
A STUDY ON THE TEACHING MEDIA USED BY THE ENGLISH TEACHER AT SMP MUHAMMADIYAH 2 MALANG

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Article History

Received : September 15th, 2020

Revised : October 20th, 2020

Accepted : November 21th, 2020

Published : November 28th, 2020

Abstract: Teaching media are commonly used by English teacher in teaching English in schools of Indonesia. The teacher uses media to encourage students' motivation because it is one of important parts of success in learning process. Moreover, use of teaching media helps the teacher to connect learners with events that are culturally relevant in order to achieve the teaching and learning goal. SMP Muhammadiyah 2 Malang is a Junior High School with two inclusive classes. In this descriptive qualitative research design, the researcher limited the problem to the media used by English teacher in seventh grade inclusive classes at SMP Muhammadiyah 2 Malang. The subject of this study was one of the English teachers at SMP Muhammadiyah 2 Malang. Therefore, the purposes of this research were to know the media used by the English teacher, and to know the strengths and weaknesses the media used by the teacher in teaching English at SMP Muhammadiyah 2 Malang. In collecting the data, the researcher used three kinds of instruments. They were observation, interview and documentation. Based on the data, the researcher found that the teacher utilized mobile phone, laptop, internet, digital projector, Microsoft Power Point, book, poster, real object, speaker active, video and Youtube as the teaching media used in teaching English. Additionally, the researcher also found that there were several strengths of using teaching media in teaching English. Those strengths were the media could make students active in in learning process and the students were focus to understand the material. However, the researcher also found that the weakness of using teaching media in teaching English. The weakness was it was difficult for the teacher to get students' attention.

Keywords: Teaching Media, SMP Muhammadiyah 2 Malang.

INTRODUCTION

English is the first foreign language in Indonesia. As a foreign language, English is a compulsory subject in senior and junior high schools Dwi (2013). In fact, the teacher faces a lot of challenging experiences during learning activity in the class. To overcome this challenge the teacher uses different methods, media and communication skill in teaching the subject. This happens because students have different level of proficiency which requires the teacher to use different methods and media in every meeting of teaching and learning process.

In teaching and learning process the teacher plays an important role for he or she is the most inspired people in class room, and students mostly pay attention to their teacher. Tileston (2004:4), states that most of the discipline problems in the classroom are caused

by such factors as boredom, not understanding the relevance of the information, and incorrect modalities for learning. Those are the barrier for teacher in delivering materials for the students and this will result in gap between teachers and students. The teacher used media to encourage students' motivation because it was one of important parts of success in learning process.

Media was commonly used by English teacher in learning process. It can be the link or key to transfer teachers' concept of certain material to students' understanding.

The teaching and learning process in class especially in junior high school should be designed in meaningful activities. One of the ways in teaching English is by presenting material by using media. This will make teaching and learning process interesting and enjoyable. Students will receive various activities delivered by the teacher. Therefore, the

teacher should be creative in creating and using media based on student needs on the learning material.

Using media requires the teacher to step outside of the traditional teaching method and facilitate learning by encouraging students to learn through the media. The use of media helps the teacher to connect learners with events that are culturally relevant. As a result, a positive consequence of utilizing media is that instructors must keep their materials and examples up-to-date. As the concept of media in teaching and learning process, the teacher has to select the media carefully before they use it. Sudjana (in Djamarah, 2010: 127) states that there are some criteria in selecting and using media during the teaching and learning process, namely: 1) determine the exact type of media, 2) determine or take into account students with appropriate, 3) presents the media appropriately, 4) put or pay attention to the media at the right time, place and situation. There are some types of media such as audio media, visual media, and audio visual media. Audio media is media that involves sense of hearing; for example they are recording player in the foam tapes, cassette tapes, compact disk (CD), and radio act. Visual media is media which involves the senses of sight. There are two types of message contained in the visual media, namely verbal and nonverbal messages; they are pictures, graph, diagrams, charts, maps, Comic, posters, visual boards and magazines. And the last is audio visual media. It is means of communication transmitted to both the sense of hearing and the sense of sight. They are video compact disk and television.

In fact, most of the teachers have already known the function and the advantages of using media. However, they rarely use them in the class for some reasons, such as lack of ability and understanding in using or operating media for example; LCD, computer, multimedia room, etc. The previous research conducted by Wulandari(in Wahyuni, 2008) showed that the English teacher in SDN Langkap 2 Burneh Bangkalan faced some problems in dealing with media in teaching. The problems were that teachers spent more time to prepare the media, lacked of ability to create interesting media for big number of students in the class. On the other hand, there were teachers that use one type of media during teaching process. This is proved by Nelita(in Wulandari, 2008) who studied about media in teaching learning English used by the teacher at MAN 7 Jakarta. It indicated that all of the English teachers at MAN 7 Jakarta used visual

media such as pictures, real object and brochures.

