

## **Chapter Four**

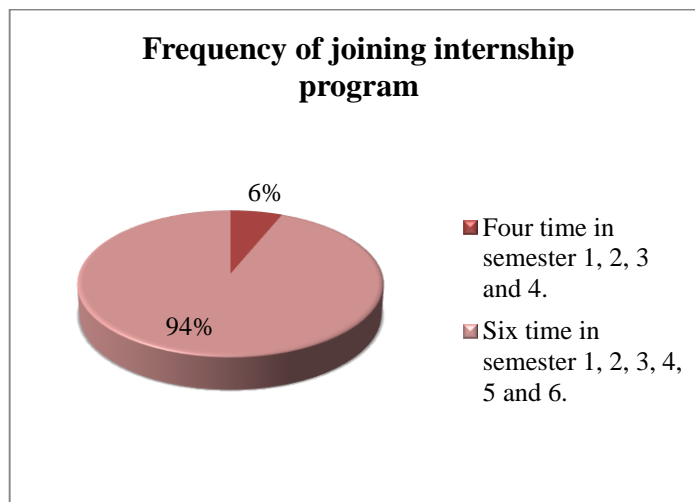
### **Results and Discussion**

This chapter presents the results and discussion of the research. The results of this research are followed by discussion that includes the analysis of results. The results and discussion are proposed to answer three research questions of this research. Those results include demographic information of the participants, types of instructional media most frequently used by EED of UMY students to teach English in the internship program, benefits and challenges of using instructional media to teach English in the internship program.

#### **Demographic Information**

The results are related to the demographic information of the participants. In order to obtain the demographic information, the researcher provided two questions in Part One. The questions were related to the number of the participants and the frequency of joining internship program. The descriptive statistics results showed that there were 144 students of EED of UMY from four classes in batch 2014 that were involved in fulfilling this questionnaire.

Furthermore, in order to know the frequency of students in joining the internship program, the researcher gave the questions related to that. As a result, the descriptive statistics presented that there were 135 students (94%) from English Education Department batch 2014 who had already finished the six internship programs. However, there were nine students (6%) who only participated in the four internship programs, meaning that they only followed the internship program in four semesters.



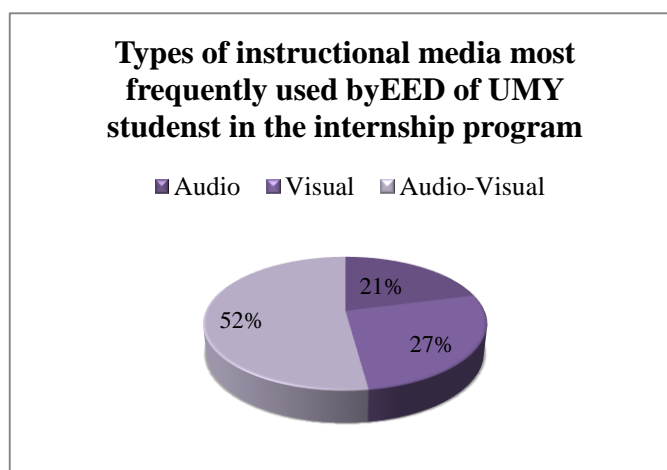
*Figure 2.* Frequency of joining internship program

### **Types of instructional media most frequently used by EED of UMY students to teach English in the internship program**

The first research question of this research was proposed to obtain the types of instructional media most frequently used by EED of UMY students to teach English in the internship program. There are four information proposed in Part Two of this questionnaire namely types of instructional media most frequently used by EED of UMY students in general, types of audio instructional media, types of visual instructional media and types of audio-visual in the internship program. All results were displayed in the form of pie chart.

**Result 1: Types of instructional media most frequently used by EED of UMY students in the internship program.** There are three types of instructional media namely audio, visual and audio-visual. *Figure 3* below shows the types of instructional media most frequently used by EED of UMY students in the internship program. There were 52% of the participants (n=97) as seen in *Figure 3* chose audio-visual instructional media as the instructional media to help

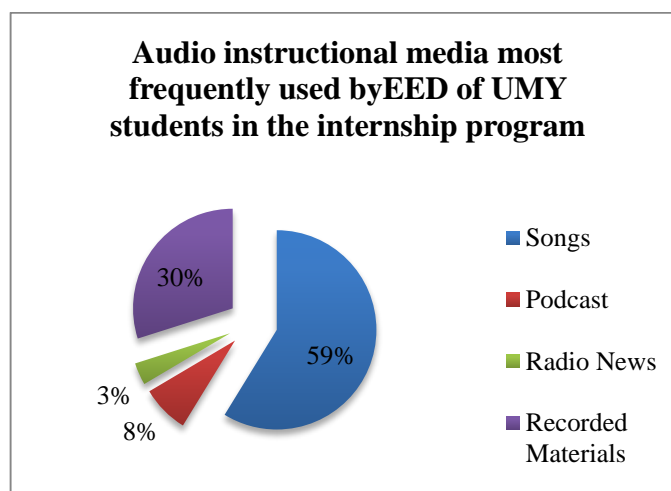
their teaching English in the internship program. Furthermore, visual instructional media is the second highest percentage (27%, n=50) which is widely used by students to assist their explanation in teaching English in the internship program. The lowest percentage (21%, n=37) is audio as the instructional media which was least used by the students of EED of UMY in the internship program. The lowest percentage is audio instructional media with the percentage 21% (n=37).



