

Chapter Four

Findings and Discussion

This chapter presents the findings to answer research questions based on the answers of four participants. The researcher used pseudonym to call the participants. Those pseudonyms are Anton for participant one, Bela for participant two, Choki for participant three and Dinda for participant four. This chapter presents three findings to reveal the study based on three research questions. Those findings are about types of instructional media used by lecturers at EED of UMY as experienced by students, students' perception on the advantages of instructional media, and students' perception on the disadvantages of instructional media. Then, the researcher presented the discussion after each finding.

Types of Instructional Media Used by Lecturers at EED of UMY as Experienced by Students.

There are some instructional media used by lecturers at EED of UMY as all four participants mention types of instructional media.

Types of instructional media. All participants said that their lecturers have already used instructional media in teaching and learning process. There were nine types of instructional media reported by four participants. Those instructional media were book, slide show, flashcard, video and projector, music, film, whiteboard and newspaper.

Book. The first instructional media is book which was mentioned by all participants. All four participants reported book as the instructional media used by lecturers at EED of UMY. Anton stated that his lecturers used book. He reported, “mm, there are many media, such as book...” (P1.3). Bela also said that book is also used in teaching and learning process. Bela reported, “first, ee video and also book” (P2.3). She also mentioned some types of book used in teaching and learning such as novel, journal article and textbook as she reported, “Book has many types such as novel, journal article and also book, not the article, it’s like a textbook” (P2.4). Then, Choki the third participant also mentioned that book is used at EED of UMY. He reported on the interview the following, “eem, usually lecturers use book...” (P3.4). The last participant, Dinda also stated that one of instructional media used by lecturers of EED of UMY is book. She reported, “there are many types of instructional media used by lecturers in the classroom such as book...” (P4.3).

Slide show. The second instructional media is slide show. Three participants mentioned slide show as the instructional media used in teaching and learning process at EED of UMY. Anton stated that lecturers use slide show to deliver the material in their teaching. He reported, “...Then, eem presentation, it’s like slide if it is an instructional media then it is also often used by lecturers to deliver the material, that’s it” (P1.5). Choki also mentioned slide as instructional media used at EED of UMY as he reported during the interview, “as far as I know that’s all, oh yes, slide show perhaps” (P3.5). The last participant who gave similar view on slide as the instructional media used at EED of UMY was Dinda.

She stated that many lecturers of EED of UMY use slide show in their teaching. She reported, “yes, many of them use slide show” (P4.16).

Flashcard. The third instructional media mentioned by participants was flashcard as mentioned by Bela and Choki. Bela stated that flashcard was used at EED of UMY. She reported, “it’s like flashcard, it is more like a tool or maybe we can call it as instructional media....” (P2.5). Then, Choki stated that sometimes flashcard used in the classroom as he reported the following, “ee usually lecturers use...sometimes flashcard, that’s it” (P3.4).

Video. Video was the fourth instructional media mentioned in the interview. Two participants discussed about video as the instructional media used in teaching and learning process at EED of UMY. Bela and Dinda mentioned video during the interview. When asked about instructional media that have been used by lecturers at EED of UMY, Bela responded the following, “First, eerm, video...” (P2.3). Dinda also stated that video has been used in teaching and learning at EED of UMY as she reported, “there are many types of instructional media used by lecturers, such as book, music, video...” (P4.3).

Projector. The other instructional media was projector as mentioned by two participants. Choki stated that projector is one of the media used by lecturers in the classroom. He reported, “eem, usually lecturers use book, projector also one of the media...” (P3.4). Then, Bela stated that projector is also used in teaching and learning process she reported, “...of course the one surely used is projector...” (P4.3).

Music. Beside the instructional media mentioned above, Dinda, was also mentioned some other instructional media. One of the instructional media was music as she reported, “there are many types of instructional media used by lecturers, such as book, music, video, film, of course the one surely used is projector and whiteboard” (P4.3).

