual material<sup>51</sup>. In this study, researcher used audio recording to make the study more valid and make it easier for researchers to remember the content when conducting interviews with English teachers about what media that are often used when teaching.

## G. DATA ANALYSIS TECHNIQUE

According to Patton, data analysis is a process to arrange the order of the data, organize it into a pattern then categorize it according to the basic sequence<sup>52</sup>. From this definition, we can know that the position of data analysis is very important when viewed from the purpose of a study.

In this research, the data analysis techniques that used is descriptive analysis. It means that the data is analyzed descriptively. The data analysis technique in this research is used the steps as stated by John W. Cresswell as follows.

### 1. Organizing and preparing the data

In this step, all data that have been collected by the researcher is organized and prepared. The data of this research is gotten from observation and interview to the three English teacher of SMAN 1 Gedangan. For this step of analyze the data, the researcher organizes and prepares the result all the data from observation and interview of three English teacher at SMAN 1 Gedangan by rewrite the note to be more clear also recheck and listen again to the interview result in the audio recording .

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<sup>51</sup> J. W. Creswell. *Research Design: Qualitative, Quantitative, and ... ..* 169

<sup>52</sup> Lexy J. Moleong. *Metode Penelitian Kualitatif. Edisi Revisi*. (Bandung: PT. Remaja Rosdakarya).

## **2. Read all the data**

After organize and prepare the data, the researcher reads all the data to know about the result from observation also interview. In this step, the researcher reads all the data to understand about the information that the researcher gets from observation and interview.

## **3. Coding the data**

Coding is a process of grouping and give a mark about the data that the researcher gets, the similar data groups given the same code and grouped according to the type. In this research, the researcher coding the data of the media that the teachers used in English language teaching and learning process of the observation result by writing the important thing that is the whole media based on the media taxonomy. While for interview, the researcher listen to the audio recording and write the whole media based on the media taxonomy too.

## **4. Coding process to generate a description**

This step is a continuing step from coding the data that is using the coding result to generate the description. Through coding, the researcher knows the categories that match with the research data that has been found. Based on the result of categorizing these results, the researcher then makes a brief so that what is categorized becomes clearer. In this research, the researcher makes the table to make the reader can read the classification of media that has been categorized based on their level of media systematically to make it clearer and easy to understand it.

## **5. Interrelating theme**

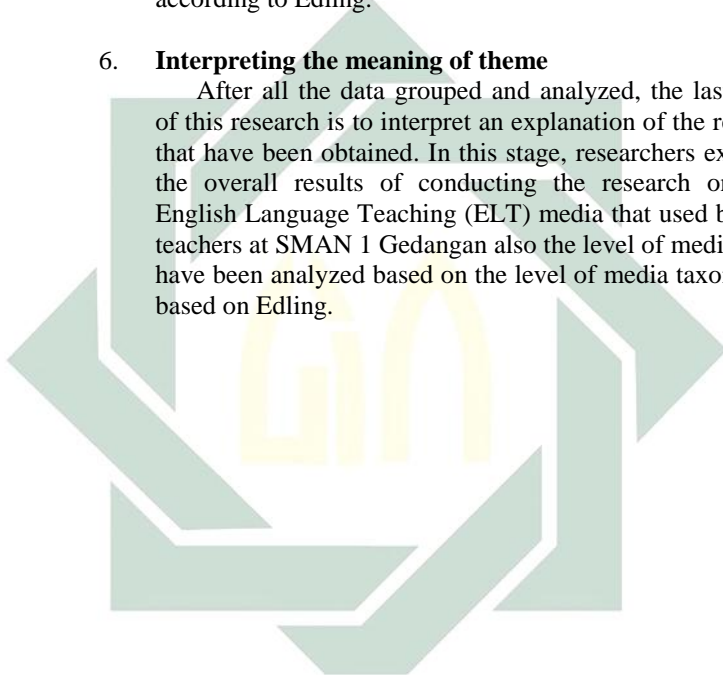
After categorized the data, the researcher analyzed about the correlation between the data and the theory in accordance with the characteristics of the media. In this step, the researcher interrelate the media that the teachers use with the level of English Language Teaching (ELT) media based on Edling's theory about media taxonomy. For example, from the table of interview result, the



researcher takes one media that is Power Point to analyzed based on the theory from Edling about media taxonomy. Therefore, the researcher will find that Power Point is categorized on the medium level of objective codification (visual) and low level of subjective codification (audio) by interrelating the media with the media taxonomy according to Edling.

