



LARISA
Publisher



The Implementation of Media In English Language Teaching

Aketi Awik^{1*}

¹ English Education Departement, Faculty of Teacher Training and Education, Madura University, Pamakesan, East Java, Indonesia 1

*Corresponding author: Aketiawik11@gmail.com (No WhatsApp: 083172107646)

ARTICLE INFO

Article history

Received: 3 Desember 2023

Revised: 6 Desember 2023

Accepted: 16 Desember 2023

Keywords:

English language teaching, Media.



ABSTRAK

Tujuan dari penelitian yang dilakukan di SD Islam Laboratorium Neuhen, Mesjid Raya ini adalah untuk mengkaji penggunaan media dalam pengajaran bahasa Inggris pada enam level. Penelitian dilakukan dengan menggunakan desain penelitian studi kasus. Populasi berjumlah 44 orang dan sampel dikumpulkan dengan menggunakan metode nonprobability sampling yang dikenal dengan convenience sampling. Terdiri dari 22 siswa dan 1 guru bahasa Inggris. Hasilnya menunjukkan bahwa 90% siswa lebih suka belajar bahasa Inggris melalui penggunaan media. Oleh karena itu, disarankan agar guru bahasa Inggris memanfaatkan media karena merupakan alat yang efektif dalam proses belajar mengajar bahasa Inggris.

ABSTRACT

The aim of the research carried out at the Neuhen Laboratory Islamic Elementary School, Mesjid Raya was to examine the use of media in teaching English at six levels. The research was conducted using a case study research design. The population was 44 people and samples were collected using a non-probability sampling method known as convenience sampling. Consisting of 22 students and 1 English teacher. The results show that 90% of students prefer to learn English through the use of media. Therefore, it is recommended that English teachers utilize media because it is an effective tool in the English teaching and learning process

INTRODUCTION

Teaching English to young learners is distinct from teaching English to adults. The reason is because the method of language acquisition differs between children and adults. The process of youngsters learning requires something that is realistic. Young students also acquire knowledge when they are motivated by their interests or engaged in activities that are meaningful to them. Put simply, when children learn English as a foreign language, they improve their understanding of the language by actively engaging in real-life activities that include using and applying it. Teaching fundamental English to the young students at the primary level plays a significant role. The English instructor needs to have a better understanding of young learners when selecting approaches, tactics, and media that are based on the students' ability, needs, and interests. The goals of teaching English to young learners are to introduce English as a second language, develop their foundational understanding of English, and motivate them to continue learning English by providing rewards that



align with their future needs and interests in the language. For instance, English instruction is provided to pupils at SD Islam Laboratorium, Neuheun, Mesjid Raya, Aceh Besar, using media. The teacher requested the students to bring their preferred small items from home, and then the teacher discussed them by asking the pupils for the English translations. Media have a significant role in assisting pupils in comprehending English as a foreign language. There are various types of media that can be utilised by teachers in the process of teaching and learning English. However, it is important for teachers to be discerning when selecting media, particularly when teaching English to primary school pupils. According to Richard and Rodgers (1986: 87), it is suggested that students should study a second language in an enjoyable manner. The significance of the teacher's role is in their ability to motivate students' interest in the process of teaching and learning English, as well as in fostering a strong connection between the teacher and pupils. There are various types of media that can be utilised by the teacher in the process of teaching English to young learners. These include audio media, visual media, audio-visual media, and the instructor acting as a model. In this study, the researcher aims to become an English teacher in order to teach English utilising different instructional materials as tools. This way, the teacher can generate students' interest in studying the English language, whether it be inside or outside the classroom, particularly at the elementary school level. Islam Laboratorium has implemented English as a local content subject from the first level to the sixth level.

METHOD

Research Design

This study is of a qualitative nature and utilises observational, interview, and questionnaire research approaches. Qualitative technique enables researchers to concentrate on individuals' perceptions, behaviours, and experiences (Bodgan & Biklen, 1998: 55). Case study research is effective in helping us comprehend a complicated matter or entity. It can enhance our knowledge and reinforce existing findings by presenting actual individuals in authentic situations. Cohen and colleagues (2005: 181) stated that a case study is an individual example often used to demonstrate a broader theme. Moreover, they mentioned that a case study offers a distinct illustration of actual individuals in genuine circumstances, allowing readers to comprehend concepts more effectively than merely presenting them with theoretical or fundamental principles. The research conducted an inquiry to gather information on the use of media in English language education at SD Islam Laboratorium Neuheun, in line with the study's purpose. This study aims to gather information on the utilisation of media in English language instruction at SD Islam Laboratorium Neuheun. Specifically, the information collected pertains to the media utilised by the teacher for teaching English and the challenges encountered when using media at SD Islam Laboratorium Neuheun. This data was obtained through methods such as observation checklists, interview guidelines, questionnaires, and documentation. This study also examined students' reactions to the use of media in English language instruction for Primary School students at SD Islam Laboratorium Neuheun. The focus of this study is all pupils at the six levels of SD Islam Laboratorium Neuheun, Mesjid Raya. By utilising convenience sampling as a method to select sampling units based on the study requirements, the sample consists of 23 individuals, including 22 pupils and 1 English teacher.

