

**Students' Perception on the Instructional Media Used by Lecturers in
Teaching and Learning Process at English Education Department of
Universitas Muhammadiyah Yogyakarta**

A Skripsi

**Submitted to the Faculty of Language Education
as a Partial Fulfillment of the Requirements**

For the Degree

Sarjana Pendidikan



Hardiansyah Rizky Mahendra

20120540076

**English Education Departement
Faculty of Language Education
Universitas Muhammadiyah Yogyakarta**

2016

Approval Sheet

Students' Perception on the Instructional Media Used by Lecturers in Teaching
and Learning Process at English Education Department of Universitas
Muhammadiyah Yogyakarta

We hereby approve the *Skripsi* of

Hardiansyah Rizky Mahendra

20120540076

Candidate for the degree of *Sarjana Pendidikan*

December 26th, 2016



Ika Wahyuni Lestari, S.Pd., M.Hum.
The *Skripsi* Supervisor

December 26th, 2016



Fitria Rahmawati, S.Pd., M. Hum.
Examiner 1

December 26th, 2016



Dr. Suryanto
Examiner 2

Accepted

Yogyakarta, December 26th, 2016



Gendroyono, S.Pd., M.Pd.
Dean of Faculty of Language Education

Statement of the Authenticity

I am a student with the following identity:

Name : Hardiansyah Rizky Mahendra
NIM : 20120540076
Program Study : English Education Department
Faculty : Faculty of Language Education
University : Universitas Muhammadiyah Yogyakarta

Certify that this thesis with the title of “Students’ Perception on the Instructional Media Used by Lecturers in Teaching and Learning Process at English Education Department of Universitas Muhammadiyah Yogyakarta” is definitely my own work. I am completely responsible for the content of this thesis. Others’ opinion or findings included in this thesis are quoted in accordance with ethical standards.

Yogyakarta, December 8th 2016



Hardiansyah Rizky Mahendra

NIM. 20120540076

Motto

“For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease” –

(QS. Ash-Sharh 94:5-6)

“After asking Allah to guide you to the straight path, don’t just stand there, start walking!” – Amal Albaz.

“It’s time to change from doubters to believers” – Jurgen Klopp.

“Anfangen ist leicht, beharren eine kunst (To begin is easy, to persist is an art)” –

Friedrich Heinrich Wilhelm Korte.

“It’s not so important what people think when you come, it’s much more important what people think when you leave” – Jurgen Klopp.

“The important phase of development is the start”

“You’ll Never Walk Alone”

Acknowledgement

First and foremost, all praise be to Allah SWT for the wonderful life he has given to me. All praise be to Allah SWT also for the health, power, and capability he gave me so that I can finish writing my *skripsi*.

I would like to say thank you to my family. To my father, Ashar Febrianto, my mother, Diyah Purningsih, and my sister, Asyifa Rizka Vianindya, for the support and encouragement they gave me throughout my *skripsi* writing process. I am really grateful that I was born and grew in such a loving family.

For my supervisor, Ms. Ika Wahyuni Lestari, S.Pd., M.Hum., I would like to express my gratitude for the support you gave me in my *skripsi* writing process. Thank you for every guidance, and help you gave me throughout my *skripsi* writing process, so that I can finish my *skripsi*. I learn a lot from you. I am really thankful to have a very kind supervisor like you.

I would like to say thank you to my *skripsi* examiners, Ms. Fitria Rahmawati, S.Pd., M.Hum., and Dr. Suryanto. Thank you for your kindness in my *skripsi* defense. I would also like to say thank you for every valuable suggestion and feedback you gave me during my *skripsi* defense to make my *skripsi* better.

I would also like to express my gratitude to students of English Education Department batch 2014, especially for those four students who were willing to spare their time and become my participants, so that I can finish my *skripsi*.

Then, I would like to thank all English Education Department lecturers for the knowledge, experiences, and guidance they gave me throughout my time as a student at EED of UMY.

Then, I would like to say thank you to Adib, Antok, Didin, Rizky, and Teguh. Thank you for the friendship and the memories. Thank you for the help and support you have given to me throughout my time here. We have been through a lot of things and I really am thankful to have friends like you guys.

For Yuliani Puspita Dewi, thank you for your support and help you have given to me through these years. Thank you for every help, support, and encouragement you gave me in my *skripsi* writing process. I am really thankful to be able to know you.

Finally, for the members of 'B'rilliant class, thank you for the friendship, togetherness, and memories. I will never forget you guys.

Yogyakarta, December 26th, 2016

Hardiansyah Rizky Mahendra

Abstract

Teaching and learning process is a very important activity in an education which involves teachers and students. The aims of teaching and learning process is to reach certain goals that have been set prior to teaching and learning process. In teaching and learning process, teachers need to help students to achieve the goals which have been set and to improve their skills. In doing so, teachers can use instructional media in their teaching. Instructional media is a tool to help teachers deliver the material in teaching and learning process. The aim of this research was to investigate students' perception on the use of instructional media by lecturers at English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY). This research focused to explore students' perception on the types of instructional media used by lecturers of EED of UMY, identify students' perception on the advantages of instructional media in teaching and learning and investigate students' perception on the disadvantages of instructional media in teaching and learning. Descriptive qualitative research was employed in this research while interview used as the instrument of data collection. Participants of this research were four students of EED of UMY. There were three findings of this research. The first finding showed some types of instructional media used by lecturers at EED of UMY; those were book, slide show, flashcard, video, projector, music, film, whiteboard, and newspaper. The second finding showed several advantages of instructional media includes improving students' knowledge, creating interesting classroom environment, promoting interactivity, providing easier way for students to receive material, and promoting students' autonomous learning. The last finding showed some disadvantages of instructional media includes the use of inappropriate instructional media, the lack of interactivity, the cause of boredom and the cause of students' demotivation in teaching and learning.

Keywords: Instructional media, teaching and learning, students' perception

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