Chapter Two

Literature Review

The aim of this literature review chapter is to discuss some important aspects addressed in this research. First, the researcher discusses some references which are related to this research including definition of instructional media, types of instructional media, benefits of using instructional media, challenges of using instructional media and the use of instructional media in teaching and learning process. Second, the researcher explains the review of related studies which relates to this research context. Third, the researcher presents conceptual framework.

Definition of Instructional Media

Instructional media are teaching materials which are used to bridge the gap of communication between teachers and students in teaching and learning process. According to Smaldino, Rusell, Heinich and Molenda (2004),

"A medium (plural media) is channel of communication and it is derived from Latin language ''between". "The terms refers to anything which carried out the information from the source to the receiver and the purpose of media is to facilitate communication and learning" (p.9).

It is supposed that teachers accompany their lesson with instructional media in order to deliver the information of lesson and aid learning process. Other expert states that instructional media encompass all of the materials which are used by teachers to obtain the proper instruction in teaching and learning process (Asemota, 2015; Scanlan, 2003). Moreover, Alobo (2010) argued that

instructional media are things which are designed to accomplish the objectives of the lesson and to illustrate the meaning of the object related to the material used by teachers in teaching. In addition, J. Wamalwa and E.Walmawa (2014) define instructional media as various types of media used as assistance in order to assist students' understanding in teaching and learning.

From the definition above, it can be concluded that instructional media are set of teaching materials which are used to facilitate a communication between teachers and students, to deliver the lesson to the students, to find out a proper instruction, to achieve the objectives of lesson, to illustrate the meaning of the lesson, and to assist students' understanding.

Types of Instructional Media

In this research, the researcher tries to compare the types of instructional media that have been suggested by some experts. Based on the study from Harmer (2007), the instructional media are divided into some categories which are visual aids, audio-visual aids, audio aids and resources (human and materials). Furthermore, Aggarwal (2003) also categorized the instructional media into three groups namely audio resources, visual media and audio-visual media. In addition, Smaldino et al. (2004) divided the instructional media into several types, as follows, visual media, motion media, manipulative (object) and people. Moreover, the researcher tries to classify the possible types of instructional media which can be used in teaching and learning process. They are audio media, visual media, and audio-visual media.

Audio instructional media. Audio is a type of instructional media which can be heard by people. According to Smaldino et al. (2004), ''audio includes anything like songs, people's recorder, and radio news'' (p.11). Besides, Genhard (1996) classified the audio into some categories namely radio news, and songs. Furthermore, Harmer (2007) also classified audio into some parts including podcast and recorded material.

Songs. Songs as audio instructional media have contributions in teaching and learning in the classroom. According to Hidayat (2013) and Sevik (2012), songs offer the significant roles for teacher to teach listening subject and for students to develop listening ability**.** Furthermore, songs provide opportunities for students to master vocabulary and to learn structure of sentence (Millington, 2011).

Podcast. Podcasts are digital audio file which exists in the web which contains radio news, songs and people's recording. Podcast has many types including audio-podcast, enhanced podcasts, and video podcasts (Liu & McCombs, 2008). Moreover, audio-podcast includes audio only and it requires a relatively small storage space (Liu & McCombs, 2008). Furthermore, Jain and Hashmi (2013) revealed that podcasts are audio files in the internet which is update regularly. Additionally, "Podcasting" involves placing recorded material on a website from which it can be downloaded and listened to at a later time'' (Scutter, Stupans, Sawyer & King, 2010, p.180). To conclude, podcast is audio content which is provided on website and it is updated regularly.

Podcast has benefit for teaching English subject, and one of them is to develop listening comprehension. Based on study done by Stanley (2006), Farangi, Nejadghanbar, Askary and Ghorbani (2015) and Davoudi & Rezaei (2016), podcast offers significance for students to improve listening skill inside and outside classroom. Besides, podcast gives opportunities for students to learn cultures and history of target language (Istanto & Indrianti, 2011; Hasan & Hoon, 2013).

Radio news program. The use of radio news program in teaching English in order to enhance different skills has been found on many studies. According to Brinton and Gaskill (1978), the use of radio news program has great advantage in improving students' listening comprehension that have difficulties in comprehending new words. Furthermore, Bedjou (2006) noted that the radio news program offers benefit for students to learn the different spoken of native speaker. Besides, Bahrani and Sim (2011) argued that the use of radio news programs assist teachers to build the students' motivation in improving speaking skill through imitating the spoken of native speaker.

