



USING MEDIA IN TEACHING ENGLISH OF ENGLISH TEACHER AT MADRASAH TSANAWIYAH NEGERI MODEL MAKASSAR

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Abstrak

Penelitian ini bertujuan untuk menggambarkan dan mendeskripsikan cara Guru Bahasa Inggris menggunakan media di MTsN Model Makassar melakukan proses belajar-mengajar di kelas. Metode penelitian ini adalah penelitian kualitatif deskriptif dan studi kasus dengan desain. Subjek penelitian ini adalah dua guru bahasa Inggris yang mengajar di kelas tiga dan siswa kelas tiga dari dua kelas yang berbeda. Instrumen utama penelitian adalah peneliti itu sendiri. Dalam melengkapi data digunakan pedoman wawancara, dan catatan lapangan. Data dan sumber datanya adalah apa yang dilakukan guru di kelas mengenai pertanyaan penelitian. Data tambahan juga diambil dari siswa yang menggunakan wawancara. Teknik pengumpulan data yang digunakan adalah observasi, dokumentasi, dan wawancara. Temuan penelitian mengungkapkan bahwa guru menggunakan berbagai macam media pembelajaran, yaitu; laptop, papan tulis, dan lembar kerja siswa.

Kata Kunci: Media, Pengajaran Bahasa Inggris, MTsN Model Makassar

Abstract

This study aims at portraying and describing the way English Teachers using media at MTsN Model Makassar conduct the learning-teaching process in the classroom. The method of this research is descriptive qualitative research and case study with design. The subjects of the study are two English teachers teaching in the third grade and the students of the third grade from two different classrooms. The main instrument of the study is the researcher himself. In completing the data, an interview guide, and field notes are used. The data and sources of the data are what the teachers do in classrooms concerning the research questions. The additional data are also taken from the students utilizing interviews. The techniques used to collect the data are observation, documentation, and interview. The finding of the study reveals that the teachers use various kinds of instructional media, namely; laptops, whiteboards, and students' worksheets.

Keywords: Media, Teaching of English, MTsN Model Makassar

INTRODUCTION

A. Background

Nowadays in the globalization era, English as a means of communication has been used in the world. As an international

language, it will be used by people to communicate with other people from different nations. Besides, it is also considered as the key to access science and technology. Most sources of information,



especially textbooks of science and technology available in libraries are written in English.

Karimuddin (2008: 1) argues that the objective of the teaching of English in Indonesia is mainly to enable the students to use English for communication both taught oral and written as revealed in the English (Educational Unit Level Curriculum 2006), furthermore in curriculum 2013 for Junior High School English is a tool for communicate in verbally and writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. The ability to communicate in a complete sense is the ability to discourse, namely; the ability to understand and/or produce oral and/or written texts that are realized in four language skills, namely listening, speaking, reading, and writing. These four skills are used to respond or create discourse in social life. Therefore, English subjects are directed to develop these skills of graduates can communicate and speak in English at a certain literacy level (2016).

Muhtar (1995) states that English is needed by Indonesian students for many reasons. By having a good command of English, the students have more chances to get a job. English helps students easy to maintain communication and tie relationships. Moreover, many books on science and technology are written in English. English is therefore one of the important tools in twenty-first-century learning. By mastering English, students can benefit from many kinds of books to improve their knowledge and enlarge their minds.

Realizing the importance of English in this country, the Indonesian government has decided that English is a part of the school curriculum. Since the decision was made, English has been taught in Indonesia.

Students' involvement in the teaching and learning process is the main concern of the success of teaching, and to attach the students' involvement, the teacher should employ a wide variety of teaching methods and enrich the teaching by using authentic materials to create the classroom life.

The quality of classroom life is itself the most important matter, both for the long-term mental health of humanity (and the mental health of the language teacher!), and for the sake of encouraging people to be lifelong learners, rather than people resentful of having to spend years of their lives as 'captive' learners, and therefore put off further learning for life, (Allwright: 2006).