*Figure 3.* Types of instructional media most frequently used by EED of UMY students to teach English in the internship program

**Result 2: Types of audio instructional media most frequently used by EED of UMY students in the internship program.** The second question in Part Two are proposed to acquire the information related to the types of audio instructional media most frequently used by EED of UMY students in their internship program. It can be seen in *Figure 4* below that songs are in the first rank with the highest percentage 59% (n=114) among others. It means that most of students of EED of UMY used songs in teaching English in the internship program. Besides, the second highest percentage 30% (n=58) was recorded

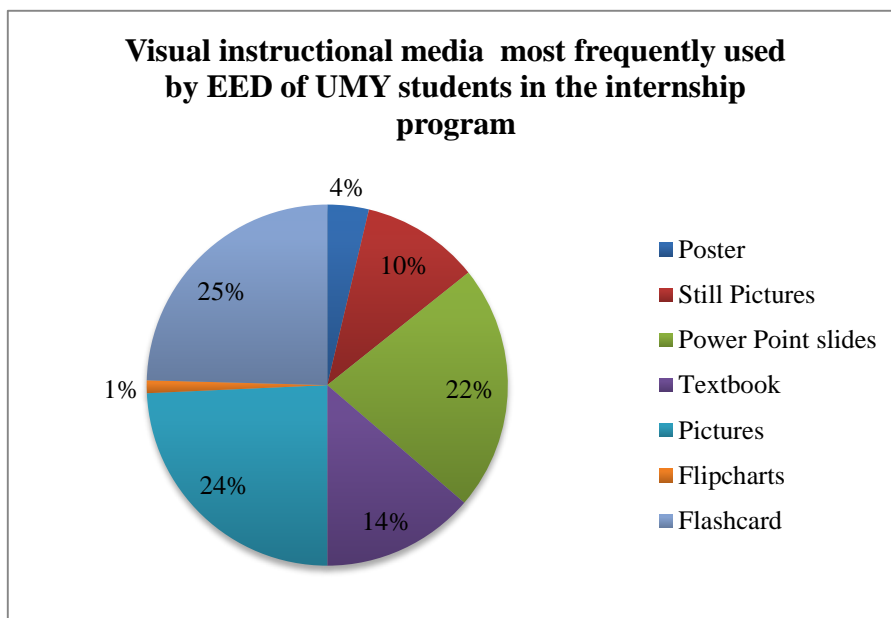
material. Moreover, Podcast was in the third rank with the percentage 8% (n=15) and the lowest percentage (3%, n=7) attained was the radio news.



*Figure 4.* Type of Audio instructional media most frequently used by EED of UMY students the internship program.

**Result 3: Types of visual instructional media most frequently used by EED of UMY students in the internship program.** The third question in Part Two of this questionnaire is used to obtain the information about types of visual instructional media most frequently used by EED of UMY students to teach English in the internship program. *Figure 5* indicates that, half of students 25% (n=86) selected flash card as visual instructional media aids to support their explanation in teaching English. Furthermore, 85 students (24%) prefer to choose picture as instructional media aids. Then, there were 77 students (22%) of this research who chose power point slides and 14% of students (n=48) used textbook. On other hand, 10% of students (n=37) preferred to choose still pictures. 4% (n=13) of the students responded that they used poster in the internship program.

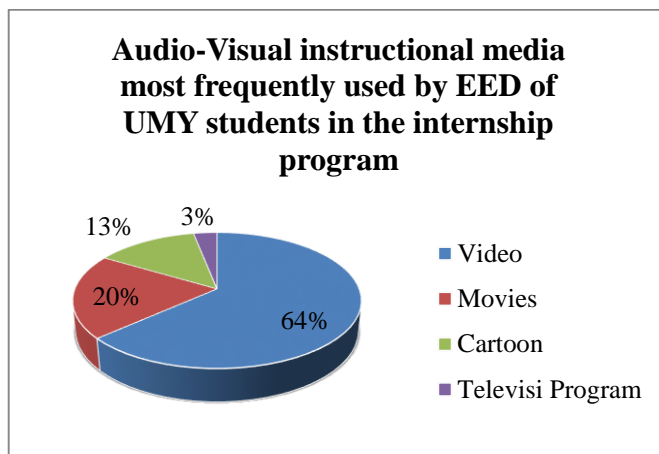
Additionally, the lowest percentage (1%, n=4) of visual instructional media used was the flipcharts.



*Figure 5.* Types of visual instructional media most frequently used by EED of UMY students in the internship program

**Result 4: Types of audio-visual instructional media most frequently used by EED of UMY students in the internship program.** The fourth question in Part Two of this questionnaire is proposed to know the information about audio-visual instructional media most frequently used by EED of UMY students to teach English in the internship program. According to the results, 123 students (64%) preferred to choose videos as audio-visual instructional media aids whereas there were 20% of students (n=39) tend to select movies to be used in the internship program. 13% (n=26) students used cartoon for supporting their explanation in teaching English in the internship program. In addition, as it is

indicated in *Figure 6* below, the frequency of using television program belongs to low percentage (3%, n=6) in teaching English in the internship program.



