

## **Chapter Five**

### **Conclusion and Recommendations**

This chapter reported the general results and recommendations of the research. The first part of this chapter is the conclusion of the research results about the types of instructional media most frequently used by EED of UMY students to teach English in the internship program, the benefits and the challenges of using instructional media in the internship program. The second part of this chapter presents the recommendations. The researcher gives recommendations to pre-service teachers, teachers, institutions, and other researchers.

#### **Conclusion**

This research aimed at investigating the types of instructional media most frequently used by EED of UMY students in the internship program, the benefits and the challenges of using instructional media in the internship program. This research used survey design by administering the questionnaire to the 144 students of EED of UMY batch 2014. The results were analyzed using descriptive statistics to answer the three research questions by looking at mean score of each item.

The results showed the demographic information including students' numbers and frequency of students of EED of UMY joining internship program. There were 135 students (94%) who have finished the six internship program and there were nine students (6%) who participated the four internship program.

The first research questions aimed at exploring the types of instructional media most frequently used by EED of UMY students to teach English in the internship program. There are three types of instructional media including audio, visual, and audio-visual. The most EED of UMY students used audio-visual (52%, n=97) as the score showed the highest percentage. Visual had the second highest percentage (27%, n=50) and audio had the third highest percentage (21%, n=37). Therefore, the students used audio-visual media the most in teaching English in the internship program.

To be specific, the followings are detail information of the types of instructional media used by the EED of UMY students to teach English in the internship program based. The first, audio-visual got the highest percentage (52%, n=97). Types of audio-visual are video (63%, n=123) as the first highest percentage, movie (20%, n=39), cartoon (13%, n=26) and television program (3%, n=6). The second, visual got the percentage of 27% (n=50). The types of visual are flashcard (25%, n=86) as the first highest percentage, pictures (24%, n=85), power point slides (22%, n=77), textbook (14%, n=48), still pictures (10%, n=37), posters (4%, n=13) and flipcharts (1%, n=4). The third, audio got the lowest percentage (21%, n=37). The types of audio are songs as the highest percentage (59%, n=114), recorded material (30%, n=58), Podcast (8%, n=15) and radio news (3%, n=7). To conclude, type of audio-visual media mostly used of students was video, type of visual media commonly used by students was flashcard, and song was type of audio media mostly used by students.

The second research question was to investigate the benefits perceived by EED of UMY students to be the most when using instructional media in the internship program. From the results, there were 15 items which belonged to *high* category as seen in Table 25 (p. 60), 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. Among 16 items, the benefits perceived by EED of UMY students to be the most significant when using instructional media in the internship program was in item 'Instructional media have helped me teach English easily' which had the mean score of 3.74. It belongs to *high* category. It means that most students of EED of UMY perceived that instructional media were useful in assisting them to teach English easily 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. There were six items included in *often* category and one item included in *rarely* category as seen in Table 33 (p.75). They 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 form of instructional media. Among these seven challenges, the challenges do the EED of UMY students most frequently encounter when using instructional media in the internship program was in item 'Limited of instructional media was the problem encountered by me' which had the highest mean score of 2.67 and it belongs to *often* category. It means that the students often found the challenges in preparing the instructional media due to the limited of instructional media.

### **Recommendations**

The researcher has some recommendations regarding the types of instructional media, the benefits of using instructional media, and the challenges of using instructional media in the internship program. The recommendations were proposed to pre-service teachers, teachers, institutions, and other researchers.

**Pre-service teachers.** Pre-service teachers from EED of UMY should keep using the various types of instructional media to teach English in the internship program. Instructional media are teaching materials which offer the significance not only for teachers but also for students and one of the example of benefit in using instructional media is found in this recent research namely instructional media help teaching English easily. Besides, this result of this recent showed the most frequently challenge in preparing and using instructional media was limited of instructional media. Therefore, the pre-service teachers should find a solution to overcome the challenge in preparing and using instructional media in the internship program.

**Teachers.** Teachers also should maintain the use of instructional media to teach English in the schools. The instructional media should not only be used as

an instrument but also used to facilitate and to illustrate better learning. Besides, the teachers should ensure that the instructional media are suitable with students' characteristics and topic of the lesson so that the instructional media will bring benefits not only for teachers but also for students. Moreover, the teachers should become resourceful enough to improvise when the instructional media are insufficient and the teachers are expected to utilize the instructional media related to high-technology in order to minimize the challenge in using instructional media in teaching and learning process.

**Institution.** The institution should support some things including teachers and facilitation. The institution especially schools should improve the facilities and instructional media and technician specialist so that the teachers do not face the problems in preparing and using instructional media during teaching and learning process.

**Other researchers.** The researcher suggested other researchers to use this recent research as the reference in conducting further research dealing with instructional media. Besides, the researcher suggested that other researchers should find out how the pre-service teachers or teachers solve the problems if the instructional media are limited and the facilities are not supported.