

B. Construct

Instructional media is a teaching media used by teachers in the form of certain instructions to achieve a learning objective that can be applied inside or outside the classroom. According to Heinich, Malenda, Russel, and Smaldino (2002), instructional media is the process to improve learning activities and help teachers to maximize learning objectives but, it depends on the teacher to make the process runs effectively.

Some research shows that the use of media can bring a positive environment for classroom activities. The first research is from Rensburg & Thanh (2018) the purpose is this study to demonstrated that learning connections made through mobile learning and virtual learning environments could have a positive effect on learning outcomes and also increase students' motivation as well as a sense of community. This study uses a qualitative (interview) and quantitative (questioner) method to collect data and the participant are 22 Vietnamese students from Intermediate Reading class, equal to B1, Pre-intermediate level of the Common European Framework. This study has 3 sections to do, the teacher posted daily on *Facebook* compulsory exercise and frequently posted optional task (posted two or three times per week). The result of this study is 95% of students respond to compulsory tasks that must be done, 60% of students respond to additional tasks, and 30% of students respond to comments from friends. The use of Facebook in learning English showed that the students' satisfaction on completion of the course is 71% students satisfied, 17% not satisfied, and 12% other. It can be concluded that the result of using *Facebook* to motivate English learning can get a positive effect on their language learning outcome.

The second research is from (Muller et all, 2017). This study focused on examining the effectiveness of a web-based educational game for learning English idioms. Specifically,

for students to explore the achievements and attitudes of two groups of EFL learners from two countries (Iran and Japan) using the idiomatic games. This study conducted in two countries where English is a foreign language in Iran (study 1) and Japan (study 2). The Iranian participants in study 1 consist of 14 male students with the upper intermediate level of English proficiency. The Japanese participants in study 2 were 17 male and 5 female undergraduate students. The quantitative method is used to collect the data from a pre-questionnaire, a post questionnaire, a pretest, and a posttest. The result from this study showed that idiomatic games in Iranian students slightly improve their score, more interacted with each other, and spend some time with the teacher to discuss Idioms and Idioms learning. While in Japanese students' idiomatic games makes students isolate, didn't attract their enough, and which cant motivated them to interact with and learn using the game.

Both researchers above use the instructional media to learn English in learning. The difference between those studies and this research is in the type of instructional media used for teaching the English language and location of the schools. Thus, the interpretive questions on this study are: The implementation of using instructional media to teach English subject in a secondary school in Jogjakarta.

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