*Figure 6.* Types of audio-visual instructional media most frequently used by EED of UMY students in the internship program

**The benefits perceived by EED of UMY students to be the most when using instructional media to teach English in the internship program**

The second research question of the present study is about the benefits perceived by EED of UMY students to be the most significant when using instructional media to teach English in the internship program. In this part, there were 16 results showing the benefits of using instructional media in the internship program. The data of each result were presented in the form of table with the mean score and standard deviation. To know the category of mean score of each result, the researcher divided the range of benefits mean score into three parts. The mean scores were categorised to:

<i>Range of benefits of using instructional media means</i>	
Interval	Categories
3.01-4.00	High
2.01-3.00	Moderate
1.00-2.00	Low

**Result 1: Instructional media have helped me teach English easily.**

Based on the results of descriptive statistics analysis, it was known that the item of ‘Instructional media have helped me teach English easily’ belongs to *high* category with mean score 3.74 as seen in table 9 below. It implies that the instructional media were really helpful for the students in order to help them teaching English easily.

Table 9		
<i>Instructional media have helped me teach English easily.</i>		
	Mean	Std. Deviation
Total	3.74	.442

**Result 2: Instructional media have helped bridge the communication**

**between me and students.** Descriptive statistics reported that the item of ‘instructional media have helped bridge the communication between me and students’ has the mean score 3.49 as seen in Table 11 below and is categorized in *high* category. In other words, the instructional media were useful to participants and students in the schools.

Table 10 <i>Instructional media have helped bridge the communication between me and students.</i>		
	Mean	Std. Deviation
Total	3.49	.555

**Result 3: Instructional media have helped me explain the lesson**

**better.** The descriptive statistics showed that the item of instructional media have helped me explain the lesson better has mean score 3.54 as seen in Table 11 and it belongs to the *high* category, meaning that instructional media were worthwhile for students to support the explanation of lesson better.

Table 11 <i>Instructional media have helped me explain the lesson better.</i>		
	Mean	Std. Deviation
Total	3.54	.527

**Result 4: Instructional media have helped me improve students' active participation in learning process.** The results from descriptive statistics analysis presented that the item of 'Instructional media have helped me improve students' active participation in learning process' has the mean score 3.33 as seen in Table 12 and it is classified in *high* category. It means that the instructional media were beneficial for them in order to improve students' active participation in learning process.

Table 12 <i>Instructional media have helped me improve students' active participation in learning process.</i>		
	Mean	Std. Deviation
Total	3.33	.527



**Result 5: Instructional media have helped me reduce the portion of verbal instructions in classroom.** Based on the results of descriptive statistics analysis, the item of ‘instructional media have helped me reduce the portion of verbal instructions in classroom’ has the mean score 3.35 as seen in Table 13 and it includes in *high* category, meaning that instructional media have significance to them in reducing the portion of verbal instructions in classroom.

Table 13		
<i>Instructional media has helped me reduce the portion of verbal instructions in classroom.</i>		
	Mean	Std. Deviation
Total	3.35	.724

**Result 6: Instructional media have helped me save energy and time in teaching in the classroom.** Most of students responded to this item of ‘Instructional media have helped me save energy and time in teaching in the classroom’ that has the mean score which is 3.13 as seen in Table 14 and it includes in *high* category. It means that the students like to use the instructional media in the internship program as they perceived that the instructional have helped them save energy and time in teaching in the classroom.

Table 14		
<i>Instructional media have helped me save energy and time in teaching in the classroom.</i>		
	Mean	Std. Deviation
Total	3.13	.712

**Result 7: Instructional media have helped me reduce the boring learning process.** The results from descriptive statistics presented that the item of

‘Instructional media have helped me reduce the boring learning process’ includes in *high* category with the mean score 3.51 as seen in Table 16 below. The fact that the students are often used the instructional media in order to reduce the boring learning process.

Table 15		
<i>Instructional media have helped me reduce the boring learning process.</i>		
	Mean	Std. Deviation
Total	3.51	.579

**Result 8: Instructional media are useful in teaching larger number of students in the classroom.** Descriptive statistics analysis presented that the item of ‘Instructional media are useful in teaching larger number of students in the classroom’ has the mean score 3.33 as seen in Table 16 and it belongs to *high* category. In short, the implication of this is that instructional media are useful for students in the internship program when teaching the larger number of students in the classroom.

Table 16		
<i>Instructional media are useful in teaching larger number of students in the classroom.</i>		
	Mean	Std. Deviation
Total	3.33	.626

**Result 9: Instructional media has helped me attract students’ attention to focus in classroom.** Based on the results of descriptive statistics analysis, the item of ‘Instructional media have helped me attract students’ attention to focus in classroom’ has got the mean score 3.37 as seen in Table 17

and categorized in *high* category. The implication of this is that the students intend to use the instructional media in the internship program as they believed that the instructional media has helped them to attract students' attention to be more focused in classroom.