#### 6. **Interpreting the meaning of theme**

After all the data grouped and analyzed, the last step of this research is to interpret an explanation of the results that have been obtained. In this stage, researchers explain the overall results of conducting the research on the English Language Teaching (ELT) media that used by the teachers at SMAN 1 Gedangan also the level of media that have been analyzed based on the level of media taxonomy based on Edling.



## **CHAPTER IV FINDING AND DISCUSSION**

In this chapter, an explanation will be given of the result in finding and discussion. The researcher also reviews the results and analysis of the qualitative data, encloses the observation and interview, and presents the answer of problem statements that contained in the first chapter. The problem statements are (1) What are English Language Teaching (ELT) media usually used by the teachers at SMAN 1 Gedangan (2) What taxonomy level of media are the teachers used in implementing the English Language Teaching (ELT) at SMAN 1 Gedangan based on media taxonomy.

### **A. RESEARCH FINDING**

The research finding is extend the data that related with the research questions and answering the problem statements in the chapter one by using Edling's theory about the level of media in media taxonomy. The data are presented based on observation in the classroom and interview with three teachers that teach English at SMAN 1 Gedangan. The observation refers to an observation checklist and the interview refers to six questions in interview guideline. In this section, the researcher presents the English Language Teaching (ELT) media usually used by the teachers and the taxonomy level of media that are the teachers used in implementing the English Language Teaching (ELT) based on media taxonomy.

#### **1. English Language Teaching (ELT) media usually used by the teachers.**

English Language Teaching (ELT) media is a media that the teachers used in English teaching and learning process. The researcher focused this research on the media that the teachers use in teaching English. To get the data, the researcher used observation and followed the English teachers to the classroom then gives the mark in the form of observation checklist also take the picture from the

activity when delivering media in the class to make it as documentation in this research.

From the observation, the teacher found three kinds of media that used by three teachers. It means that every teachers used the different media when the researcher doing the observation. Those media are Power point, Microsoft office word and picture to deliver the material. The researcher explains each media as follows.

#### **a. Power Point**

Power point is one of media that often used by the teachers in delivering material about a definition, generic structure or language features of a kind of text. Almost of teachers or educators used this media, because it is the easier media to help teachers to make students understand clearly and easily.

Based on the data result from the observation, the researcher found many medias in teaching English. Here, power point is the one of three media that the researcher found from observed what the teachers use in delivering English material. Power point is a media used by Teacher A when the researcher conducting the observation on 8 November 2019 in class X Bahasa with 35 total students.

The teacher used power point to teach about “Narrative text”, he chooses the power point as his media because power point is the appropriate media to teach about the material.

*“The material today is about the definition, generic structure, language feature and kind of Narrative text. So, I think it is better to use Power Point because it can include all the material that I want to give for the students practically the they will easy to understand it”.*

Teacher A used Microsoft office power point to tell about the definition of “Narrative text” also the function and the example of the text. The teacher

used power point as his media to make him easier in delivering the material and give more example of Narrative text to his students. The researcher writes and includes the documentation about the process of delivering the material using Microsoft office power point media to make the research more clearly as follows.

*Teacher A: Okay students, now we are going to study about Narrative text. Before we are going to the material, do you know about Narrative Text?*

*Student 1: Yes sir, narrative text is a text that tells a story in the past.*

*Student 2: Narrative text is a story to entertain the reader sir.*

*Teacher A: Okay good. Now I will tell you about the definition about it clearly. Please see the slide! (The teacher show the slide).*

*So, one of you please read the text.*

*Students: (One of students read the text in the slide then all students read it together)*

*Teacher A: Good, then what is the generic structure of the text?*

*Students: (Try to answer the question of the teacher)*

*Teacher A: (Show the slide). So, the generic structure of Narrative text are orientation, complication, resolution and re-orientation. (Explain the definition of each generic structure). Then, can you give me the example of narrative text?*

