Teacher's Thoughts regarding the Use of Media in Teaching English

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ABSTRACT

As the demand for English language proficiency is getting higher nowadays, a teacher as one of the important elements in teaching must maximize and facilitate students in learning. One of the supporting elements in learning is the use of media in helping teachers deliver learning materials. This study aims to determine how English teachers' thoughts toward the use of media in teaching English. This study was a qualitative study with data collection techniques through observation and interviews. The population in this study was 3 English teachers at Junior High School Kartika XX-I Makassar by using a total sample as a sample selection method. This study used qualitative analysis techniques developed by Miles and Huberman, namely data reduction, data presentation and drawing conclusions. From the results of the data collection carried out that teachers express positive views on the use of media to improve students' English learning abilities. It was known that teachers use LCD, PowerPoint, YouTube, books, and games as media in their learning. Media has an important role in training students to use English. In addition, the use of interesting media can foster students' motivation and enthusiasm.

Keywords: Teachers' thought, Media, Teaching and Learning English

INTRODUCTION

As one of the main contributions in teaching and learning English, teachers play a crucial role in optimizing student learning accomplishment in addition to the rising demands for English language competency in today's society. However, due of their unique characteristics, young students are challenging for teachers to instruct in English. Recent studies have brought attention to the short attention span and focus issues that young learners face. These results demonstrate that teachers need to employ practical strategies to boost student interest and maintain focus while they are learning English.

Therefore, media is being utilized for aiding teachers present the lesson content in the classroom. (Indahyanti & Wira Rahman, 2022) stated that Media utilization can improve the teaching and learning process and result in deeper, more meaningful learning experiences. An excellent teaching tool creates connections between the course's learning objectives and the students' existing knowledge. Several approaches and applications of learning media have been used in previous studies. Media using flash cards can help students in carrying out activities in learning(Astuti & Chandra, 2023), multimedia has a significant impact on

educational progress, especially in the field of English language learning (Izlin, 2023) and this media has succeeded in encouraging students to think critically. When used as a learning platform, technology can also effectively foster students' critical thinking skills by facilitating forum discussions and online class interactions that allow students to practice critical thinking(Merta et al., 2023).

In order to accomplish learning objectives, learning media can be utilized to spread messages and pique students' interest, focus, and emotions during learning exercises. Media is a crucial part of the learning process as a component of the educational system. The purpose of learning media is to aid students in comprehending what they are studying. After choosing the right kind of media, we need to be able to explain things to students so they can take part in a productive learning process (Andriani et al., 2022). It can be concluded that, media is a part of learning resources, or tangible learning resources, that include educational materials in a setting that might inspire students to learn.

As technology has advanced, several types of learning media are being used in the teaching and learning process. In emerging nations like Indonesia, the impact of swift technological advancement has additionally influenced the field of education. From basic learning resources like photos, flashcards, and realia to more advanced ones like projectors, tape recorders, televisions, and so on, educators have taken the

initiative to include learning media into formal education. In addition to helping teachers provide lesson plans to level the playing field for all students, the media also plays a big part in helping students improve their command of the English language. It has been proven by previous studies. As an illustration, using movies to teach writing to young students of English has a positive impact (Kusumawardhani & Nurhayati, 2019).

As is well known, learning media encompasses any resources or instruments that educators or learners might utilize to accomplish certain learning objectives. Then, educational materials can be categorized in a particular manner. (Mahajan, 2012) divides the media into seven groups, which are as follows:

1. Graphic Media: any printed media of any kind. Books, images, photographs, maps, charts, posters, graphs, and diagrams are just a few examples.

2. Display Media: a board, such as a chalkboard, bulletin board, flannel board, or peg board, that is used to display information in a small group.

3. Three-Dimensional Media: A media with a three-dimensional shape. Models, items, specimens, and puppets are examples.

4. Projected Media: a type of media in which the messages are displayed via a projector. Slides, filmstrips, transparencies, films, video cassettes, gramophones, and records are

5. Audio Media: this is media that can only be heard. Radio, audio cassettes, gramophones, and records are examples.

6. Video Media: This type of media combines audio and visual elements, such as television, videocassettes, CDs, and computers.

7. Activity Media is a term that refers to any type of media that can be used to carry out a specific activity. Field trips, dramatization, presentation, and role-playing are examples.

All kinds and channels of communication that are used to spread ideas, messages, or information are referred to as media. Since the media is one of the primary channels for communication and information access, it plays a crucial role. The media is essential for improving speaking abilities. The media plays an important role in spreading messages, igniting passion, and drawing students' attention to the information they are studying (Faishol & Mashuri, 2021)

Media can help students increase their vocabulary, work on their intonation, and gain confidence. Media can also offer helpful technological assistance, such systems that verify pronunciation and recognize voices. This gives students immediate feedback for progress and aids in their rapid and effective English skill development. Books, periodicals, newspapers, radio, television, digital content like the internet and mobile apps, and other kinds of communication are all employed in the process of learning English. Despite the fact that each style has pros and cons, they all assist students in increasing their vocabulary, strengthening their sentence construction abilities, and honing their abilities in a variety of contexts.