Table 17		
<i>Instructional media have helped me attract students' attention to be focused in classroom.</i>		
	Mean	Std. Deviation
Total	3.37	.656

**Result 10: Instructional media enhance students' curiosity towards the lesson.** The descriptive statistics analysis presented that the mean score on the item of 'Instructional media enhance students' curiosity toward the lesson is 3.40 as seen in Table 18 below and it belongs to *high* category. In short, the students find the advantages of using instructional media in the internship program which can enhance students' curiosity towards the lesson. Therefore, the instructional media are useful in enhancing students' curiosity towards the lesson.

Table 18		
<i>Instructional media enhance students' curiosity towards the lesson.</i>		
	Mean	Std. Deviation
Total	3.40	.606

**Result 11: Instructional media improve students' understanding to the lesson.** The results from descriptive statistics analysis showed that the mean score of the item 'Instructional media improve students' understanding to the lesson is 3.31 and which was categorized in *high* category, meaning that instructional

media are beneficial for their teaching in order to improve students' understanding to the lesson.

Table 19 <i>Instructional media improve students' understanding to the lesson.</i>		
	Mean	Std. Deviation
Total	3.31	.704

**Result 12: Students taught using instructional media have better English skills.** The descriptive statistics analysis reported that the item of 'Students taught using instructional media have better English skills' as the mean score is 2.94 and it belongs to the *moderate* category, meaning that the students tend to have benefits of being taught using instructional media in the internship program.

Table 20 <i>Students taught using instructional media have good English skills.</i>		
	Mean	Std. Deviation
Total	2.94	.661

**Result 13: Instructional media have helped improving students' performance in various activities.** Descriptive statistics analysis demonstrated that the item of 'Instructional media have helped improving students' performance in various activities' has the mean score 3.09 and it belongs to *high* category. It implies that the students are familiar with the use of several types of instructional media that can bring some significance in teaching and learning. Thus, it can be said that instructional media are worthwhile.

Table 21 <i>Instructional media have helped improve students' performance in various activities.</i>		
	Mean	Std. Deviation
Total	3.09	.625

**Result 14. Instructional media have helped students provide longer memory to the lesson.** The results from descriptive statistics showed that the item of 'Instructional media have helped students provide longer memory to the lesson' has the mean score 3.15 and is categorized in *high* category. The students believed the use of instructional media in the internship program can provide students' longer memory to the lesson because the use of various kind of instructional media can attract their interest and attention in the learning.

Table 22 <i>Instructional media have helped students provide longer memory to the lesson.</i>		
	Mean	Std. Deviation
Total	3.15	.658

**Result 15: Instructional media have helped students gain knowledge.** The results from descriptive statistics analysis reported that the item of 'Instructional media has helped students gain knowledge' has mean score which is 3.28 and it belongs to *high* category. With the result from the mean score, it implies that the participants are able to transfer knowledge to the students through instructional media.

Table 23		
<i>Instructional media have helped students gain knowledge.</i>		
	Mean	Std. Deviation
Total	3.28	.575

**Result 16: Instructional media enhance students' motivation in learning process.** The descriptive statistics analysis reported that the instructional media enhance students' motivation in learning process has the mean score 3.26 and it belongs to *high* category. In short, the instructional media are beneficial for learning process on which instructional media enhance students' motivation in learning.

Table 24		
<i>Instructional media enhance students' motivation in learning process.</i>		
	Mean	Std. Deviation
Total	3.26	.591

To conclude, there were 15 items which belong to *high* category and there is only one item which includes in *moderate* category. The high categories are items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, and 16. The moderate category is in item 12. The items and its category can be seen in Table 25 below.

Table 25				
<i>Mean and standard deviation for the benefits of using instructional media to teach English in the internship program</i>				
No	Items	Mean	Standard Deviation	Category
1.	Instructional media have helped me teach English easily.	3.74	.442	High

2.	Instructional media have helped bridge the communication between me and students.	3.49	.555	High
3.	Instructional media have helped me explain the lesson better.	3.54	.527	High
4.	Instructional media have helped me improve students' active participation in learning process.	3.33	.579	High
5.	Instructional media have helped me reduce the portion of verbal instructions in classroom.	3.35	.724	High
6.	Instructional media have helped me save energy and time in teaching in the classroom.	3.13	.712	High
7.	Instructional media have helped me reduce the boring learning process.	3.51	.579	High
8.	Instructional media are useful in teaching with larger number of students in the classroom.	3.33	.626	High
9.	Instructional media have helped me attract students' attention to focus in classroom.	3.37	.656	High
10.	Instructional media enhance students' curiosity towards the lesson.	3.40	.606	High
11.	Instructional media improve students' understanding to the lesson.	3.31	.704	High
12.	Students taught using instructional media have better English skills.	2.94	.661	Moderate
13.	Instructional media have helped improve students' performance in	3.09	.625	High

	various activities.			
14.	Instructional media have helped students provide longer memory to the lesson.	3.15	.658	High
15.	Instructional media have helped students gain knowledge.	3.28	.575	High
16.	Instructional media enhance students' motivation in learning process.	3.26	.591	High
Total mean score		3.32	.613	High

Among these 15 items, the item 1 'Instructional media have helped me teach English easily' has the highest mean score which is 3.74 and it was categorized in *high* category. It means that the students perceived that the instructional media help them teach English easily in the internship program. Moreover, the lowest mean score is the item 'Students taught using instructional media have better English skills' which is 2.94 and it belongs to *moderate* category. It means that students taught using instructional media have better English skills.