Based on the description, the researcher is interested in studying the media used by teacher in teaching English at SMP Muhammadiyah 2 Malang. Based on his preliminary observation, interview and documentation, the teacher stated that English had become one of the most difficult subjects and most students in the school got below the average score. This was also supported by students' testimony who said that they got difficulties in understanding the teacher's explanation. As a matter of fact SMP Muhammadiyah 2 Malang is a Junior High School with two inclusive in seventh grade class in which there are five inclusive students in the A class and four inclusive students in the B class and also in every class who need special attention. Some of the students have hearing impairment (including deafness), speech or language impairment, visual impairment (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or other specific learning disabilities. The students do not receive special treatments because the teachers had treated them as normal students. The teacher can choose a suitable media for normal students and students with special needs for the delivery of learning materials in the learning process.

It is interesting to study on the media used by teacher in teaching English for some reasons. The first, media has become the link to bridge teacher's concept to students' understanding. It helps teacher to deliver the messages. The second, by studying media in teaching, the writer can enrich his knowledge in using media. Moreover, and the media can help teachers accurately and varied education can overcome the passive attitude of the students in the learning process.

Statement of the Problems

Based on the background of the study, the problems are formulated as follows:

1. What are the media used by teacher in teaching English at SMP Muhammadiyah 2 Malang?
2. What are strengths of using teaching media in teaching English at SMP Muhammadiyah 2 Malang?

1. Media

A *medium* (plural, media) is a means communication and source information. Derived from the Latin word meaning “between”, the term refers to anything that carries information between a source and a receiver. Example includes video, television, diagram, printed, materials, and computer programs. These are considered instructional media when they provide message with instructional purpose. Smaldino et al. (2006: 11) stated that the purpose of media is to facilitate communication and learning.

2. Definition of Teaching Media

According to Munadi (2013:3), teaching media is an intermediary tool for understanding the meaning of the material submitted by educator or teachers either print or electronic media and teaching media is also as a tool to facilitate the implementation of the components of the learning system, so that the learning process can last a longtime and effective.

Visual Media

According to Munadi (2013: 81), visual media are props in the teaching process that can be used through the senses of vision. There are two types of visual media; verbal and nonverbal. Verbal messages is not in written form while nonverbal messages conveyed by symbols and written form. Kinds of visual media are:

1. Verbal Visual

The pictures are presentation of idea or concept of learning, making them easier to digest students, kinds of picture; the first sketch can be called stick figure. That is a simple picture that illustrates the principal object without a detail section. Second, painting is the result of symbolic and artistic representations someone about an object or situation.

2. Visual Nonverbal

a) Book, Definition of book is communication without word (oral language) or over simply friction. Because words are formed is still considered writing and do not have a sound element. The book is a teaching

resource that made by public and especially students in the school.

b) Comic, it can be teaching resource. Arrangement of comic cartoon character has a simple nature. Comic has elements of a story which contains the message concise and easy to understand. Using comics in the teaching learning process making students attraction.

Audio Media

Using Audio media can help to give another dimension for lecturers in their teaching. It offers the potential to deliver content in an engaging way. For students, it provides an alternative to reading text as part of their teaching. For some students using mobile devices, listening to audio may fit in with their daily lives more easily than reading.

- 1) Cassette tapes, it is the most popular in the community, serves as a playback in the form of tapes or recorder. Cassette tapes can be used dal model teaching small groups or individual.
- 2) The compact disc, Compact disk (CD) is an optic that is used to save the data digitally. It can improve and direct students’ attention so as to cause the motivation of teaching process.
- 3) Radio is a scientific device that functions as an effective auditory instrument for communication. It also plays an important role in education. It is not only informs, but also inspired teacher being for teaching in the classroom. It is not only includes values and virtues, but also creates attitudes, interests and appreciation to students.

Audiovisual Media

Audio-visual media in particular refer to teaching methods using both sight and Sound. Audio Visual can be divided into two types. The first, pure audio-visual media is sound and images in one unit, such as film, television and video. The second is not a pure audiovisual media such as slides, opaque and OHP Munadi (2013:113).

a. Film is the actual material that a movie is recorded to in production and projected. Film can help to communicate to students for teaching and learning process. Using film is easier to remember than reading book because it is directly contact with our eyes and ears.

- b. Video is the technology on electronic signals includes motion picture and sound. Video can inspire and engage students when incorporated into student centered through learning activities, increased student motivation, enhanced learning experience and development potential for deeper learning of the subject development potential for deeper learning of the subject.
- c. Television is an electronic motion picture with conjoined or attendant sound; both picture and sound reach the eye and ear simultaneously from a remote broadcast point or television which is a combination of sound and picture received instantaneously on the TV screen.

Multimedia

Munadi argument that (2014: 148) multimedia is a language which easily to understand such sensory vision, sense of hearing, a sense of smell, sense of touch etc; Because it can help the teacher in teaching and learning process.

1. Digital projectors allow instructors to display 3-D images large enough for the audience to view and to demonstrate material or simulate assembly of components for a particular project. It is used for presentation or explains in the dark room.

Computer is as a learning resource to students that provide learning materials. The teacher can make creative learning because the computer can be there are many kinds of applications that can be used to create an interesting material.