Film. Beside music, Dinda also mentioned film as the instructional media have been used by lecturers at EED of UMY. She reported, “there are many types of instructional media used by lecturers, such as book, music, video, film, of course the one surely used is projector and whiteboard” (P4.3).

Whiteboard. Beside those instructional media already mentioned by the participants, Dinda also highlighted other media has been used by lecturers at EED of UMY. She mentioned whiteboard. She reported, “there are many types of instructional media used by lecturers, such as book, music, video, film, of course the one surely used is projector and whiteboard” (P4.3).

Newspaper. Dinda also mentioned newspaper as the instructional media has been used in the classroom during the interview when she reported, “other than what I’ve already mentioned, maybe it was newspaper” (P4.4).

From the statements of the participants above, the researcher concluded that types of instructional media which have been used by lecturers at English Education Department of Universitas Muhammadiyah Yogyakarta were book, slide show, flashcard, video, projector, music, film, whiteboard and newspaper.

Frequently used instructional media. There were several instructional media mentioned by the participants as the media frequently used by lecturers of EED of UMY. Those instructional media include book and projector.

Book. Three participants gave similar respond when asked about frequently used instructional media. The frequently used instructional media mentioned by three participants was book. Participants who mentioned book as the frequently used instructional media were Anton, Bela and Choki. Anton reported, “most of lecturers use book, it is dominantly used to deliver the material” (P1.7). Bela also stated that book is the instructional media frequently used by lecturers as she reported, “book, because the book itself, we need the knowledge, we need the material to teach, material to learn, and we get the material by reading the book provided by lecturers” (P2.7). Then, Choki reported, “book, it is the most frequently used, and also slide show maybe” (P3.6). Beside mentioned book as the most frequently used instructional media, he also mentioned slide show as the other media usually used by lecturers.

Projector. Dinda, the fourth participant mentioned rather different instructional media as she stated that projector, whiteboard and video as the instructional media usually used in teaching and learning at EED of UMY, but she noted that the most frequently used instructional media in teaching and learning was projector. She reported the following, “as far as I know, the most frequently used instructional media is projector, and also they used whiteboard, also video, that’s the most frequent” (P4.5).

Based on the statements of the participants above, the researcher concluded that book and projector were the most frequently used instructional media at EED of UMY.

Discussion about types of instructional media used by lecturers at EED of UMY as experienced by students. All participants stated that their lecturers used instructional media in teaching and learning process. There were several instructional media mentioned by participants of this research. Those instructional media were book, slide show, flashcard, video, projector, music, film, whiteboard and newspaper.

The first type of instructional media mentioned by all four participants was book. The first participant, Anton stated that his lecturers used book. He reported, “mm, there are many media, such as book...” (P1.3). Bela, the second participant also said that book is also used in teaching and learning process. Bela reported, “first, ee video and also book” (P2.3). Choki reported on the interview the following, “eeem, usually lecturers use book...” (P3.4). The last participant, Dinda reported, “there are many types of instructional media used by lecturers in the classroom such as book...” (P4.3). Trim (1979) stated “books, though purely visual, allow for reference to and from the presentation of diagrams and tables, and can be illustrated, though only by static pictures” (p.11). Trim (1979) also argued “reading does not impose strict time discipline so the book is well suited to the presentation of compact and tabulated information for reference, or where the students need longish, indeterminate time to study or memorise text or solve problems” (p.11).

The second type of instructional media was slide show. This type of instructional media was mentioned by three participants. Anton reported, "...then, eem presentation, it's like slide if it is an instructional media then it is also often used by lecturers to deliver the material, that's it" (P1.5). The other participant, Choki also mentioned slide as instructional media used at EED of UMY as he reported during the interview, "as far as I know that's all, oh yes, slide show perhaps" (P3.5). The last participant who gave similar view on slide as the instructional media used at EED of UMY was Dinda. She stated that many lecturers of EED of UMY use slide show in their teaching. She reported, "yes, many of them use slide show" (P4.16). Their statement about slide show as the type of instructional media is in line with the statement of Heinich, Russel, Molenda and Smaldino who explained that "powerpoint is a presentation software package that has become very popular. It is easy to use and makes very colorful projected presentation. Each slide can have a variety of style" (p.165).