Recorded material. Recorded material has significant benefits in teaching and learning English not only for teacher but also for students. As stated by Harmer (2007), recorded material offers benefit for students to hear diversity of native speaker spoken. Besides, recoded material provides source for language input for students (Harmer, 2007). Moreover, Kadagidze (2006) stated that recorded material enables students to listen the variety of English sound and accents.

Visual instructional media. The aims of visual media are to attract the students' attention in the classroom and to aid the students to integrate their previous experience (Syandri, 2015). Rokni and Karimi (2013) claimed that visual material offers significant role in enhancing students' motivation for better learning. Besides, Abebe and Davidson (2012) stated that visual materials give teacher opportunities to have more time in terms of instruction, drills practice, exercise, and a lot of explanation in classroom activities.

Additionally, there are a lot of visual media which can be used by teachers in teaching and learning process. Syandri (2014) classified the visual media into some parts namely flash card, charts, pictures and real objects. Moreover, course books, photograph, graphics, cartoons are types of visual media (Harmer, 2007). Additionally, Smaldino et al. (2004) categorized the instructional media into some portion namely still pictures, charts, graphs, drawing, cartoons, and posters. Furthermore, the researcher tries to categorize the possible visual instructional media which can be used in the teaching and learning process including poster, still pictures, power point slides, textbook, pictures, flipchart and flash card.

Posters. Posters represent combinations of images, word and color. Posters have some contribution in teaching and learning process and one of them is to illustrate the meaning of the lesson and to draw students' attention (Smaldino et al., 2004). Furthermore, posters also can be used in teaching and learning process because they can help teachers stimulate interest topic (Osa & Musser, 2004). Besides, posters are also effective visual media that can be used to motivate students to learn (Osa & Musser, 2004).

Still pictures. Still picture refer to photography presentation that are ready available in textbook, catalog, and magazine (Smaldino et al., 2004). Moreover, Smaldino et al. (2004) define "still pictures are photographic representation of place, people and things" (p.241). It is commonly used to give specification instruction. Furthermore, still pictures that are used in teaching and learning process provide some significance. As stated by Smaldino et al. (2004), still pictures that illustrate specific topic of the lesson help teacher in teaching and learning process. Additionally, still pictures can be used by teachers to explain range of information related to the lesson (Onansya, 2004).

PowerPoint slides. PowerPoint slides offer benefits especially for education that has been studied by some experts. As stated by Lari (2013), the use of power point slides can help teachers to promote students' motivation in learning English. Furthermore, the use of power point slides assist teachers to supplement the spoken words and helps students memorize the lesson longer (Brock & Joglekar, 2011). Besides, power point slides assist teachers to gain students' attention to be focused by showing interesting power point slides (Ozaslan & Maden, 2013).

Textbooks. Textbook is another best visual media that can be used by teachers in teaching and learning process. Diniah (2013) revealed that the use of textbooks in teaching and learning process helps teachers develop student motivation in learning. Furthermore, the textbook has a function in terms of supplementing teachers' instruction in teaching and learning process (Wen-Cheng, Chien-Hung & Chung-Chieh, 2011). Moreover, Ahour, Towhidiyan and Saeidi

(2014) mention that textbook plays important role as a source of knowledge not only for teachers but also for students. Then, Richards (2011) stated that textbook is one component of language program which offers a lot of advantages such as providing various activities in learning resources, best guidance in teaching, structure and syllabus program, and providing high quality activities for teaching and learning process.

Pictures. Picture is photo, painted, images captured of things, person or something else. According to Harmer (2007) define picture as" pictures can be in the form of flashcard (smallish cards which we can hold up for our students to see), larger wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or group work), photograph and illustration (typically in textbook)" (p.134). Hence, pictures can be used in some purposes in teaching and learning process. According to Aini (2013 and Onasanya (2014), pictures are visual media which are commonly used to explain the word that cannot be illustrated easily. Furthermore, Klasone (2013) mentioned that pictures have some contribution in learning process which draws students' curiosity, motivation, and stimulus for students in learning process. Moreover, teachers can encourage students in learning vocabulary by using pictures (Hashemi & Pourgharib, 2013).