To conclude, from 16 items, there were 15 items which belong to *high* category and one item which belongs to *moderate* category. It means that there were 15 benefits categorized to *high* and one benefit categorized to *moderate* in using instructional media in the internship program which can be seen from the items in Table 25. The benefits are that instructional media have helped the students teach English, have a good communication, explain the lesson better, improve their participation, reduce the portion of verbal instructions, save energy and time, reduce the boring learning process, teach in larger number students,



attract their attention, enhance their curiosity, improve their understanding, improve their performance, provide longer memory, gain knowledge, enhance their motivation and improve students' English skill better. In other words, the students can take benefits from the instructional media to teach English in the internship program.

**The challenges most frequently encountered by EED of UMY students when using instructional media to teach English in the internship program**

The third research question of this research is about the challenges most frequently encountered by EED of UMY students when using instructional media in the internship program. In this part, there are seven results showing the challenges of using instructional media in the internship program. The data of each result are presented in the form of table with mean score and standard deviation. To know the categories of mean score of each result, the researcher divided the range of challenges' mean score into four parts. The mean scores were categorised into:

<i>Range of challenges of using instructional media means</i>	
Interval	Categories
3.01-4.00	Always
2.01-3.00	Often
1.00-2.00	Rarely

**Result 1: Limited of instructional media was the problem encountered by me.** As a result, from Table 26 below, the item of 'Limited of instructional media was the problem encountered by me' has the mean score 2.67 which

belongs to *often* category. The implication of this is that the students often found the challenges in preparing the instructional media when the instructional media were not limited so that they should become resourceful enough to improvise or they should find another alternative. Therefore, limited of instructional media was often faced by students in preparing instructional media.

Table 26		
<i>Limited of instructional media was the problem encountered by me.</i>		
	Mean	Std. Deviation
Total	2.67	.757

**Result 2: I do not have enough time to prepare the instructional media because of hectic schedule.** Based on the results from descriptive statistics analysis, that the item of ‘I do not have enough time to prepare the instructional media because of hectic schedule’ has the mean score 2.42 and is categorized in *often* category. It might be because the students have various activities inside or outside campus so that they did not have enough time to prepare instructional media before they teach in the schools.

Table 27		
<i>I do not have enough time to prepare the instructional media because of hectic schedule</i>		
	Mean	Std. Deviation
Total	2.42	.824

**Result 3: I do not have enough knowledge to make the instructional media.** Descriptive statistics analysis demonstrated that the item of ‘I do not have knowledge to make the instructional media’ has the mean score 2.16 and it is

classified in *often* category. It might be because the students did not explore the types of instructional media which can be used when teaching in the internship program.

Table 28		
<i>I do not have enough knowledge to make the instructional media</i>		
	Mean	Std. Deviation
Total	2.16	.706

**Result 4: I do not have proper knowledge on how to operate some forms of instructional media.** The item of ‘I do not have proper knowledge on how to operate some forms of instructional media’ has got mean score which is 2.00 and it includes in *rarely* category. It means that the students tend to have a challenge to operate some forms of the instructional media in the internship program. Hence, the students have proper knowledge on how to operate some forms of instructional media.

Table 29		
<i>I do not have proper knowledge on how to operate some forms of instructional media</i>		
	Mean	Std. Deviation
Total	2.00	.802

**Result 5: I cannot use electronic media because of insufficient of electricity devices.** The mean score of the item of ‘I cannot use electronic media because of insufficient of electricity devices’ is 2.40 and is categorized in *often* category. The students often found the challenges to use the electronic media. It might be because the schools did not have enough electricity devices.

Table 30 <i>I cannot use electronic media because of insufficient electricity devices</i>		
	Mean	Std. Deviation
Total	2.40	.934

**Result 6: Low Internet connection disturbs me to find the instructional media which are provided on the Internet.** The item of ‘Low of Internet connection disturbs me to find the instructional media which are provided on the Internet’ has the mean score which is 2.63 and it includes in *often* category. It might be because the students were often obtained some challenges to find the instructional media which are provided on the internet due to low internet connection.

Table 31 <i>Low of Internet connection disturbs me to find the instructional media which are provided on the Internet.</i>		
	Mean	Std. Deviation
Total	2.63	.944

**Result 7: I have a problem in using the instructional media related to the technology due to the minimum of technician specialist.** The item of ‘I have a problem in using the instructional media related to the technology due to the minimum of technician specialist’ has the mean score which is 2.03 and it is categorized in *often* category. With the result from the mean score, it means that the students often faced the challenges because there is no technician specialist in the schools.