The third type of instructional media was flashcard. Two participants mentioned flashcard during the interview. Bela and Choki stated that their lecturer used flashcard in teaching and learning process. Bela reported, "it's like flashcard, it is more like a tool or maybe we can call it as instructional media..." (P2.5). Then, Choki stated that sometimes flashcard used in the classroom as he reported the following, "ee usually lecturers use....sometimes flashcard, that's it" (P3.4). Scrivener (2005) stated that "flashcards is ELT jargon for pictures (or diagram, words, etc.) that you can show to students, typically something you can hold up when standing in front of the whole class" (p. 333).

Then, the fourth instructional media was video. Two participants mentioned video when asked about types of instructional media used in teaching and learning process. Dinda stated that video has been used in teaching and learning at EED of UMY as she reported, “there are many types of instructional media used by lecturers, such as book, music, video...” (P4.3). The other participant mentioned video was Bela. When asked about instructional media that have been used by lecturers at EED of UMY, Bela responded the following, “First, eerm, video...” (P2.3). Heinich, Russel, Molenda and Smaldino (2002) explained that “video combines motion, color, and sound in ways that can dramatize ideas better than any other medium. Your students can experience the past, present, and future without leaving the classroom” (p.190). Heinich, Russel, Molenda and Smaldino (2002) also stated that “video lends itself to all types of objectives—cognitive, affective, psychomotor, and interpersonal” (p.190).

The fifth instructional media mentioned by participants was projector. Choki stated that projector is one of the media has been used by lecturers in the classroom. He reported the following, “eem, usually lecturers use book, projector also one of the media...” (P3.4). Then, Bela, the second participant, stated that projector is also used in teaching and learning process she reported, “...of course the one surely used is projector...” (P4.3). This statement is in line with the statement of Ruis, Muhyidin and Waluyo (2009) who stated that LCD projector is “similar with an OHP. It must be connected to the computer to display teaching materials to learners. And nowadays LCDs are more popular than OHPs for presentation or for teaching because they are more practice and efficient” (p.9).

Other expert, Heinich, Russel, Molenda and Smaldino (2002) stated LCD projector “designed for use with presentation graphic software, liquid crystal display (LCD) projection panels project computer images onto a screen—the electronic equivalent of overhead transparency” (p.164).

The sixth instructional media reported by the participant was music. Dinda stated that her lecturer used music in teaching and learning as she reported, “there are many types of instructional media used by lecturers, such as book, music, video, film, of course the one surely used is projector and whiteboard” (P4.3). She also stated that music is an interesting media. She reported the following, “music also, when we listen to music it is clear from what I feel, it is more interesting...” (P4.12). Music here can be referred to audio. Heinich, Russel, Molenda and Smaldino (2002) explained that “audio media can make several unique contributions to both teaching and learning: self-study for nonreaders, realistic foreign language practice, stories to stimulate the imagination, and music for physical activity, to name a few” (p.170).

The next instructional media reported by the participants was film. Dinda, the fourth participant, said that her lecturer used film. She reported, “there are many types of instructional media used by lecturers, such as book, music, video, film, of course the one surely used is projector and whiteboard” (P4.3). The statement of Dinda is in line with the statement of Mishan (2005) who stated that “Any teacher who has used a film with learners will have felt the thrill of excitement in the class, the learners’ anticipation of entertainment and enjoyment at the sight of the VCR” (p.216). Film here can also be referred as a part of video.

Heinich, Russel, Molenda and Smaldino (2002) explained that “video combines motion, color, and sound in ways that can dramatize ideas better than any other medium. Your students can experience the past, present, and future without leaving the classroom” (p.190).