*Students: Yes sir. Fable, legend.*

*Teacher A: Good. Also folktale, fairytale, romance etc.*

*Now, what is fable?*

*Students: Story about animal sir.*

*Teacher A: Yes good. What is the example of fable?*

*Students: The owl and the grasshopper, sir.*

*Teacher A: Good. Look at the slide for the detail, please! (The teacher show the slide about definition of fable)*

*So the definition and the example of fable is (while read the power point).*

*The other, what is legend?*

*Students: Like Malin Kundang, sir.*

*Teacher A: Yes, good. This is the definition of legend. (Show the slide).*

*Please one of you read it!*

*Students: (Raise hand and read)*

*(Teacher A do the same activity to show the other example of narrative text).*

(Observation on 8 November 2019)

**Figure 4.1 Teacher A when using Power point**



**b. Picture**

Picture is media that often used too by the teachers in delivering a material. Picture as a media is

to help the teachers in giving the information to the students clearly.

From the observation, the researcher found picture as a media to deliver a material about “Asking and giving opinion” by Teacher B on 8 November 2019 in class XI MIPA 3 with 36 total students. Teacher B thinks that by using picture as his media, the students can describe about someone or something easily. Then the teacher hopes the students can ask and give the opinion about it easily too.

*“Picture is a very simple media for the material today that is about Asking and giving opinion because the students will see the real illustration of someone or something other. If we use telling story of tell a problem to them, automatically they will feel bored and sometimes sleepy too. So that I think picture is the best media to give this material”.*

Through observation, the researcher has found two media. One of it is picture. Teacher B used the picture to deliver a material about Asking and giving opinion in class XI MIPA 3. The teacher used picture as his media because the picture is very suitable with the material that is make students easier to ask or giving opinion about something in the picture that the teacher brings. Here, the researcher writes the point of teaching and learning process using this media includes some figure to make this research more clear too as follows.

*Teacher B: Okay students. I have told you before that we will study about a material. Do you remember what material is it?*

*Students: Yes sir, it is about asking and giving opinion.*

*Teacher B: Very good. Now I have a picture.  
(The teacher show the picture to the students)*

*What do you think about them?  
Which one do you like? Why?*

*Students: (The students answer they own opinion together)*

*Teacher B: Please answer one by one and raise your hand! (While teacher chooses one of them)*

*Student A: I like her because she looks so cute.*

*Student B: I like the other one, because she is beautiful with pointed nose.*

*Teacher B: Now I will show you the other picture. (The teacher takes the other picture). What do you think about her? What is her job?*

*Students: Pilot sir.*

*Teacher B: Why do you think that she is a pilot?*

*Students: (Answer their own opinion)*

*Teacher B: Great! Now what is your opinion from a woman pilot? Raise your hand please! (The teacher chooses one of them)*

*Student 1: It is good sir, because a woman is free to do what they want as what their ambition.*

*Teacher B: Good!*

(Observation 8 November 2019)

**Figure 4.2 Teacher B when using picture**



**c. Microsoft Office Word**

From that three media that used by teachers, Microsoft office word is the one of that media. The teachers much used Microsoft office word to give the example of a story or a text then determine the generic structure of the text. Microsoft office word is a media that the teacher used to deliver a material about the example of “Analytical Exposition” also the generic structure of the text. Microsoft office word is a media that used by Teacher C on 11 November 2019 in class XI MIPA 8 of SMAN 1 Gedangan.

The teacher thinks that using Microsoft Office Word is a good media to give an example of the text because the students not only hear and imagine about the explanation from the teacher but also know the right structure.

*“I use Microsoft office word today to give the clear example of Analytical Exposition text because by using this media, the students not only hear and imagine about the generic structure of the text. The students also can give the mark or color in the text. So that the students can differentiate which is thesis,*



*arguments or reiteration of the text easily and clearly”.*

Teacher C used Microsoft office word as his media to teach a material about Analytical Exposition. The teacher has taught about the definition, function also generic structure a week ago before the researcher doing a research there. When the researcher do the research there, the teacher checked the understanding of his student about the material in the last meeting that is about the definition, function and generic structure of Analytical Exposition and continue to give the example of it. The researcher writes and includes the documentation about the process of delivering the material about analytical exposition by using Microsoft office word to make the research more clearly as follows.