Table 32		
<i>I have a problem in using the instructional media related to the technology due to the minimum of technician specialist</i>		
	Mean	Std. Deviation
Total	2.03	.888

To conclude, there were six items which includes in *often* category and there is only one item which belongs to *rarely* category. The often categories are in item 1, 2, 3, 5, 6, and 7. Then, there is only one item which includes in *rarely* category. The items and its category can be seen in Table 33 below.

Table 33				
<i>Mean and standard deviation for challenges of using instructional media to teach English in the internship program</i>				
No	Items	Mean	Standard Deviation	Category
1.	Limited of instructional media was the problem encountered by me.	2.67	.757	Often
2.	I do not have enough time to prepare the instructional media because of hectic schedule.	2.42	.824	Often
3.	I do not have enough knowledge to make the instructional media.	2.16	.706	Often
4.	I do not have proper knowledge on how to operate some forms of	2.00	.802	Rarely

	instructional media.			
5.	I cannot use electronic media because of insufficient electricity devices.	2.40	.934	Often
6.	Low of internet connection disturbs me to find the instructional media which are provided on the Internet.	2.63	.944	Often
7.	I have a problem to use instructional media related to the technology due to the minimum of technician specialist.	2.03	.888	Often
Total mean score		2.33	.836	Often

Among these six items, the item ‘Limited of instructional media was the problem encountered by me’ has the highest mean score which is 2.67. It was categorized in *often* category. It means that the students often found the challenges when the instructional media were limited or insufficient. Moreover, the lowest mean score is in item ‘I do not have proper knowledge on how to operate some forms of instructional media’ which is 2.00 and it belongs to *rarely* category. It means that the students rarely faced the challenges on how to operate some types of instructional media. To summarize, there were six challenges categorized to *often* category and one challenge categorized to *rarely* in using instructional media in the internship program. The challenges are limited of instructional media, time allocation to prepare, inadequate knowledge to make instructional media,

insufficient electricity devices, low of internet connection, minimum of technician specialist and inadequate knowledge on how to operate some forms of instructional media.

### **Discussion**

The purposes of this research were to answer the three research questions. First, the researcher wanted to find out what types of instructional media most frequently used by EED of UMY students to teach English in the internship program. Second, this research investigated the benefits perceived by EED of UMY to be the most significant when using instructional media to teach English in the internship program. Third, the researcher examined the challenges most frequently encountered by EED of UMY students when using instructional media to teach English in the internship program. In this part, the researcher discussed the results of those three questions and the results related to some theories and related studies providing in this research.

**Types of instructional media most frequently used by EED of UMY students in the internship program.** The first research question of this research was to obtain types of instructional media most frequently used by EED of UMY students use to teach English in the internship program. There are three information suggested in Part Two of this questionnaire namely types of instructional media most frequently used by EED of UMY students in general, types of audio instructional media most frequently used by EED of UMY students, types of visual instructional media most frequently used by EED of

UMY students and types of audio-visual most frequently used by EED of UMY students in the internship program.

From the survey, students of English Education Department of Universitas Muhammadiyah Yogyakarta were asked what types of instructional media most frequently used to teach English in their internship program. From the results, the most commonly instructional media used were audio-visual followed by visual and audio. Audio-visual media got the highest percentage (52%, n=97). It is in line with previous related study from Alobo (2010) who found that the frequency of using audio-visual in teaching English is high because they offer some benefits to facilitate students to learn better.

Moreover, the visual media become the second highest percentage (27%, n=50) after audio-visual media. Although audio media is the media which can be listened only, little students still use audio media to teach English in the internship program as in the percentage was 21% (n=37).

***Types of audio instructional media most frequently used by EED of UMY students in the internship program.*** From the results of survey, students of English Education Department of Universitas Muhammadiyah Yogyakarta used various types of audio instructional media to teach English in the internship program. Audio is the type of instructional media which can be heard by people. The results indicated that most of students selected songs as audio media types with the highest percentage (59%, n=114). It indicated that students believed that audio media has contribution to be used in teaching. Besides, the second highest percentage (30%, n=58) was recorded material. Moreover, Podcast was in the



third rank with the percentages 8% (n=15) and the lowest percentage (3%, n=7) was obtained by radio news.

*Types of visual instructional media most frequently used by EED of UMY students in the internship program.* The use of visual instructional media by EED of UMY students is various. Visual as one of instructional media that can be seen by people is demanded by students to be used in teaching. Based on the descriptive statistics results, 86 out of 144 students of EED of UMY (25%) chose flash card as the favorite visual media selection. The reason why the students used flashcard than others visual media might be due to their availability and usefulness. However, this result was different from previous research from Cakir (2011) who found that more than half of the participants do not utilize flashcards but they mostly used pictures and posters as type of visual media.

Besides, pictures as others kind of visual media, are the second highest percentage (24%, n=85). Most of EED of UMY students prefer to choose pictures in teaching English in the internship program. Aini (2013) reported that pictures often employed for teaching English for some roles. Moreover, Cakir (2011) added more than half of participants tend to choose pictures or posters as visual media in order to facilitate learning process.