Then, the eighth instructional media reported by was whiteboard. One participant mentioned whiteboard during the interview. Dinda said that her lecturer used whiteboard. She stated the following, “there are many types of instructional media used by lecturers, such as book, music, video, film, of course the one surely used is projector and whiteboard” (P4.3). Dinda’s statement about the use of whiteboard in teaching learning is in line with the statement of Ruis, Muhyidin and Waluyo (2013) who stated the following, “The blackboard or whiteboard is the most important visual media which most of the classrooms have. The board can be used for presenting drawings, diagram and written language. It is always available for various purposes without special preparation” (p.8).

The last instructional media mentioned by the participant was newspaper. This type of instructional media was mentioned by Dinda, the fourth participant. She reported, “other than what I’ve already mentioned, maybe it was newspaper” (P4.4). Dinda’s statement is in line with Mishan (2005) who stated that “a key benefit of using authentic newspaper texts with language learners is the potential of affective involvement with these texts, dealing as they do with real people and real situations in the world we share” (p.160).

Then, there were also two instructional media reported as the frequently used by lecturers at EED of UMY. Those media as reported by the participants are book and projector. Anton, the first participant, stated that book used frequently by lecturers of EED of UMY. He reported, “most of lecturers use book, it is dominantly used to deliver the material” (P1.7). Dinda said that the lecturer frequently used projector. She reported, “as far as I know, the most frequently used instructional media is projector, and also they used whiteboard, also video, that’s the most frequent” (P4.5).

The researcher concluded that types of instructional media used by lecturers in teaching and learning at EED of UMY includes book, slide show, flashcard, video, projector, music, film, whiteboard, and newspaper. Then, the most frequently used instructional media by lecturers as reported by the participants are book and projector.

The Advantages of Instructional Media in Teaching and Learning

All four participants had their own perception on the advantages of instructional media used by EED lecturers in teaching and learning. There were five advantages of instructional media that the researcher found from the report of the participants. Those advantages are improving students’ knowledge, creating interesting classroom environment, promoting interactivity, providing easier way for students to receive material, and promoting students’ autonomous learning.

Improving students' knowledge. The first advantage of instructional media was to improve students' knowledge. This statement was mentioned by three participants. Those participants were Anton, Bela, and Dinda. They mentioned book as the instructional media which can improve students' knowledge. Bela stated that the book can increase students' knowledge. She said that students can get the material from the book provided by lecturers as she reported, "book, because the book itself, we need the knowledge, we need the material to teach, material to learn, we can get the material that will be delivered from the book provided by lecturers" (P2.8). The fourth participant, Dinda stated that the advantage of book is that students can get additional knowledge from the material. She reported, "the advantage of reading book is that we can get additional knowledge that we need from a material" (P4.13). The other participant, Anton, stated that book can improve students' knowledge. He reported, "the advantage of the book, in my opinion it improves students' knowledge, from they don't know something then they know about it" (P1.9). Anton also said that he will be more enthusiastic to learn when book is used. He also said that the use of book is effective because he can get the knowledge as he reported the following:

In my opinion, I will be more enthusiastic to learn when one of the instructional media used is book, because book is, what we learn can be seen, from where I don't know something then I know something, I think book is really effective, (P1.8).

Creating interesting classroom environment. Dinda, the fourth participant, stated that the use of instructional media makes teaching and learning process more interesting. She reported the following, “when we learn something new and use instructional media it is interesting for us” (P4.7). Choki, the third participant stated that the use of instructional media can make students more interested in teaching and learning process. He reported, “the advantages maybe because the use of instructional media is attractive, so that we will be more interested in teaching and learning process” (P3.17). Dinda also stated that the use of instructional media can make students more interested, more focused, and more attention in teaching and learning process. She reported, “the advantages are attracted students to learn, more focused and more attention while material being taught by lecturers” (P4.9). There were some instructional media mentioned by participants as interesting media. those instructional media were slide show, video, flashcard, and music.