*Teacher C: Okay students, do you remember what is our material in a week ago?*

*Students: Yes ma'am, it is about Analytical Exposition.*

*Teacher C: Very good! Then what is the definition of Analytical Exposition?*

*Students: Analytical exposition is a text that composed based on facts, clear thought and sensible reasoning.*

*Teacher C: Right. How about the generic structure?*

*Students: Thesis, arguments and reiteration ma'am.*

*Teacher C: Good! You have known about the generic structure of Analytical Exposition. I will give you a text. (Show the text in Microsoft office word). Now please read that text and find the thesis, arguments then reiteration!*

*Students: Okay ma'am.*

*(Students read the text)*

*Teacher C: Finish. Now which paragraph that show the thesis, arguments and reiteration of the text?*

*Students: (Answer the teacher's question)*

*Teacher C: Okay I will give the mark each structure with different color.*

*(Teacher C corrects the students' answer and gives mark to each structure with different color to make students understand about the generic structure of Analytical exposition easier)*

*Teacher C: Now, do you understand about the generic structure of Analytical Exposition?*

*Students: Yes, we do.*

*Teacher C: Okay, then I will give you another text. Please read first and find the thesis, arguments and reiteration once more!*

*Students: Yes ma'am.*

*(Teacher C gives another text to check their understanding and ask students to read the text).*

*Teacher C: Have you finished?*

*Students: Yes, ma'am.*

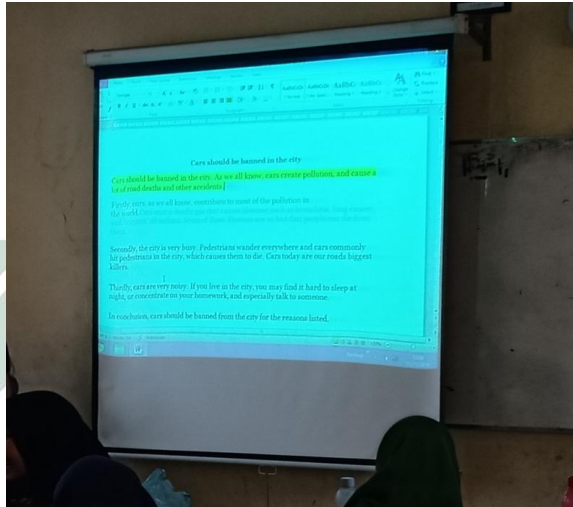
*Teacher C: Now please three students go to the front and give mark to the thesis, arguments and reiteration one by one!*

*Students: Yes ma'am.*

*(Teacher C asked three students to give mark in the text, which is thesis, arguments and reiteration)*

(Observation 11 November 2019)

**Figure 4.3 Teacher C when using Microsoft office word**



The researcher used two techniques to collect the data that is observation and interview. From the observation, the researcher found three media that the teachers used in implementing the English Language Teaching (ELT) media that are Power point, Microsoft office word and picture. The other technique to collect the data is interview.

The next is discussed about the data result from the interview. From the interview, the researcher found many medias that the teachers used in implementing the English Language Teaching (ELT) media. In the interview, the teachers give the detail media that teachers used in implementing the English Language Teaching (ELT) media. Here, the researcher gives the conclusion about the result of doing interview with three English teachers as below.

**Table 4.1 Media used by teachers**

NAME	MEDIA
Teacher A	Power point, Film, Audio Listening, Direct speaking with their friends.
Teacher B	Picture, Film, Power point, Video, Cartoon movie, Speaking with native speaker, Tools around class (Mineral bottle, Smartphone).
Teacher C	Microsoft office word, Power point, Film, Song, Speaking with native speaker.

From the table 4.1 above, we know the result of doing interview with the teachers and the result shows that there are many medias that used by the teachers. The researcher describes each media that used by three teachers and the way in delivering those media in detail.

#### **a. Teacher A**

Teacher A teaches class X and XII of SMAN 1 Gedangan. Teacher A used these media to help him in teaching English material and the description of these media is below.

##### **1) Power point**

Teacher A usually used power point to teach the material about kinds of text, one of it is Narrative Text. Teacher A give the material of Narrative text by asking their understanding first, then the teacher show the power point of Narrative text to help him deliver the more detail about definition, function generic structure, language feature and the example of the text.