RESULTS AND DISCUSSION

The Kind of Media in Teaching English at Six Level of SD Islam Laboratorium Neuhen

It was discovered that the teacher utilized various forms of media, each representing different variables of media that may be understood as follows: Sound medium. The teacher did not utilize all forms of media in this situation. She relied heavily on the use of a smartphone for several aspects of the teaching and learning process, including writing, listening, speaking, and vocabulary. Visual media. The variable is separated into two parts: printed and display. The teacher utilized a course book to cover all the necessary skills in printed media, while magazines and newspapers were employed for reading, writing, speaking, and vocabulary. In a casual brief interview conducted through printed media, the researcher inquired about the teacher's rationale for not utilizing magazines and newspapers in teaching listening. However, it was revealed that the teacher actually read articles from magazines and newspapers aloud, allowing the students to listen attentively. To explain, the researcher found that she was unable to use magazines and newspapers for listening due to her proficiency in reading high-level language used in the articles. The other form of display material that is enjoyable for students is puzzles. The kids completed the puzzle in all areas of competency. The final media for visual display is a blackboard. The teacher utilized it to clarify difficult terms by writing their meanings and occasionally drawing simple illustrations on the blackboard. Media that combines both audio and visual elements. The teacher did not utilize all of the audio-visual resources. Educator. The teacher acted as a mediator in all aspects of the English teaching and learning process. She had completed all of her responsibilities in the process of teaching and learning English, both as a teacher and as a medium for it. During a brief interview conducted by the writer following the class, it was discovered that the teacher's limited usage of media was primarily attributed to their proficiency in utilizing such resources. The teacher did not have any specific training to enhance her skills of employing media in teaching English. Additionally, the school's limited resources in terms of English teaching materials or media for the kids were a contributing factor.

The teacher Implements Media in Teaching English at Six Level of SD Islam Laboratorium Neuheun

According to the researcher's observation, the instructor's shortcomings were in the development of teaching aids, such as models or mock-ups, which were exclusively sourced from the library. The teacher did not create new models herself. Based on the table provided, it is evident that the teacher did not perform well in the beginning phase. In the classroom, the researcher saw that the regular actions performed by the teacher and students were nearly identical. Once the teacher arrived in the classroom, the pupils would greet the teacher. Next, the teacher would verify the students' attendance. Following that, the instructor would go over the preceding topic to help the pupils remember the content of the past class. During the preparation phase, the teacher familiarizes themselves with the curriculum and syllabus in order to determine the topic they will teach to the students. They then align the basic skills with the curriculum, syllabus, and topic using suitable resources. Preparing the media is the next step that the teacher undertakes during the preparation process. During the core activities period, the teacher did not follow a methodical approach. It was challenging to do because the teacher did not have a structured lesson plan on using media. She utilized the instructions provided in the textbook to navigate the audiovisual content supplied inside

it. Several pupils were not patient and directly asked the teacher about the media that was exhibited in front of the classroom or on the classroom wall. A few students also came to observe the journalists up close. Therefore, it could be somewhat challenging for the instructor to handle the classroom. However, the teacher would still receive the pupils' excitement and inquiries regarding media. The classroom was full by the time. The teacher requested that the pupil be quiet and return to their seat. In the next phases, the teacher requested that the students form groups to study the material that was shown. The student-focused approach enhanced the classroom atmosphere, resulting in greater student engagement compared to the teacher. The teacher had finished watching all the groups and assisted them if necessary. The teacher has a positive rapport with the students and provided another practical example for the class that the students could easily comprehend. The instructor in this session also utilized a blackboard and chalk to illustrate the concept to the students. The classification system Bloom is also part of the learning process when utilizing media. It includes cognitive skills (knowledge), affective skills (attitude), and psychomotor abilities (skills). Furthermore, during the concluding stage, the teacher failed to provide a summary of the lesson as feedback for the students. In fact, a summary is really beneficial for pupils to remember the lesson they have learnt. Prior to assigning the assignment, the teacher encouraged the students at the conclusion of the session to continue their learning at home.

Regina Rahmi, Media Implementation. In conclusion, it can be stated that the teachers' performance was satisfactory, while there is still room for improvement, such as developing their own lesson plans employing media. It is necessary to ensure that the class operates in a systematic manner as intended. The instructor should also be mindful of any issues that may arise during the process of teaching and learning.