Flipcharts. Flipcharts is instructional media which include big sheets of paper. As stated by Aini (2013), flipcharts is used to write down some important points in learning and teaching activities such as activities in group discussion. Furthermore, a flipchart is easy to use, convenient and accessible (Aini, 2013).

Flash cards. Flash cards is another kind of visual instructional media whose forms is like pictures used by teacher in prompting students to learn English. It was supported by Komachali and Khodareza (2012) that flash cards are worthwhile for teaching pronunciation, letter, syllables and words. Furthermore, flash cards consist of words and pictures use to convey information of lesson in teaching and learning process (Chien, 2015).

Audio-visual instructional media. Audio visual is a part of instructional media used to encourage teaching and learning to be more understandable and interesting (Rather, 2004). Another expert said, audio visual media are used to draw students' attention, concentration and enthusiasm in learning process (Ode, 2014).

Moreover, Madhuri (2013) give classification of audio-visual which can be used for teaching and learning process. They are filmstrips, film, video and compact disk. Furthermore, Dike (1993) also classified audio-visual media including film and filmstrips, slides-tape decks, television programmers, videotapes and dramatization. In addition, Onansya (2004) categorized the audio-visual media into some parts which are film strips and slides. Hence, the researcher tries to give classification of audio-visual media that can be used in teaching and learning process including cartoons, movies, videos, and television program.

Cartoons. The use of animated cartoons in teaching and learning process offers a lot of benefits. As stated by Yaman (2010) and Bahrani and Sim (2012), cartoons help teachers increase the student level of motivation. Besides, teachers

are easy to encourage students to be more active, responsive and to develop their critical thinking skills using animated cartoons (Afrilyasanti & Basthomi, 2011). In addition, animated cartoons help teachers to develop students on vocabulary mastery (Munir, 2016; Birisci & Metin, 2010). Furthermore, by using animated cartoons in teaching, teachers can increase students' language skill (Su & Liang, 2014; Mustafa, 2010).

Movies. Movies provide advantages for teachers to enhance students to learn a lot of things in learning process. According to Ying and Feng (2012), Istanto (2009) and Rajendran and Andrew (2014), English movie provides opportunities for teachers to encourage students to learn diversity from communities. Besides, Ying and Feng (2012) and Khan (2015) stated that English movies help teachers to improve students' skills in learning target language. Furthermore, movies support teachers to create a comfortable classroom in the learning process (Ying & Feng, 2012). Additionally, the use of movies help teachers explain the different pronunciations of native speakers used in daily life, social value, behavior and people's attitude from different country (Istanto, 2009).

Videos. Another audio-visual media is videos that provide some contributions in teaching English. According to Cakir (2006), videos promote learning process to become meaningful, clear, pleasurable, and interesting. Besides, Bal-Gezegin (2014) and Cakir (2006) stated that video is a part of audio-visual media which offers advantages for teachers to explain the cultures from different countries to students. Moreover, using videos in teaching and learning process help teachers encourage students to be more focused (Muniandy & Veloo,

2011). Afterwards, videos help teachers improve students' vocabulary mastery (Akerele & Afolabi, 2012; Bal-Gezegin, 2014).

   Television Programs. The study of the use of television programs as a supplement for teaching English in the classroom has been investigated by some researchers. According to Akhter (2011), TV programs help teachers to teach well and to develop students understanding to the lesson. Moreover, based on study from Elyasi and Pourkalhor (2014) revealed that the recorded TV programs affect students to improve their conversation and vocabulary in learning English. In addition, the use of news TV programs allows teachers to introduce a variety of English accents in classroom and help students practice it (Bahrani, 2011).

Benefits of Using Instructional Media

   Instructional media offer benefits not only for teachers but also for students. According to Naz and Akbar (2008), Igu, Ogba and Igwe (2014), Esu, Enukoha and Umoren (2004), Olumorin, Yusuf, Ajidagba and Jekayinfa (2010), the benefits of instructional media are presented below.

   Explaining lesson clearly. Instructional media assist teachers to convey the lesson clearly without any problem. Naz and Akbar (2008) claimed that instructional media help teachers teach conveniently and build the interactive communication. Besides, instructional media facilitate teachers to deliver the lesson in impressive way to students without any difficulty (Olumorin, Yusuf, Ajidagba & Jekayinfa, 2010). Similarly, Esu, Enukoha and Umoren (2004) argue that instructional media support teachers to transfer the abstract concepts into concrete ideas to students and encourage students to learn. Furthermore, Asemota

(2015) asserted that instructional media facilitate the teachers to transfer the knowledge clearly and logically that can be understood by students in teaching and learning process.