##### **2) Film**

Teacher A used film to give the interesting example of the Narrative text, he usually play the

film to the students in the next week after teaches them about the definition, function etc. The teacher checks their understanding of their last lesson first. After checking their, the teacher play the film and ask them to watch and listen to the story then write the important things and the point of the story. For example is a film about Malin Kundang.

3) Audio Listening

Teacher A used audio listening to teach about a material that suitable with the learning function. Sometimes the teacher wants to teach about some expressions about admitting and denying of doing something, so the teacher uses the audio listening to show some expressions that needed. The teacher's way to deliver that media is explain the material first then play the audio listening and ask the students to write the expressions that they listen from the audio listening.

4) Speaking with their friends

This can be said as media because this also a way to deliver a material by giving the students a direct experience with the people or their friends in the class. Teacher A usually used this way to make students implementing a material like introducing self, greeting etc. The teacher gives them the explanation and the example first. After that, the students have to make their own conversation with their own sentence then doing conversation with their friends in the class.

**b. Teacher B**

Teacher B teaches in class X and XI of SMAN 1 Gedangan. He used many medias to teach the material about English to help him deliver the all material easily. Those media are:

## 1) Picture

Teacher B used picture to deliver some material about descriptive text or asking and giving opinion. The way that teacher used to deliver this material is by learning the important point of lesson first then in the last activity of the lesson, the teacher show the picture and ask the students to describe or asking and giving their opinion about the picture.

## 2) Film

Film is one of media that Teacher B used to deliver the material to the students. Teacher B usually used a short film to teach material about the expressions. The teacher look for the film that include some expressions then the teacher ask them to write the expressions that they get from the film as much as they can.

## 3) Power Point

Teacher B usually used power point to help him delivering the material about the definition, function, generic structure etc of a text. There are many kinds of text that suitable if delivered using this media, for example is Spoof Text. The teacher explains this text first then asks the students to read the detail in the power point that made by the teacher and understand it.

## 4) Video

Video is one of media that used by Teacher B in delivering the material to the students. Teacher B usually used this media to deliver the material about expressions also asking and giving opinion. The teachers deliver this material by asking the students to listen about the explanation first then ask the students to watch the video and ask them to write the important point of the material in the video.

## 5) Cartoon movie

Most of students like the movie especially a cartoon movie because it uses the colorful and

interesting scenes. Teacher B used this media to deliver a material about the kind of narrative text like fable. The teacher's way to deliver this material is by explain the material first then watches the movie and writes the summary of the movie.

6) Speaking with native speaker.

Speaking with native speaker is one of the teacher's ways to make students able to improve their speaking skill. This can be held one time in a year because of the limit time that they have in learning English. The way that the teachers used is ask students to write the important things or questions that they need to ask then look for the native speakers and doing conversation with them.

7) Tools around class (Mineral bottle, Smartphone)

Tools around class can be a learning media that can make the teacher easy to bring it or use it. Tools around class can be the class equipment. The way of using this media is bring the noun and ask for the students' opinion about that.

**c. Teacher C**

Teacher C teaches class XI and XII of SMAN 1 Gedangan. The teacher used the media to make the students interest in the material that delivered by the teachers and not feel bored. Teacher C used the English Language Teaching (ELT) media also the way to deliver those material as follows.

1) Microsoft Office word

Microsoft office word is one of media that Teacher C used to deliver the material. The teacher usually used this media to teach about the generic structure of the text. For example is Narrative text, the way that Teacher C used for implementing this media is by giving an example of Narrative text after explain the definition, function etc. then the teacher asks the students to

give marks by coloring the different color in the different generic structure of the text.

2) Power point

Teacher C used power point to give the explanation about text or expressions. The way that the teacher used to implement this media is by putting the explanation of a text or expression in the slide of power point. After that, the teacher asks the students to read and understand it and give the example of the text in the last activity.

3) Film

Teacher C used film to check the understanding of the students in the last times when the material has completed. The teacher looks for the education film and asks the students to watch and find the expressions that they have learned from the first meeting until the last meeting of English class.

4) Song

The students like to listen to the romantic song. Here, Teacher C used this occasion to make students use they listening skill. Teacher C plays the song in three times while students fill the missing lyrics of the song in the paper that the teacher gives before. The paper is containing the missing lyrics of the song.