Slide show. The first participant, Anton said that slide show is interesting as he reported, “Ee for slide show, it is good because it has visual...” (P1.12). Choki, the third participant, stated that the design of slide show is interesting. He explained in the interview, “The design of the slide show is interesting, because the appearance of the slide show can be designed” (P3.11). Then, Dinda, the fourth participant, stated that slide show is interesting because music and video can be added into the slide show. She reported, “in the slide show itself, we can use music or video, so it will be more interesting” (P4.26).

Video. Two participants, Bela and Dinda mentioned video as interesting instructional media. Bela stated that the use of video is interesting as students can learn using video and audio as she reported, “the advantages of video is interesting, we can learn from the image, from the audio” (P2.11). Then, Dinda said video is interesting as students can learn the material by watching video. She reported the advantages of video as “more attractive for students themselves to watch the video while learning the material on it” (P4.10).

Flashcard. Bela said that the advantages of flashcard are interesting and capable to be used to deliver many types of material. She reported the following, “for the flashcard, it is more like, it is interesting, it can also be used to deliver many types of material” (P2.12).

Music. Dinda mentioned that music is one of interesting instructional media as she reported the following, “music also, when we listen to music it is clear from what I feel, it is more interesting...” (P4.12).

Promoting interactivity. Choki stated that book can promote interaction if it is used in a group as he reported the following, “usually if we use book we read by ourselves, but sometimes there is a groupwork, so there is an interaction, but it is not too often, we learn to analyze the content...” (P3.8). Beside mentioned book, Choki highlighted advantages of flashcard as interactive and facilitate classroom activity as he reported, “maybe it is more interactive and ease classroom activity” (P3.10).

Providing easier way for students to receive material. Dinda stated that the use of instructional media made the material given by lecturer can be easily received. Dinda reported, “we can receive material given by lecturers easily” (P4.8). Choki, the third participant, stated that projector is more effective and attractive so that it is easier to see the material. He reported the following, “projector can help students easier receive the material as the material shown on the projector itself, so it is easier for the students to receive the material” (P3.11). Dinda discussed the advantage of projector by stated that the use of projector can help students visually, as they can see the material easily. She reported, “projector it is clear, if there is a projector, it is easier for us to see the material visually with slide show” (P4.14).

Promoting students’ autonomous learning. Choki, the third participant, argued that book can be used to develop students’ autonomous learning. He stated that the advantage of book is to promote students’ autonomous learning. He then reported, “the advantage of book maybe it is more like self-study, so the book teaches us to explore by ourselves” (P3.7).

Discussion about the advantages of instructional media in teaching and learning process. All four participants gave their view on the advantages of instructional media in teaching and learning. There were five advantages of instructional media mentioned by four participants. Those advantages were improving students’ knowledge, creating interesting classroom environment, promoting interactivity, providing easier way for students to receive material, and promoting students’ autonomous learning.

The first advantage of instructional media is improving students' knowledge. They said that the use of instructional media improves their knowledge and provide useful information. Bela stated that the book can increase students' knowledge. She reported, "book, because the book itself, we need the knowledge, we need the material to teach, material to learn, we can get the material that will be delivered from the book provided by lecturers" (P2.8). Dinda stated that the advantage of book is that students can get additional knowledge from the material. She reported, "the advantage of reading book is that we can get additional knowledge that we need from a material" (P4.13). Andi also stated that book can improve students' knowledge. He reported, "the advantage of the book, in my opinion it improves students' knowledge, from they don't know about something then they know about it" (P1.9). This statement is in line with the statement of Liu (2010) who argued that the advantages of using multimedia are English teaching and learning become more efficient, provide a lot of useful information and saving a lot of time.

The second advantage is that the use of instructional media in teaching and learning is interesting for the students. Dinda said that the use of interesting instructional media can attract students to learn. She reported, "the advantages are attracted students to learn, more focused and more attention while material being taught by lecturers" (P4.9). It is in line with the statement of Pun (2013) who stated, "multimedia technology creates a real-life or native speaking country context for English language teaching, which greatly cultivates students' interest and motivation in learning the language" (p.31).