Inclusive Class

According to *Hughes (2003)* an inclusive classroom is a general education classroom in which students with and without disabilities learns together. It is essentially the opposite of a special education classroom, where students with disabilities learn with only other students with disabilities.

RESEARCH METHODOLOGY

In this study the researcher used descriptive qualitative research design. According to Ary (2010:640), descriptive research is the research that asks questions about the nature, incidence, or distribution of variables; it involves describing but, not manipulating variables. This means that it is intended to

explain or describe a situation, event, objects whether people or objects of everything related to variables and can't be manipulated.

This, a descriptive qualitative research design is a scientific method which involves observing and describing the behavior of a subject without influencing in any way. This study belongs to the descriptive qualitative research because it will report the information by describing media used by teacher, strengths of using teaching media and the weaknesses of using teaching media in teaching English at SMP Muhammadiyah 2 Malang.

FINDINGS

Multimedia

1. Mobile Phone
2. Laptop
3. Internet
4. Digital Projector
5. Microsoft Power Point

Visual Media

1. Book
2. Poster
3. Poster

Audio media

Speaker active

Audiovisual Media

1. Video
2. Youtube

The Strengths of Using Media in Teaching English

- a. Mobile Phone
Mobile phone was handy. It was a light device that the teacher and students could have in class for accessing email from the teacher about recount text.
- b. Laptop
The teacher used laptop to display the video about self-introduction; the video helped the teacher to explain and it gave example of good pronunciations about the self-introduction to the students.
- c. Internet
Internet could help the teacher to access information needed. The teacher could be faster sending recount text material used internet through email to students. And also the teacher taught the benefit of using internet.

- d. Digital projector
Digital projector helped the teacher to show the teaching material more clearly with good quality. The students more focus to understand the material.
- e. Poster
By using a poster the teacher could know the students' activity in group making a poster about prohibition and imperative between special needs students and normal students. A poster could give positive message through images hung in the whiteboard.
- f. Real Object
It helped the teacher to describe the material "Descriptive Text" to the students, so the students could know the thing more clearly without imagining.

The Weaknesses of Using Media in Teaching English

- a. Video
The teacher was difficulty to get the students' attention because the students only focus to the video.
- b. Internet
Students with special need were difficulty to browse the material through internet. Also the teacher could not always control what were opened by students from their mobile phones.
- c. Digital Projector
The teacher needed a dark room to teach using digital, and the school did not have appropriate room for it.
- d. Youtube
Internet connection was the main problem when it was used in class.
- e. Book
Some students were lazy to read the book because the book often contained paragraph without interest pictures. And also the student with special need felt difficult to understand the example of recount text material because he needed other person to explain the material.
- f. Laptop
Not all students could afford a laptop because the cost was so expensive. In the group, it can't be used by everyone and they could not see clearer sound and the screen.

Discussion

As stated before, the researcher found that English teacher at SMP Muhammadiyah 2 Malang used media in order to attract creativity and more attention from all students. So in the learning process, the teacher could control the behavior of students in the classroom. The media helped the teacher to explain the lesson material to all students to create more effective class atmosphere.

In this study, the researcher found that the teacher used multimedia in teaching and learning English process. Simpler and the most interesting multimedia was Microsoft power point. The teacher used laptop and digital projector to support Microsoft power point. It was used for spelling material. By using Microsoft power point the students could be focus to and more active. Munadi (2013:150) stated that Microsoft Power Point or presenting media can increase the students' ability in reading and writing. So, it can be concluded that Microsoft power point helped the student easier to understand the material.

And also, the researcher found that the English teacher at SMP Muhammadiyah 2 Malang using of multimedia to support the material. The teacher used teaching media was not appropriate with lesson plan at the 7B class. The teacher used mobile phone to support internet. Mobile phone was practices and efficient media to bring to the class. Mobile phone was appropriate media to slow learner because he could learn material with follow the new technology development. Quinn (2000) stated that, mobile-learning: accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning, and performance-based assessment. ELearning independent of location in time or space

The English teacher used an audio media in teaching English. The teacher used speaker active and laptop to support song. The teacher used song to teach alphabet. By the song could make the students easier to understand, hyperactive students could enjoy the material and it could avoid verbalism in teaching English. Munadi (2013:59) stated that listening process is selective process to observing, listening, understanding, and remembering auditory symbols.

Conclusions

Based on the research finding and discussion in chapter 4, it can be concluded that using media in teaching English at SMP Muhammadiyah 2 Malang. Media was highly used by English teacher at SMP Muhammadiyah 2 Malang because there was not one media could be used without another media to support. As an example, the teacher used laptop and digital projector to support Microsoft power point in teaching English material. Teaching media was needed by some students with special need because it could help them in learning process.

Suggestions

This study only involves English teacher of SMP Muhammadiyah 2 Malang. The importance of using the media for other researchers to conduct further research like the media is used by English teacher, the strengths, and the weaknesses of using teaching media in teaching English at SMP Muhammadiyah 2 Malang. It is hoped, this study would be used as references conducting research and getting the benefit.

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