5) Speaking with native speaker

Teacher C also used this to improve the speaking ability of the students. This is the best way to practice the speaking activity that usually the students just hear and read the conversation from the text. This usually just one time in a year exactly when they do the *Kunjungan Industri* in a historical place while students have to record their conversation with the native speaker.

From the interview, the researcher found many medias that the teachers used in implementing the English Language Teaching (ELT) media. In addition, the



researcher also gives some other questions about the media that students like and dislike;

Teacher A answers, *“The students most like films as the media and dislike audio listening because it will make the students sleepy at that time”*.

Teacher B answers, *“The students look interesting when they doing conversation with native speaker, but maybe just one time in a year because of the time. The media that the students dislike is rarely and almost all students like the media that the teachers used, because we know that the function of media is to give the material easily and make students not feel bored in the class”*.

Teacher C answers, *“The students like films and song, but they dislike the audio listening for example when they get the material about kind of text and the teacher used audio listening media they will feel bored”*.

The researcher also gives question about the advantage and disadvantages in using media.

Teacher A answers, *“The advantages of media are give variation in teaching English and make students not bored in learning process. The disadvantage of media is minimal and almost non-existent because the function of media is to help teachers give the material to the students easily”*.

Teacher B answers, *“By using media, the teacher not much at give the explanation to the students and they also more focused and easy to understand the material than not using media. There is no disadvantage of media because it can help the teacher to give the material easily”*.

Teacher C answers, *“The advantages of using media are to avoid getting bored, to increase learning motivation and make students interesting in the media. The*

*disadvantage of the media is just in the time which so limited”.*

From the interview result above, the teachers answer the questions based on the teacher’s experience while teaching English with the different media and different material. Each teacher also feels the different response and the interest of the students towards the media that used by the teachers. Each teacher also feels the different feeling of the advantage and disadvantages in using the media, but from the teachers’ answer, the media very helpful for the teachers in delivering material.

## 2. The taxonomy level of media that the teachers used in implementing the English Language Teaching (ELT) based on media taxonomy.

To know the taxonomy level of the media that the teachers used, the researcher collect the data from interview also observation. It is done to make the researcher easier to analyze the data. The data are clarified in the table below in which the level of media is based on the Edling theory.

**Table 4.2 Media used by teachers and its level.**

NO	MEDIA	LEVEL OF MEDIA					
		Audio Experiences		3-Demantional Experiences		Visual Experiences	
		Subjective codification (Visual)	Objective codification (Audio)	Direct experience with people	Direct Experience with objects	Objective codification (visual)	Subjective codification (audio)
		Low	Medium	High	High	Medium	Low
1.	Power point					√	√
2.	Film		√			√	
3.	Audio Listening	√	√				

4.	Direct speaking with friends			√			
5.	Microsoft office word					√	√
6.	Picture					√	√
7.	Song	√	√				
8.	Speaking with native speaker			√			
9.	Video		√			√	
10.	Cartoon movie		√			√	
11.	Tools around class (Mineral bottle, Smart Phone etc)				√		

Table 4.2 above is the data result from the interview. Here, the researcher found many medias that are used by the teacher. In this case, the researcher makes the conclusion about the media and the level of each media. As we know that according to Edling, there are three variable of learning activities; Audio Experiences, 3-Dimensional Experiences and Visual Experiences.

Audio Experiences included Subjective Codification (Visual) and Objective Codification (Audio). Subjective Codification (Visual) is the visual code of media subjectively delivered while Objective Codification (Audio) is the audio code of a media objectively delivered. From that definition, we know that Subjective Codification (Visual) is in the low level of media and Objective Codification (Audio) is in the medium level of media.

Visual Experiences included Subjective Codification (Audio) and Objective Codification (Visual). Subjective Codification (Audio) is the audio code of media subjectively delivered while Objective Codification is the audio code of media objectively delivered. From the explanation above, we know that for the level of media Objective Codification (Visual) is higher than Subjective Codification (Audio) which Subjective Codification (Audio) is in the low level and Objective Codification (Visual) is in the medium level.

3-Demansional (3D) Experiences is included of Direct Experience with people and direct experience with objects. Both experiences are the highest level of media because both Direct Experience with people and Direct Experience with object that are using complicity with the people or objects directly.