   Saving time and energy. Another significance of instructional media help teachers save teachers' energy and time. It is in line with the study of Igu, Ogba and Igwe (2014) that instructional media assist teachers to explain clearly without any problem so that teachers' energy and time will be saved. Moreover, Naz and Akbar (2008) revealed that instructional media help teachers improve students' participation while it will save teachers' energy and decrease the verbal instruction in teaching and learning process.

   Creating favorable environment. Instructional media provide the advantages for teachers to create favorable environment and solve the monotonous teaching and learning process. As stated by Abdu-Raheem (2016), instructional media highly facilitate teachers to make learning more interactive and interesting. Moreover, instructional media assist teachers to make teaching and learning process to be boring and less abstract (Alobo, 2010).

   Drawing students' attention. Another advantage of instructional media is to help teachers maintain students' attention in teaching and learning process. According to Abolade (2009), instructional media help teachers draw students' attention and stimulate students' imagination in teaching and learning process. Furthermore, Adewale (2011) discusses that instructional media help teachers arouse students' attention and develop students understanding. Similarly, Solak

and Çakır (2015) and Tomlinson (2012) state that instructional media offer benefits for teachers to gain students' attention to learn the target language.

Improving students' performances. Instructional media afford benefits for teachers to improve teachers' efficiency and increase students' performances. Atanda and Jaiyeoba (2011) state that instructional media play important role for teachers to build the interactive learning environment, while for students, it will improve their performances. Moreover, instructional media support teachers to improve students' performances in some activities in learning (Arulselvi, 2011). Moreover, Okune, Gudo and Odongo (2016) argued that instructional media aid teachers to bolster students' performances in terms of repetition letters, words, and writing in the dictation.

Providing students' longer retention. Instructional media have significances for teachers provide the clear explanations for students in order to be understood. According to Abdu-Raheem and Oluwagbohunmi (2015), instructional media support teachers to explain clearly without any difficulties and make student more understand to acquire greater knowledge. Besides, instructional media assist teachers to transmit the knowledge in exciting way so that it will help students to gain greater knowledge and provide a longer retention (Makewa, Ngusa & Role, 2012).

Developing students' motivation. Instructional media provide significances to develop students' motivation. This statement is supported by Alobo (2010) that the students will be more motivated in learning process when the teachers involve instructional media in their teaching. Furthermore, Makewa,

Ngusa and Role (2012) also states that the appropriate selection of instructional media help teachers raise the motivation levels of student in learning.

Challenges in Preparing and Using Instructional Media

The success of preparing and using the instructional media depend on various categories. Okobia (2011), Aini (2013), Jotia and Matlale (2011), Benson and Odera (2013), and Livumbaze, Geofrey, Achoka and Judith (2017) mentioned that the challenges appear not only in using but also in selecting the instructional media. The challenges are presented below.

Limited of instructional media. Limited of instructional media is the major problem for teachers in preparing instructional media (Okobia, 2011). Similarly, the great challenge faced by teachers when the instructional media are not limited (Aini, 2013; Benson & Odera, 2013). Furthermore, Jotia and Matlale (2011) argued that insufficient instructional media disturbs the frequency use of instructional media used by teachers in their teaching.

Lack of adequate time. Other challenges in preparing and using instructional media are the teachers are busy with a lot of works and activities. This statement is supported by Okobia (2011) who declared that lack of adequate time for preparation has impact toward the regularly teachers to involve their teaching with instructional media. Besides, the teachers have overloaded with a lot of work so that they did not have time to prepare the instructional media (Ayoti & Poipoi, 2013).

Inadequate knowledge and skills. Inadequate knowledge and skill influence the frequency of instructional media used by teachers. Based on a

survey conducted by Benson and Odera (2013), teachers are lack of knowledge to create teaching aids and operate them. Besides, Ayoti and Poipoi (2013) stated that some teachers are lack of proper knowledge and skill to produce the interesting instructional media and how to explain them in the teaching and learning process.

Low of Internet connection. Low of Internet connection is one of the challenges faced by teachers to find out the instructional media in Internet. According to Livumbaze, Achoka and Judith (2017), lack of ICT disturbs teachers to discover the instructional media which provide on the Internet.