Moreover, the students were also interested in another visual media which can help them in teaching such as power point slides as the third highest percentage (22%, n=77). This means that the students almost used power point slides in the internship program. Furthermore, another visual media which was selected by EED of UMY students as the guidance is textbooks as the fourth

highest percentage (14%, n=48). Moreover, 37 of EED of UMY students (10%) selected still pictures to be used in the internship program.

In addition, there were 13 students (4%) who chose poster. In addition, there were four students tend to select flipcharts as the visual instructional media selection. The flipcharts has got the lowest percentage (1%, n=4), meaning that the students are not too interested to use flipcharts in teaching English in the internship program. As a result, flashcard was type of visual media commonly used by EED of UMY to teach English in the internship program.

***Types of audio-visual instructional media most frequently used by EED of UMY students in the internship program.*** Most of EED of UMY students intend to choose videos as the best audio-visual media to support explaining the lesson which not only can be heard but also can be seen by students easily. As the videos got the highest percentage (64%, n=123), it means that the frequency of using video was high. This is in line with the study of Cakir (2011) revealed that 39.5% of participants always employed the videos in their classroom.

Then, the second highest percentage (20%, n=39) was proposed to movies as others audio-visual media selection. Moreover, there was another kind of audio-visual media which got the third high percentage (13% (n=26) that is cartoon. Then, there were six students (3%) who intend to select television program to be used in the internship program. Therefore, most of students have responded and the result implies that videos have implemented in teaching English in the internship program.

**The benefits perceived by EED of UMY students to be the most when using instructional media to teach English in the internship program.** The second research question was to find out the benefits perceived by EED of UMY students to be the most when using instructional media in the internship program. The students of EED of UMY agreed that instructional media have helped them teach English in the internship program. It can be seen by the total mean score of each item in the questionnaire regarding benefits (3.32) which were categorized into *high* category. It means that the students perceived that instructional media gave benefits for teaching English in the internship program.

Students of EED of UMY responded to items ‘Instructional media have helped me teach English easily’ which got mean score 3.74 and is categorized in *high* category. The students perceived that the instructional media were useful for them. Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) demonstrated that instructional media help teachers teach conveniently without any problems.

Moreover, the second highest mean score was obtained by the item of ‘Instructional media have helped me explain the lesson better’ which got the mean score 3.54 and belonged to *high* category. With such mean score, it indicates that students inclined to agree with the item, meaning that instructional media were valuable for them to support the explanation of the lesson better. This recent result was the same as the results of previous study from Asemota (2015) who revealed that instructional media help bridge the communication gap between teachers and students.

Students of EED of UMY like to use instructional media as the aids in the internship program. The students responded that the students like instructional media in terms of 'Instructional media have helped me reduce the boring learning process' and the mean score of it is 3.51 and it includes in *high* category. It means that instructional media help them solve the environment to be more interesting and less boring. As stated by Abdu-Raheem (2016), instructional media highly facilitate teachers to make learning more interactive and interesting. Furthermore, EED of UMY students like instructional media since 'Instructional media have helped bridge the communication between me and students' and it has the mean score 3.49 and it belongs to *high* category. In other words, students perceived that this instructional media bring the benefits for them. It is supported by Naz and Akbar (2008) who claimed that instructional media help teachers conveniently build the interactive communication.

From the survey, EED of UMY students responded that in item 'Instructional media enhance students' curiosity towards the lesson', it got the mean score 3.40 and it is included in *high* category. It means that the students believed that the instructional media brought usefulness for them especially in the internship program. Abolade (2009) stated that the advantages of instructional media are useful for teaching larger numbers of students and draw students' curiosity. Moreover, most of EED of UMY students responded to the item of 'Instructional media have helped me attract students' attention to focus in classroom' and it has the mean score which is 3.37 and is categorized in *high* category. With the mean score from the results, the students perceived that

instructional media were helpful for them to catch students' attention in the classroom.

As a result from survey, the item of 'instructional media have helped me reduce the portion of verbal instructions in classroom' got the mean score 3.35 and it belongs to *high* category. Thus, it can be said that the students perceived that instructional media help them reduce the amount of talking in the classroom. Instructional media assist teachers to improve students' participation so that time and energy will be saved (Naz & Akbar, 2008). Hence, most of EED of UMY students liked instructional media because they brought significances for students as it is based on the item 'Instructional media have helped me improve students' active participation in learning process' and the item 'Instructional media are useful in teaching larger number of students in the classroom' have the same mean score which is 3.33 and it belongs to *high* category. This means that the students believed that instructional media offer significance not only for one context but also in different context such as improve students' participation in learning process and teaching for larger numbers of students.

EED of UMY students responded to the item of 'Instructional media improve students' understanding to the lesson' which got the mean score 3.31 and it includes in *high* category. As a result, students like to use the instructional media because the appropriate selection of instructional media brought usefulness. It is in line with study of Makewa, Ngusa and Role (2012) found that the proper selection of instructional media aid teachers to improve students' understanding. In other words, in the item of 'Instructional media have helped students gain

knowledge' has got the mean score 3.28 and it includes in *high* category. In this study, therefore, students liked using instructional media in the internship program and believed that instructional media is interesting and attractive, so that they perceived that by using instructional media, they were helped to gain students' knowledge.