Media must be created as meaningful activities because of how beneficial it is to the teaching and learning process in the classroom, particularly in elementary and junior high schools. Using media to deliver content is one method of teaching English. This will add excitement and enjoyment to the teaching and learning process. Based on the needs of the students and the learning material, teachers should be innovative in their creation and use of media. By encouraging students to study through media, teachers can encourage learning and move beyond the conventional teaching approach. Teachers can better engage students with culturally relevant events by using media. Therefore, one benefit of using media is that teachers need to maintain their resources and examples current (Wirawan, 2020).

As we can see, there is a growing correlation between media and learning English. In order to aid students in learning English, greater numbers of schools are now utilizing technology, such as learning films and multimedia presentations. This supports the claim made by (Faishol & Mashuri, 2021) that teachers must be able to employ ever-more-advanced media in the classroom due to the quick advancement of

technology in the age of globalization. Students can also view online videos and listen to podcasts to improve their English language proficiency. In reality, media is used as a practice tool in several schools' extracurricular activities. Thus, it is clear that the media plays a significant part in assisting students' academic learning. This motivates the researcher to investigate the views of English teachers about the use of media that will improve English learning, particularly at Junior High School Kartika XX-I Makassar.

Thus, it is clear that media plays an important role in helping students' academic learning. This encourages researchers to investigate what media are used by teachers in teaching English and the views of English teachers about the use of media in the classroom that will improve English learning, particularly at Junior High School Kartika XX-I Makassar.

METHODS

The method of the study was a qualitative research design. Qualitative research, according to (Firmansyah et al., 2021), was about interpreting the meaning behind data, which could differ from person to person based on their understanding and intuition. According to the statement, qualitative research placed a strong emphasis on gaining a thorough grasp of the background and subtleties of the data collecting. The researcher employed descriptive research in this study (Yuliani, 2018) claims that one kind of research technique frequently employed in social phenomenology to characterize and comprehend the experiences of people or groups is qualitative descriptive research. In this study, the researcher investigated the views of English teachers' Thoughts regarding the Use of Media in Teaching English. Three teachers from SMP Kartika XX-I Makassar were chosen by the researchers. The researchers employed the total sampling strategy in this investigation because in this school there were 3 English teachers who use several media in teaching English. The researchers took all three to get more accurate and varied data.

Two methods of gathering data are used in this study: interviews and qualitative data collection through observation. Interviews were conducted separately with representative teachers with semi-structured questions to find out their respective views on media types and media use in teaching English. As stated by Miles and Huberman, cited in Sugiyono (2015), data analysis in this study started with quantitative data analysis and data collection through qualitative research data analysis through three simultaneous activities: data reduction, data presentation, and drawing conclusions or verification.

FINDINGS

Results from interviews with English teachers as one of the respondents of this research

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helps and makes it easier for me to convey material to students. Media can make students active in the learning process and students are focused on understanding the material. In addition, using media in teaching English makes it easier for me to convey material to students.''

It is evident from the conversation portion above that using media in the classroom plays a significant part in raising student engagement and concentration. Additionally, using media to teach English helps teachers in presenting material to students.

"I think that learning through media is crucial, especially while learning English. Since it increases students' motivation and enthusiasm for studying and, of course, keeps them from becoming bored easily, I believe it to be quite helpful."

The instructor underlined that using media to teach English is highly successful because it has advantages like boosting students' motivation and excitement for learning and avoiding learning monotony. As a result, learning media are crucial for fostering an engaging learning environment and more successfully assisting students in developing their skills.

"Students that use learning media are more motivated, passionate, and comprehend the information more quickly. They can also practice the material immediately through the usage of learning media. For instance, their vocabulary is more ideal and they are more active while using PowerPoint or video-based media through YouTube".

Based on the interview's findings, it can be said that engaging content like YouTube can increase students' comprehension and

motivation to learn. Consequently, contemporary mediums like PowerPoint are used. Because PowerPoint may be creatively created by the teacher, it can also assist students in developing their talents.

The use of learning media in English classes, particularly to enhance English proficiency, is crucial, according to the views stated in the aforementioned interview. Learning media greatly enhances students' abilities while also inspiring greater enthusiasm for learning. Students can engage more fully while using media like PowerPoint and videos. According to the findings of their interviews, educators had a favourable opinion of the use of media in English instruction.

"I use books as media in my class, then I intersperse them with games such as games using flash cards or interesting games so that students feel enthusiastic during class."

In addition, as seen by the above interview results, researchers discovered teachers who frequently employed books and games as teaching tools.

"There are several kinds employed based on the content we provide for the students, and I typically use LCD media, standard PowerPoint, YouTube, and occasionally games.''