Insufficient electricity devices. Another challenge in preparing and using instructional media is a minimum of electricity devices. It is supported by Livumbaze, Achoka and Judith (2017) who declared that lack of electricity devices is one of the challenges faced by teachers in implementing instructional media in the classroom. Moreover, inadequate electricity devices disturb the teachers to use the electronic media in teaching (Ayoti & Poipoi, 2013). Additionally, Rao (2014) mentioned that the lack of infrastructure in the classroom presents the great problem for teachers who are not able to use several instructional media.

Minimum of technician specialist. Another challenge using instructional media is the lack of technician specialist. Aini (2013) argued that the problems encountered by teachers in using technology devices is the minimum of technician specialist in schools.

The Use of Instructional Media in Teaching and Learning Process

The studies related to the use of instructional media in teaching English has been conducted by some experts and researches in different purposes. Based on study was conducted by Abdu-Raheem (2016) entitled "Effect of Instructional Materials on Secondary Schools Students Achievement in Social Studies in Ekiti State, Nigeria", researcher explored how the instructional materials have contributions to the achievement of secondary schools students in both experimental and control groups. The students in experimental and control groups had some pre-test before the experimental research took place. However, the students in experimental groups only were taught with various kinds of instructional materials. Besides, the students in control groups were taught with the conventional teaching methods. In the findings the researcher found that students in experimental groups were taught with instructional materials performed better than the control groups in terms of achievement. This means that instructional materials have impact to students which were taught and expose with the instructional materials.

Additionally, the use of instructional media in teaching and learning English is also discovered by other researchers. Based on study investigated by Syandri (2015) entitled "A Case Study on the use of Visual Media in English Instructional Process at State Islamic Secondary School 1 Malang", researcher found that teachers use several kinds of visual media to teach English including flashcards, pictures, charts and real object. Furthermore, the finding showed that

the use of several kinds of visual media has influenced students to be active in participation, attitudes and motivation in learning.

Review of Related Studies

In this context, the researcher tries to relate some previous researches which discussed the research about instructional media. The first study was conducted by Aini (2013) entitled "Instructional media in teaching English to young Learners: A case study in elementary schools in Kuningan". The aims of the research were to explore the types of instructional media used by teachers, the problems encountered by teachers and the strategy to solve the problems in selecting and using instructional media. The research used a case study. The research carried out three different elementary schools in Kuningan, West Java. Three English teachers from different schools were presented as participants of the research. In-depth interview and observation were employed to gain the data. Data from field was analyzed through coding analysis. The result revealed that there were four kinds of instructional media that were frequently used by teachers including pictures, boards, realia, and books in different purpose. Moreover, the problems faced by teachers in selecting and using instructional media were the lack of time preparation, insufficient of instructional media availability, students' characteristic, a supportive classroom condition, and inadequate knowledge and skills to operate high-technology. Besides, use the available instructional media, try to back up instructional media, and ask the technical to operate technology devices were the strategy of teachers to solve the problems in terms of selecting and using instructional media.

This research gives abundant information about instructional media. The advantages of this research have more detail explanation by presenting the types of instructional media used by three English teachers from different schools, the challenges, and the teachers' strategy to solve the problem. So, the researcher will use this research as references related to the first and third research questions about what types of instructional media most frequently used by EED of UMY students to teach English in the internship program and what challenges most frequently encountered by EED of UMY students when using instructional media to teach English in the internship program.

The second study with the title "towards selection of instructional media for effective teaching and learning of English as a second language in secondary schools" was investigated by Alobo (2010). The purpose of this research was to find out the reason of secondary school teacher in selecting appropriate educational media and the effect of using the instructional media on teaching and learning English as a second language in secondary school. Two sets of questionnaire were distributed for ten English language teachers and eighty senior of secondary school from five schools. Descriptive statistics and simple percentages were used to analyze data of this research. The result of this research showed that English language teachers rarely and occasionally accompanied their teaching with instructional media. It was because the instructional media for teaching and learning of English as a second language were not available, accessible and expensive. Meanwhile, the use several types of instructional media

in teaching and learning as a second language have some impacts to students and made the learning process more interesting, enjoyable and less abstract.