Besides, the item in 'Instructional media enhance students' motivation in learning process' got mean score 3.26 and it belongs to *high* category, meaning that students liked to use instructional media in the internship program since instructional media is interesting, so that they believed by using instructional media, the students' motivation in learning process is increased. The survey conducted by Aloba (2010) undertaken in Nigeria showed that students are motivated to learn because of teachers' complement their teaching with instructional media. Furthermore, most of EED of UMY students stated that they agree that the item in 'Instructional media have helped students provide longer memory to the lesson' and the item got the mean score 3.15 and it belongs to *high* category. The implication of this is that the EED of UMY students perceived that the use of instructional media in the internship program brought students' longer memory to the lesson. This is proven from the study of Naz and Akbar (2008) who revealed that instructional media assist students to gain knowledge and to provide longer memory to the lesson.

Moreover, students of EED of UMY responded to the item of 'Instructional media have helped me save energy and time in teaching in the classroom' and it has the mean score which is 3.13 and it belongs to *high*

category. It means that the use of instructional media help students save and energy and time. This is in line with study from Naz and Akbar (2008) who stated that instructional media assist teachers to improve students' participation so that time and energy will be saved it.

Students of EED of UMY responded to item 'Instructional media have helped improve students' performance in various activities' which has got the mean score is 3.09 and it belongs to *high* category. Then, students presented that they like to use the instructional media and believed that by using instructional media, they can help improve students' performance in various activities.

In other words, EED of UMY students showed that they like to use instructional media for example in items 'Students taught using instructional media have better English skills' which has the lowest mean score among these 16 items which is 2.94. This item belongs to *moderate* category which is ranging from 2.01 up to 3.00. The implication of this is that EED of UMY students perceived that by using instructional media in the internship program, the students will have better English skills.

**The challenges most frequently encountered by EED of UMY students when using instructional media to teach English in the internship program.**

The third research question was to examine the challenges most frequently encountered by EED of UMY students when using instructional media in the internship program. From the result of survey, it can be seen that the total mean score about the challenges of using instructional media to teach English in the internship program (2.33) were categorized into *often* category. It means that the

students often find the challenges of using instructional media to teach English in the internship program.

From the results of the mean score, the item of 'Limited of instructional media was the problem encountered by me' had the highest mean score which was 2.67 and was categorized in *often* category. It means that the students often found some challenges that the instructional media were limited to obtain. This situation was consistent with previous related study from Aini (2013) which was conducted in Kuningan, West Java, with three English teachers from different schools. Their study presented that the problem faced by teachers in selecting and using instructional media were insufficient instructional media.

Then, the second highest mean score for item 'Low of internet connection disturbs student to find the instructional media which are provided on the Internet' was 2.63 and it belonged to *often* category. It implies that the students often found the challenges that they did not have enough Internet connection to find and download the instructional media provided in the Internet. This is in line with study of Livumbaze, Achoka and Judith (2017) revealed that lack of ICT disturbs teachers to discover the instructional media which are provided on the internet.

Moreover, another challenge faced by students in selecting and using instructional media is in the item 'I do not have enough time to prepare the instructional media because of hectic schedule' which had the mean score of 2.42 and included in *often* category. It implies that the students often found the challenges to prepare the instructional media. It might be because they have various activities inside or outside campus. Moreover, this recent result was



similar to the previous results from the study conducted by Aini (2013) that the problem faced by teachers in preparing the instructional media is limited time. Furthermore, a survey conducted by Ayoti and Poipoi (2013) showed that teachers (46.7%) are overloaded with a lot of works.

The results from the survey demonstrated that item of 'I cannot use electronic media because of insufficient electricity devices' had the mean score of 2.40 and included in *often* category. In short, the students perceived that they often met the challenges to use the electronic media because the electricity device was not very sufficient in the schools. This was supported by Ayoti and Poipoi (2013) who found that lack of classroom connectivity made teachers not to use electronic media.

Furthermore, the item of 'I do not have enough knowledge to make the instructional media' was the fifth highest percentage which got the mean score of 2.16 and belonged to *often* category. This result was similar to the previous study from Ayoti and Poipoi (2013) that the challenges faced by teachers in preparing instructional media resources is the lack of teachers' knowledge on how to make some forms of instructional resources in which 66.7% of the participants agreed with that.

Another challenge hampers optimum to students in using instructional media is that the item of 'I have a problem to use instructional media related to the technology due to the minimum of technician specialist' had the mean score 2.03. It belonged to *often* category, meaning that the students often obtained the challenges that there might not be technician specialist in the schools. It is in line

with study from Aini (2013) conducted in Kuningan, West Java who found that the problems faced by the teachers in using technology devices is that the limited technician specialist in the schools.

Then, among these 7 items, the item of 'I do not have proper knowledge on how to operate some forms of instructional media' had the lowest mean score which is 2.00 and included in *rarely* category. It means that the students tend to rarely have challenge to operate some forms of instructional media. The students perhaps use the various forms of instructional media more than once but they often used it since they participated in the internship program. This result was contrary with the previous result from Benson and Odera (2013) who revealed that some of teachers are lack of proper knowledge to create teaching aids and to operate it.