Teachers employ a variety of media to teach in the classroom, according to the above interview results. LCD, PowerPoint, YouTube, books, and educational games are among the media that are employed. PowerPoint and LCD aid in the visual and structured presentation of

information, making it easier for students to comprehend. Games are utilized to keep students interested in class, books serve as a guide to the primary curriculum, and YouTube is used to present video content and assist students in understanding English pronunciation and usage. Furthermore, learning becomes more engaging and dynamic when instructional games like this one are used. Students can actively and enjoyably practice their English with these activities.

Teachers can adapt their teaching strategies to the content being presented by integrating different media, which results in a dynamic and productive learning environment. It is clear from the above-mentioned interview results that educators use a variety of media to assist provide more engaging and varied learning resources.

DISCUSSION

According to the study's previously reported findings, English teachers, particularly those at SMP Kartika XX-I Makassar, have a favourable opinion of using media to impart content in the classroom. Teachers believe that media use is very helpful and encourages students to participate in their education. Incorporating media into the classroom has a big impact on improving student focus and engagement. Additionally, teachers can better present material to students when they use media to teach English. This viewpoint is consistent with that of (Wirawan, 2020) said that Students could

become more engaged in the learning process and more focused on comprehending the subject matter if they were exposed to media. And also, (Wahyunuhari, 2013), said that students can gain a variety of real-world experiences through the use of learning media, making it simpler for them to assimilate the knowledge they are learning. In order to enhance students' learning experiences, media use in the context of English instruction serves as both a tool and a link between them and the context of more diversified and authentic English usage.

According to the aforementioned research findings, researchers also came to the similar conclusion that using engaging media can improve students' motivation and comprehension of learning English. This supports the assertion made by (Izlin, 2023) state that the use multimedia technology has had a major impact on the advancement of education especially English learning. Students will thus be more driven and find it easier to comprehend and practice the English language skills that are taught, which eventually improves the efficacy of the entire learning process. And also, (Teko Patanduk et al., 2023) stated that for a number of reasons, using media to teach English can be advantageous. These include increasing students' motivation, supporting a variety of learning styles, creating an engaging and joyful learning environment, developing students' comprehension, and promoting efficient and participatory learning.

Additionally, studies discovered that teachers believe media use is crucial to helping students improve their English and critical thinking. This supports the assertion made by (Merta et al., 2023) who stated that Students' critical thinking was effectively stimulated by those media. In addition to being a useful tool for facilitating forum discussions and online classroom interactions that allow students to practice critical thinking, technology can also be used as a learning platform to effectively encourage students' critical thinking. As a result, learning media is crucial to establishing a more dynamic and productive learning environment, which eventually aids students in achieving better learning results.

Researchers also discovered that teachers employ a variety of media to help students become more proficient. Among the mediums utilized are LCD, PowerPoint, and YouTube. Teachers at SMP Kartika XX-I Makassar used material that fell under the category of Audible Viewing material (audio visual), according to the study's findings in line with (Andriani et al., 2022) stated that teaching media can be used in some ways that combines audio and visual elements. And (Yulisa Andriyani, 2017) assertion that educational media can take the shape of sound slides, sound movies, and videos. The teacher thinks that by using this material, students will be more motivated and excited to learn, which will help them comprehend the English vocabulary more rapidly.

The study's findings indicate that the English teachers at SMP Kartika XX-I Makassar have a favourable opinion of using media to teach the language in the classroom. This is consistent with the discovery of (Soko, 2017) that teachers see the use of media in English language instruction positively. They contend that interactive games, books, PowerPoint, LCDs, YouTube videos, and movies are all excellent resources for boosting students' motivation and excitement for learning, speeding up their acquisition of English vocabulary, and serving as a stand-in for native speakers.

This study also demonstrates how using contemporary media, such PowerPoint presentations and YouTube videos, may make learning more engaging and dynamic, which will boost students' motivation and comprehension of English language proficiency. Students who have a visual and auditory learning style may find that using those medias help them enhance their speaking and listening abilities as well as their general English proficiency.

CONCLUSION

Teachers have a positive opinion of using media to help students develop their skills. Students can enhance their English learning outcomes by integrating different media through a variety of engaging and effective ways. This study can help teachers understand the advantages of using concrete and simple media to help students learn English. The choice of learning media should be practical and

flexible, meaning that anyone can use it. Furthermore, the simplicity of use of media might be a benefit in order to facilitate effective learning without the need for a single teacher.

SUGGESTIONS

To make the content easier for students to understand, teachers must select media that aligns with the goals of English language acquisition. Additionally, technology must be used, for instance in educational applications. Furthermore, real-world media, such news reports, English-language movies, or podcasts, can aid students in comprehending the language in authentic settings. Frequent assessment of the media's efficacy is also necessary so that teachers can modify their teaching strategies to meet the demands of their students and make learning more efficient and pleasurable.

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