The third advantage of instructional media is promoting interactivity.

Choki stated that book can promote interaction if it is used in a group as he reported the following, “usually if we use book we read by ourselves, but sometimes there is a groupwork, so there is an interaction, but it is not too often, we learn to analyze the content...” (P3.8). The statement of Choki is in line with Pun (2013) who argued that “one of the main uses of multimedia technology in the classrooms is to improve students’ ability to listen and speak, and thereby develop their communicative competence” (p.32).

The fourth advantage as reported by Dinda is that by the use of instructional media, students can receive the material given easily. She stated “we can receive material given by lecturers easily” (P4.8). This statement is in line with the statement of Pun (2013) who stated the use of multimedia “brings about an information-sharing opportunity among students and makes them actively participate in the class activities that help the students to learn the language more quickly and effectively” (p.32).

Then, the fifth advantage of instructional media is to promote students’ autonomous learning. It was Choki who has different view on the advantage instructional media. He stated that book can promote students’ autonomous learning. He reported, “the advantage of book maybe it is more like self-study, so the book teaches us to explore by ourselves” (P3.7). The researcher was unable to find any expert statements to support this statement.

The researcher concluded there are five advantages of instructional media in teaching and learning as reported by the participants. Those advantages are improving students' knowledge, creating interesting classroom environment, promoting interactivity, providing easier way for students to receive material, and promoting students' autonomous learning.

The Disadvantages of Instructional Media in Teaching and Learning

All four participant in this research reported the disadvantages of instructional media in teaching and learning. Those disadvantages mentioned by participants were the use of inappropriate instructional media, the lack of interactivity, the cause of boredom and the cause of students' demotivation in teaching and learning.

The use of inappropriate instructional media. The first disadvantage is the use of inappropriate instructional media in teaching and learning process. Dinda stated that the use of inappropriate media can make students feel confused. She reported, "the disadvantage is if the media used is inappropriate with the material, then we will become confused and misunderstand" (P4.9). Based on that statement, the use of inappropriate instructional media will only become a confusion and misunderstanding for the learner. Then, Bela stated that disadvantage video as instructional media is the difficulties to find appropriate video. Bela reported, "the second one is video, I think the disadvantage is the source, how to find appropriate video for the teaching and learning process,

maybe because the lack of available video on the internet” (P2.14). Apart from video, one participant discussed about music. Dinda gave her view on the disadvantage of music as instructional media in teaching and learning. The disadvantage of music as stated by Dinda is that there are too many genres of music which are not appropriate in educational purposes. She reported, “there are some issues concerning the western songs that has hidden meaning which can make us out of our belief, so if lecturers are not selective in choosing the songs then it is a big mistake” (P4.17). Then, Dinda, the fourth participant discussed the inappropriateness of book as the difficulties to understand the language. The level of the language used in the book can give students difficulties. She reported, “the weakness of the book is if the level of the language used in the book is higher than students’ ability, they might have difficulties to understand the material” (P4.20).

The lack of interactivity. The participants who mentioned the lack of interactivity of instructional media was Choki. He mentioned the lack of interactivity and teamwork in book. On the interview, he stated, “book usually less emphasizing on teamwork, it is individual, for the learner there will be lack of teamwork and interactivity” (P3.12).

The cause of boredom. Choki, the third participant, stated that the lack of variety of instructional media used in teaching and learning can lead to students’ boredom. He reported the following, “for the disadvantage, maybe if the instructional media used is less variative we will get bored” (P3.16). Then, there were three instructional media mentioned by the participants which can creates boredom. Those instructional media mentioned were book, slide show and video.