From the table above, we know that Audio Listening and Song are the media that categorized as audio experiences in low level of Subjective Codification (Visual) and medium level of Objective Codification (Audio). Power Point, Microsoft Office Word and Picture are categorized as visual experiences in low level of Subjective Codification (Audio) and medium level of Objective Codification (Visual). Film, Video and Cartoon Movie are categorized as media that include the same level of media, that is medium level of Objective Codification (Audio) and medium level of Objective Codification (Visual). While there are three media for 3-Demansional (3D) experiences, those are Direct speaking with friends and Speaking with native speaker for Direct experience with people and Tools around class (mineral bottle, Smart phone etc) for Direct Experience with objects. For 3D Experiences, all media are categorized in the high level.

## **B. DISCUSSION**

In this section, the researcher discussed about the result of doing research with the review of the theory as

explained in the theoretical framework in the Chapter II. The first discussion of this section was about the English Language Teaching (ELT) media that used by the teachers also the teacher's way to implement it and the second discussion was about the taxonomy level of media that are the teachers used in implementing the English Language Teaching (ELT) based on media taxonomy.

### **1. English Language Teaching (ELT) media usually used by the teachers.**

The researcher used two techniques to collect the data that is observation and interview. From the observation, the researcher found three media that the teachers used those are; Power point, Microsoft office word and picture. Beside, from the interview the researcher found twelve media that the teacher used in implementing the English Language Teaching (ELT) media used by teachers at SMAN 1 Gedangan included those three media that the teacher get from the observation. Those media are; Power point, film, puzzle, audio listening, direct speaking with friends, Microsoft office word, picture, song, speaking with native speaker, video, cartoon movie and tools around the class (mineral bottle, Smartphone).

Those media are interesting and motivated media for students in teaching and learning process especially in English lesson. According to Edling, there are the experience; Audio experience, visual experience and three-dimensional (3D) experience<sup>53</sup>. The other author, Rudy Bretz said that there are four media; Audio media, visual media, audio-visual media and multimedia<sup>54</sup>. Those media also included all media if analyzed based on Rudy Bretz theory about taxonomy media.

The result of this research is different with the result of previous study that said the teachers rely on the certain media to be utilized in the English language teaching<sup>55</sup>.

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<sup>53</sup> Arief S. Sadiman, R. Rahardjo, Anung Haryono, Rahardjito. *Media Pendidikan* ... ... 26

<sup>54</sup> Arief S. Sadiman, R. Rahardjo, Anung Haryono, Rahardjito. *Media Pendidikan* ... ... 20

<sup>55</sup> Hysintha Lusia Soko. *“Teachers’ Perceptions* ... ... 92

After collecting data, the researcher gets result that the teachers used all level in delivering the material by using media; six media in Objective Codification (Visual), five media in Objective Codification (Audio), three media in Subjective Codification (Audio), two media in Subjective Codification (Visual), two media in Direct experience with people and one media in Direct experience with objects. Those media also can be said as effective media because those media are included all the cone experience based on Edling, which the theory of Edling is used to know the level of media in this research but the most media that used is in Objective Codification (Visual) that is six media.

## **2. The taxonomy level of media that the teachers used in implementing the English Language Teaching (ELT) based on media taxonomy.**

In this session, the researcher writes the results of both observation and interview results. From the table 4.2 in the research finding above, we know the level of each media that the teachers used in teaching English. The researcher classified all of media by the level of each media based on the media taxonomy according to Edling's theory which said that there are three level of media; low, medium and high level<sup>56</sup>.

In audio experience, the audio code of media is objectively delivered while the visual code of media is subjectively delivered<sup>57</sup>. In the result from collecting the data, there are two media that classified in the audio experiences that is the medium level of Objective codification (Audio) and low level of Subjective codification (Visual). Those media are; Audio listening and song. The reason why both media classified in medium level of Objective Codification (Visual) and low level of Subjective Codification (Audio) are both media objectively in the sense of hearing, while the media that

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<sup>56</sup> Arief S. Sadiman, R. Rahardjo, Anung Haryono, Rahardjito. *Media Pendidikan ... .. 26*

<sup>57</sup> Ibid.

involved the sense of hearing is classified as audio media<sup>58</sup>.