The Obstacles Faced By Teachers In English Teaching By Using Media

Based on the data acquired from a brief interview with the English instructor, it can be concluded that the teacher encountered challenges in several areas when using media in English language instruction. The outcome is predicated on the assumption that the instructor continues to encounter challenges when incorporating media into English language instruction. These challenges pertain to the creation of lesson plans and the procurement of suitable teaching resources in the form of media. The table below outlines the challenges that teachers face when using media into English language teaching at SD Islam Laboratorium Neuheun. One may argue that there was a significant indication in the design of lesson plans for teaching English through the use of media. Research indicated that the teacher did not utilize a lesson plan during the process of teaching and learning English, namely through the usage of media. The researcher believed that she had challenges in organizing the lesson plan. The outcome was dependent on the premise that the English instructor at SD Islam Laboratorium Neuheun had adapted to the syllabus and English teaching-learning materials. According to the table, it was mentioned that the most significant issue related to English language instruction is the creation of teaching materials. In this situation, the researcher presumed that the school administration should allocate additional funds for the provision of supplies. The teacher encountered difficulty in organizing the material in a systematic or precise manner. The outcome was predicated on the idea that the teacher had challenges in organizing the materials in a systematic manner. The researcher presumed that the teacher needs to further educate or train themselves on how to organize the lesson plan and select appropriate



LARISA
Publisher



materials for teaching English to young learners. The other factor is the presence of materials sources, the selection and adaptation of materials, and the selection of suitable resources based on the student's ability, needs, and interests. The outcome led the researcher to assume that English teachers at SD Islam Laboratorium Neuheun face challenges with the previously indicated indicators. This implies that the teacher needed to receive additional training or engage in further study regarding the examples in order to diminish their shortcomings in those areas. Additionally, she should receive help through an efficient and ongoing course to enhance her knowledge and skills.

The Students' Responses Toward Using Media in English Language Teaching

Just as teachers, students are also a crucial element of the teaching-learning process. In addition, the instructor takes into account the reactions of primary school children to understand how they respond to the English teaching-learning process. In order to collect information about the students' opinions on the use of media in English language teaching, the researcher handed out a questionnaire to 22 students across six different levels. The questionnaires were handed out to determine the students' perspective or stance on whether they had a positive attitude towards employing media in English language instruction. The students were instructed to encircle the words that most accurately depicted their emotions regarding the aspects associated with the utilization of media in English language instruction. Overall, it can be concluded that the average score of students' opinions on the use of media in English language instruction ranged from 2.1 to 3 and from 3.1 to 4, indicating agreement and high agreement. This indicates that pupils had a favorable response to the use of media in English language instruction.

CONCLUSION

The study examined several topics discussed in the findings, including the media utilized by teachers in English language instruction based on primary school basic competences. It explored how teachers implement media in English language teaching and identified the challenges they face in doing so. Additionally, the study investigated students' reactions to the use of media in English language instruction. In addition, the study also discovered that the instructor encounters two challenges when teaching English with media at SD Islam Laboratorium Neheuen Aceh Besar. These challenges include planning lesson plans and preparing resources. The initial challenge encountered by the teacher was in creating a lesson plan that incorporated the use of media. The instructor was unable to create the lesson plan because she did not have the guidelines to include all the necessary roles in the lesson plan for using media in English language teaching. However, she just utilizes the standard curriculum throughout the entire process of teaching and studying English. The lesson plan was created based on the syllabus. The primary topic of discussion is the issue with instructional materials. The majority of teaching materials are adapted from textbooks by the teacher. It might be challenging for the teacher to organize the materials systematically, especially if they lack the capacity to arrange them effectively as instructional resources. The teacher also faces the challenge of selecting and adapting resources based on the students' aptitude, needs, and interests. The English teacher has to adapt to the syllabus and textbook in the process of teaching and learning English. In addressing issues related to the development of teaching materials, the school administration could consider allocating additional funds for material provision.

Additionally, teachers should receive more training or engage in further research to enhance their understanding of the subject matter and minimize any limitations they may have in this area. The pupils had a positive response to the use of media in English language teaching. Based on the data acquired from the questionnaire, it was demonstrated that participants overwhelmingly chose the alternatives of "strongly agree" and "agree" on the questionnaire sheet. This indicates that they believe the media plays a significant role or provides a beneficial manner to enhance their basic abilities and expand their vocabulary.