In this research, the researcher mentions clearly the instrument that the researcher used to gather the data. Also, the researcher mentions some types of instructional media and guidance principle for selecting the proper instructional media for teaching and learning. However, the researcher did not mention how many items in questionnaire that the researcher had. Hence, the researcher does not give clear explanation on how to conduct the research. In relation to the recent study, this research provides the example of types of instructional media that the researcher can use as reference related to my first research question about what types of instructional media most frequently used by English Education Department of Universitas Muhammadiyah Yogyakarta students to teach English in the internship program. Also, this research discusses clearly about the effect of instructional media used by teachers who integrate instructional media in their lesson and the challenges faced by teachers to put the adequate instructional media in teaching and learning process. This article was related to the second and third research questions about what benefits perceived by EED of UMY students to be the most when using instructional media to teach English in the internship program and what challenges most frequently encountered by EED of UMY students when using instructional media to teach English in the internship program.

The third study comes from Cakir (2015) entitled "Instructional Materials Commonly Employed by Foreign Language Teachers at Elementary Schools".

The objective of this research was to find out the kinds of instructional materials do foreign language teachers use at elementary schools and the possible reasons for utilizing certain instructional materials in the EFL classroom. This research applied two research designs namely qualitative and quantitative research. This research was conducted at elementary schools in Kayseri, Turkey. The researcher took 38 English teachers working at elementary schools in Kayseri, Turkey and 68 students majoring in English language teaching at a state university. Questionnaire, interview schedule, and observation were used to collect the data. The questionnaire was distributed to 68 ELT department students and they were asked to fulfill the questionnaire and also requested to evaluate the frequency of instructional media used by foreign language teachers. Besides, the researcher also selected five teachers to do the interview. Then, the researcher used Statistical Package for Social Sciences (SPSS) program version17 to analyze the data. The study showed that there were 15 instructional materials which were used in EFL classroom by foreign language teachers. The instructional materials were divided into four group namely basic materials, visual aids, audio-visual aids, technological aids and other materials. Based on the results in this study, it can be said that the course-book was the basic materials commonly employed by foreign language teachers in classroom. Furthermore, the foreign language teachers prefer to choose pictures of posters as visual aids. The pictures and posters have got high percentages (50%) of participants. The reason why the foreign language teachers used pictures and posters might be due to of their availability. Moreover, (36.8%) of the participants have a tendency to choose and use flashcards as visual media.

The flashcards has got the second highest percentage that the participants employ in the classroom. Besides, the songs and podcast have lowest percentage (5.3%), meaning that they are rarely used and implemented by teachers in EFL classroom. In addition, 39.5% of participants used videos and films as audio-visual materials. Furthermore, this result from observation and interviews revealed that the teachers are rarely to use ICT materials. Then, the reasons why the foreign language teachers do not use various types of instructional media are also answered from semi-structured interview. From their opinions, it indicated that teachers are not used instructional materials because of some factors including limited technological knowledge, limited time to prepare, over workload, less of enthusiasm, and limited to attend professional development.

The recent research is useful for my research because the researcher can select some points to be put as references related to the first and third research questions about what types of instructional media most frequently used by EED of UMY students to teach English in the internship program and what challenges most frequently encountered by EED of UMY students when using instructional media to teach English in the internship program. The advantages of this recent research have more detail explanation by showing the example of instructional media that were commonly used in teaching and learning process. Also, this research discusses clearly about the challenges faced by teachers in selecting and using instructional media in teaching and learning process. However, this research mentioned some steps on how to analyze the data from interview.

In brief, the researcher makes these previous studies to become references in conducting the recent study. As explained, the previous studies used different types of instructional media, purposes, setting and number of population. By reviewing from their studies, the researcher then selects several points to be put as references.

Conceptual Framework

It has been mentioned above that instructional media encompass all of the materials used to facilitate the communication between teachers and students and to enrich teaching and learning process (Smaldino, Rusell, Heinich & Molenda, 2004; Asemota, 2015; Scanlan, 2003). The aim of this research is to investigate the types of instructional media used by EED of UMY students to teach English in the internship program, the significances and the challenges of using instructional media in the internship program.

First, this research focuses on investigating the types of instructional media mostly used by EED of UMY students to teach English in the internship program. There is a wide type of instructional media which can be beneficially and effectively used by EED of UMY students in the internship program. They can be broadly classified into some portions which are audio instructional media, visual instructional media and audio-visual instructional media

Second, this research attempts to investigate the significances of using instructional media to teach English in the internship program. Instructional media offers benefits not only for the teachers but also for the students. There are some possible benefits of instructional media including explaining lesson clearly, saving

energy and time, creating favorable classroom, drawing students' attention, developing students' motivation, improving students' performances, and providing students' longer retention.