Visual experience is when the visual code of a media delivered objectively and audio code of a media delivered subjectively<sup>59</sup>. In this research, the media from the data result that show visual experience are Power point, Microsoft office word and picture. Those media classified in the medium level of Objective codification (Visual) and Objective codification (Audio) because those media more focused on the sense of vision than the sense of hearing.

In the other side, there are three media that classified in both medium level of Objective codification (Audio) and medium level of Objective codification (Visual), those are; film, video and cartoon movie. The reason of that classification is both audio and visual codes of those media are delivered objectively.

Based on the taxonomy media, Three-dimensional (3D) experience is the highest level of media<sup>60</sup>. In the result data of this study, there are three experiences classified in the high level of direct experience with people and direct experience with objects. Those media are; tools around class (mineral bottle, Smart phone etc) and direct speaking with friends and direct speaking with the people. Those classified as the high level because the students get the direct interaction from the people or objects.

From the discussion above, the media that the teachers used much classified in the medium level of Objective Codification (Visual). Here, the teacher knows that the highest level of media is when the students know the real of the media that is delivered (direct experience with objects and people), but the teachers considered the media based on the appropriateness with the material.

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<sup>58</sup> Doosuur Ashaver, Sandra Mwuese Igyuve. *“The Use of Audio-Visual Materials in the Teaching and Learning Process in Colleges of Education in Benue State-Nigeria”*. Benue State University. 2013

<sup>59</sup> Arief S. Sadiman, R. Rahardjo, Anung Haryono, Rahardjito. *Media Pendidikan ... .. 26*

<sup>60</sup> Ibid.

## **CHAPTER V CONCLUSION AND SUGGESTION**

In this chapter, the authors provide the conclusion and suggestion relating to the problems that the researcher examined. The conclusion obtained from the results of the analysis and interpretation of existing data. Meanwhile, the suggestion is given as consideration in order to help the implementation of teaching activities well.

### **A. RESEARCH CONCLUSION**

There are two points that can be concluded by the researcher from this research. The research concludes these two main points as follows.

#### **1. English Language Teaching (ELT) media usually used by the teachers.**

Based on the results of analysis, three English teachers at SMAN 1 Gedangan used various media in implementing ELT media. Based on the finding as it explained in the chapter 4, it can be said that the media that usually used by the teachers are; Power point, film, audio listening, direct speaking with friends and native speaker, picture, Microsoft Office Word, song, video, cartoon movie and tools around the class (mineral bottle, Smart phone etc). Also two experiences, those are; direct speaking with native speaker and direct speaking with friends.

#### **2. The taxonomy level of media that the teachers used in implementing the English Language Teaching (ELT) based on taxonomy media.**

When analyzed based on Edling's taxonomic theory about level of media, these media are classified at the medium level of Objective Codification (visual). There are two media in the high level of direct experience with people, those are; direct speaking with friends and direct speaking with native speaker. There is one media in the high level of direct experience with objects, that is; tools around the class. There are six media in the medium level



of Objective Codification (Visual), those are; Power point, Film, Microsoft Office Word, Picture, Video, Cartoon Movie. There are five media in the medium level of Objective Codification (Audio), those are; Film, Audio listening, Song, Video, and Cartoon Movie. There are three media in the low level of Objective Codification (Audio), those are; Power point, Microsoft Office Word and Picture. The conclusion is the teachers mostly in the medium level than other level. In addition, this also can be said as an effective of using media because the result of using these media are not monotonous at one level of media and the use of media by considering the appropriateness with the material.

## **B. SUGGESTIONS**

By raising the issue of research topics related to the ELT media used by teachers, the researcher finds some suggestions to some sides as follows.

### **1. For English teachers**

The researcher hopes this research expected to provide other information about taxonomy media taxonomy to the English teachers and other subjects in order to consider the media that will be delivered before teaching. The researcher hopes that the teacher can add for the activity in the high level of media.

### **2. For the next researcher**

The researcher hopes that this research is able to give the benefit to the next researcher who wants to examine the background of this research. In addition, the researcher hopes that the next researcher can minimize the fault and get the inspiration to develop their research after read this research. They also may to do a research in the different level of student to know whether research that conducted at the different level of student will get the different or the same result.

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