REFERENCES

- A, A. M. (2019). The Use of Technology in English Language Teaching. *Frontiers in Education Technology*, 2(3), p168. <https://doi.org/10.22158/fet.v2n3p168>
- Bodgan, R.C, Biklen, S.K. (1998). *Qualitative Research for Education*. USA: Allyn and Bacon.
- Brown, H.D. (2001). *Doing Second Language Research*, USA: Oxford University.
- Cohen, L. Manion, L. & Morrison, K. (2005). *Research Methods in Education* (5th ed). London & New York: Routledge Falme.
- Harmer, J. (2007). *The Practice of English Language Teaching*. 4th Edition. New York: Longman.
- Heinich, R. Molenda, M. Russell, J.D, & Scnaldino, S.E. (1996). *Instructional and the New Technologies of Instruction*. New York: Macmillan.
- Kasbolah, Kasihani. (1995). *Instructional Media for Young Learners of EFL. ELE. I Malang: IKIP Malang*.
- McGlothlin, J. Doug. (1997). *A Child's First Step in Language Learning*. Retrieved on Thursday, May 05, 2011 at 8am. From <http://iteslj.org>.
- Nunan, David. (1999). *Second Language Teaching and learning*. Boston: Heinle & Heinle publishers.
- Onasanya, S.A. (2004). Selection and Utilization of Instructional Media for Effective Practice Teaching. *Institute Journal of Studies in Education* Vol. 2 No. 1 June 2004, ISSN 0795-2199.
- Richards, J. and T. Rodgers. (1986). *Approach and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Ruis, Nuhung. Muhyidin. Waluyo, Tri. (2009). *Instructional Media*. Jakarta: Ministry of National Education.
- Sadiman et al, (2010; 14)
- Routarinne, S. & Ylirisku, S. 2012. Video Card Game as a Learning Design for Teacher Education: *Journal Social and Behaviour Science*. 45(6): 370-380.
- Sablić, M., Miroslavljević, A., & Škugor, A. (2020). Video-based learning (VBL)—past, present and future: An overview of the research published from 2008 to 2019. *Technology, Knowledge and Learning*, 1-17.
- Shih, R. C. (2010). Blended learning using video-based blogs: Public speaking for English as a second language students. *Australasian Journal of Educational Technology*, 26(6).
- Sihem, M. S. (2013). *Using video techniques to develop students' speaking skill* (Master's thesis).
- Spence, I. & Feng, J. 2010. *Video Games and Spatial Cognition: Journal American Psychological Association*. 14(2): 110-121.
- Stempleski, S., & Arcario, P. (1992). *Video in Second Language Teaching: Using, Selecting, and*



LARISA
Publisher



- Producing Video for the Classroom. Teachers of English to Speakers of Other Languages (TESOL), Inc., 1600 Cameron St., Suite 300, Alexandria, VA 22314.
- Stern, J. (2018). Introduction to Online Teaching and Learning. *International Journal of Science Education*, 3, 1–10. <https://doi.org/10.1002/9781118784235.eeltv06b>
- Wamnebo, W., Hanapi, H., Bugis, R., & Handayani, N. (2018). Students' Speaking Skill in Oral Descriptive Text by Using Video at Tenth Grade in SMA Negeri 1 Namlea. *Jurnal Jupiter*, 16(2), 98.
- Williams, R. T., & Lutes, P. (2007). Using video in the ESL classroom. *Takamatsu University Journal*, 48, 1-13.
- Aiex, N.K. (2008). *Media Use in the Classroom*. Bloomington: Eric Clearing house on Reading and Communication Skills.
- Arikonto, Suharni. (2005). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta :BumiAksara
- Cakir Dr, Ismail. (2006). The use of video as an audio-visual Materials in Foreign Language Teaching. *The turkish online of Educational Technology-TOJET* October 2006. ISSN:1003-6521 Vol.5 Issue 4. Article 9 retrieved February 20TH 2008. www.tojet.net/article/549html
- Carol, et. Al. (2010). *Using Media in Teaching*. Breamfoten. Saide
- Cooper, Richard & Mike, Lavery. (1991). *Video*. Oxford : Oxford University Press.
- Gay, L.R and Peter, Arisian. (2000). *Educational Research Competence For Analysis and Application*. New Jersey: Prentice-Hall Company.
- Harmer, J. (2001). *The practice of English Language Teaching*. England: Person Education Limited
- Haw. K and Mark Hadfield. (2007). *Regulation of Teacher Education and the Impact on Student Participation and Cognition*. mnshtsn@wise.edu. University of Winconsin-Madison.
- Iskandar. (2009). *Methodology Penelitian dan Pendidikan Sosial*. Jakarta. Gaung Persad Press
- Jack C. Ricard and Willy A. Renandya. (2002). *Methodology in Language Teaching*. Cambridge University Press.
- Mayer, R.T. (2001). *Multi-media learning*. USA : Cambridge University Press 210 p.