Two participants reported that book is boring, they were Bela and Dinda. Bela reported the following, “for me myself, I hate reading, so for me book is boring as there is no pictures in it” (P2.13). Then, the fourth participant, Dinda reported, “... rather than to read a book, sometimes reading book is boring” (P4.12). The other instructional media labelled as boring was slide show. This was the statement of the fourth participant, Dinda, who said that slide show is boring if students have to read the slide show all the time as she reported during the interview, “...if the material shown on the slide show requires students to read all the time, the material given cannot be received and it will only cause boring” (P4.23). From that statement, the researcher concluded that disadvantages of slide show are less interesting and boring. Then, the last instructional media that can caused boredom was video. This was the statement of Dinda, the fourth participant who reported, “Video, if it is inappropriate with the material and has a long duration can make us bored” (P4.18). The researcher concluded that disadvantages of video as reported by the participants was cause of boring.

The cause of students’ demotivation in teaching and learning. There were two instructional media mentioned by participants as the less interesting instructional media that can lead to students’ demotivation to learn. Anton, the first participant, stated that the use of slide show is less interesting. On the interview, he reported, “...if the slide show is not interesting, so we did not pay attention” (P1.13). Choki, the third participant, also gave a similar view about the disadvantages of slide show. He stated that slide show is less interesting and causing boredom if it has monotonous design as he reported during the interview,

“I said that slide show can be designed, if the design is good we will be interested, but if the design is monotonous then it will be boring and we will be less interested” (P3.14). Other than slide show, Dinda mentioned whiteboard as the less interesting instructional media. She reported, “for whiteboard, I think the disadvantage is when the whiteboard is dirty then it makes students not interested to what is written by lecturers even though what was written by lecturers is important material” (P4.22).

Discussion about the disadvantages of instructional media in teaching and learning. There are four disadvantages of instructional media reported by the participants. Those disadvantages were the use of inappropriate instructional media, the lack of interactivity, the cause of boredom and the cause of students’ demotivation in teaching and learning.

The first disadvantages reported by the participants is the use of inappropriate instructional media in teaching and learning. Dinda, the fourth participant said that the use of inappropriate instructional media can only make the learner confused and misunderstand. She reported, “the disadvantage (of instructional media) is if the media used is inappropriate with the material, then we will become confused and misunderstand” (P4.9). This statement is in line with Liu (2010) who stated that the disadvantages of using multimedia is that students can feel lost and they do not know what to choose because there is so many information provided by multimedia.

Then, the second disadvantage mentioned by participants was the lack of interactivity. Choki mentioned the lack of interactivity and teamwork in the use of book. On the interview, he stated, “book usually less emphasizing on teamwork, it is individual, for the learner there will be lack of teamwork and interactivity” (P3.12). This statement is in line with Pun (2013) who stated, “Though the use of multimedia technology in the language classrooms enhances the interest of the students through audio, visual and textual effects upon the students, it lacks interaction among the students and between teachers and students” (p.34).

The third disadvantages mentioned by participants was the cause of boredom. Choki stated the lack of variety of instructional media used in teaching and learning can lead to a boredom. He reported, “for the disadvantage, maybe if the instructional media used is less variative we will get bored” (P3.16). Then, Bela and Dinda explained their experience of the boredom caused by book. Bela reported the following, “for me myself, I hate reading, so for me book is boring as there is no pictures in it” (P2.13). Then, the fourth participant, Dinda reported, “... rather than to read a book, sometimes reading book is boring” (P4.12). The researcher was unable to find any related expert statements to support the participants’ statements.

Then, the last disadvantage mentioned was the cause of students’ demotivation in teaching and learning. There were two less interesting instructional media mentioned by two participants. Anton, the first participant said that slide show is not interesting. On the interview, he reported the following, “...if the slide show is not interesting, so we did not pay attention” (P1.13).

Other than slide show, one participant mentioned whiteboard as the less interesting instructional media. It was the statement of Dinda who reported, “for whiteboard, I think the disadvantage is when the whiteboard is dirty then it makes students not interested to what is written by lecturers even though what was written by lecturers is important material” (P4.22). the researcher was unable to find any expert statements to support the participants’ statements.

The researcher concluded that disadvantages of instructional media as reported by the participants are the use of inappropriate instructional media, the lack of interactivity, the cause of boredom and the cause of students’ demotivation in teaching and learning.