Third, this research intends at investigating the challenges of using instructional media to teach English in the internship program. The challenges appear not only in using but also in selecting instructional media including unavailability of instructional media, lack adequate of time, inadequate knowledge and skills, lack of Internet connection, lack of electricity devices and minimum technician specialist.

Then, the researcher describes the conceptual framework of this research in the following chart.
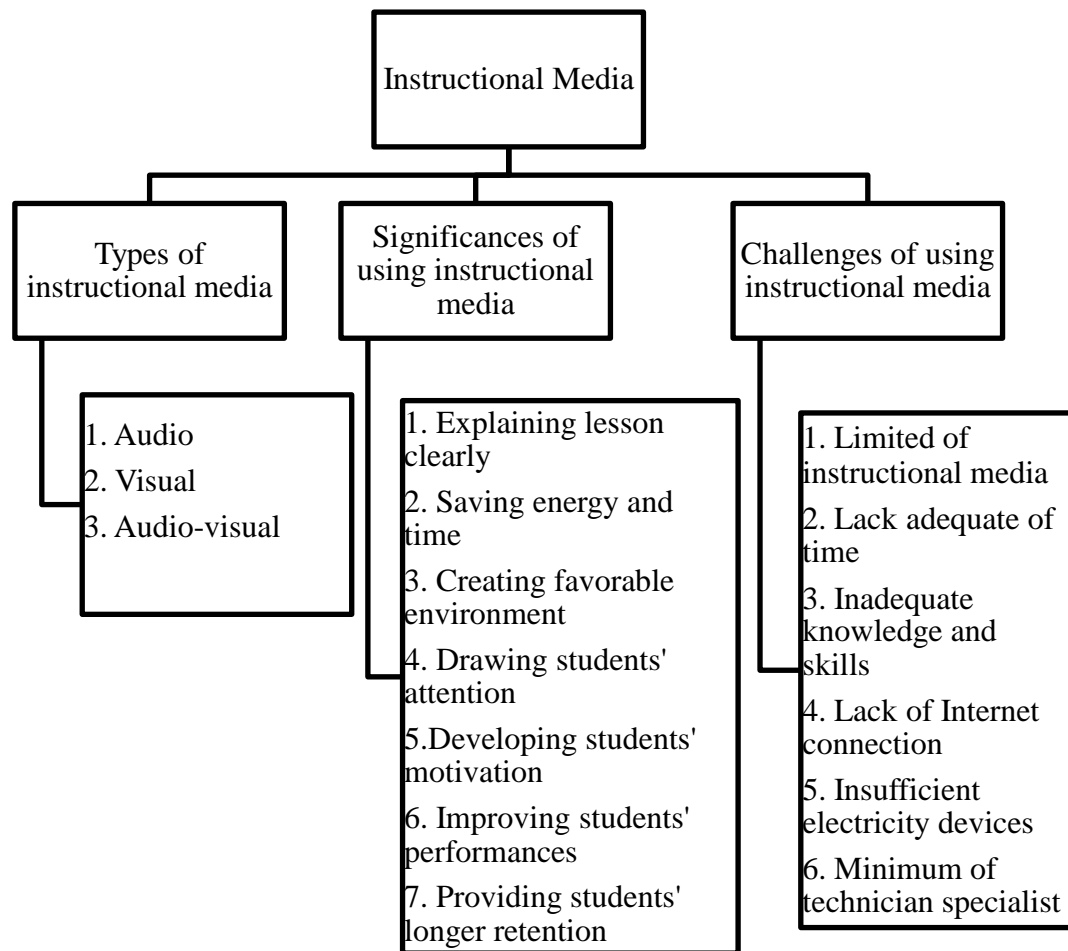
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Types of instructional media	Significances of using instructional media	Challenges of using instructional media
1. Audio 2. Visual 3. Audio-visual	1. Explaining lesson clearly 2. Saving energy and time 3. Creating favorable environment 4. Drawing students' attention 5. Developing students' motivation 6. Improving students' performances 7. Providing students' longer retention	1. Limited of instructional media 2. Lack adequate of time 3. Inadequate knowledge and skills 4. Lack of Internet connection 5. Insufficient electricity devices 6. Minimum of technician specialist

Figure 1. Conceptual Maps