Haryanto (2011: 3) reports that in Indonesia, the success of learning a foreign language is extraordinary. So far in general, learners are not able to master the English language skills as expected. Many studies have proved it. Gunarwan (2000) for example, concluded that the quality of teaching English in Indonesia is low. This was based on findings that the ability to read English text of the second grade, in general, is not well. Previously, Hamied (1997) also found that the level of students' achievement in learning English is still low. Similarly, Huda (1990) also researched the teaching of English in secondary schools in eight provinces. His findings revealed that 69.7% of students said that learning English is difficult and even very difficult. This research has been done quite a long time,



but that phenomenon can not be changed as soon as possible. Therefore, the success of learning English in Indonesia is still a rare thing.

According to Schumann (1978), in Haryanto (2011: 5) nine factors can influence the success or failure of learning a foreign language. The nine factors are known to Schuman taxonomy, which includes: social, affective, personality, cognitive, biological, talent, personal, input, and teaching.

Although English is the main foreign language taught in elementary schools, secondary schools, and universities in Indonesia, so far the English proficiency of most students is still low. Sadtono (1995) found that senior high school graduates who study at the tertiary level of university do not seem to perform well in reading English text. This leads to the conclusion that the quality of teaching English in secondary schools in Indonesia is still low.

This kind of situation needs improvement. If it does not improve, the result of teaching English will be far from the expectation. Students graduating from senior high school and university will have low English proficiency. The appropriate time to improve this situation is when students begin to be taught English.

In Indonesia, students begin to learn English when they are in junior high school. However, some students may learn English in elementary school if it is taught as local content. As a local content, it is taught to students in the fourth, the fifth, and the sixth year classes (the Decree of Indonesia Minister of Education and Culture No. 060/II/2006).

Since not all elementary schools offer English as a local content to the students, the student's mastery of English is heterogeneous. In junior high schools, English is taught to all students who came from elementary schools which offer or do not offer English as a local content subject.

B. Problem Statements

Based on the explanation in the background above, thus research problem is; *What instructional media are used by the English teachers at MTsN Model Makassar?*

C. Objectives of the Research

This study aims at describing the ways the teachers conduct the learning-teaching process of the English class at MTsN Model Makassar. Especially, the study attempts to describe: the instructional media are used by the English teachers at MTsN Model Makassar.

REVIEW OF RELATED LITERATURE

This chapter deals with the study of previous research findings on the related topics to the revision, and some pertinent ideas.

Previous Related Research Findings

Uswatun Hasanah (2009) entitled *The Use of Media in the Teaching of English in Different Programs at SMP Negeri 1 Palangga* revealed that the English the media from printed materials to electronic media. The media were used in many kinds of classroom activities. The media used were able to make the students active in the teaching-learning process. And all the students had positive responses toward the use of instructional media.



1. Concept of Learning-Teaching

St. Muwaqqirah (2009: 1) argues that English has four major skills namely; listening, speaking, reading, and writing, speaking, and writing are usually called productive skills, while listening and reading are usually called receptive skills. These skills are important to be drilled and even mastered as a foreign language in Indonesia, so English teachers should pay attention to four skills in English teaching as a foreign language. All of them are important to be drilled in all subjects of English and cannot be separated from one another, and each skill is connected and supported with one other.

Understandably, one element or major component in education is the curriculum, so the curriculum is a determinant factor in the education system as well as a central for determining the competencies of learners. The policy of the government in which the centers of power delegated some of its authority in areas including education (particularly curriculum) is no longer a task of the center, but it is the work of each unit of education (schools) and schools are directly arranged including implementation.

According to the 2006 curriculum, learning is a continuum, beginning with speaking and increasing to writing, each skill rises from the simple to the complex, naturally, language acquisition firstly is spoken. English education at junior high school pointed to the spoken literary style in short sentences and the students writing use spoken which is written, Mahyuddin (2010: 1).

So there are variations and types of curricula at every education unit, but in

general, the preparation and implementation of the curriculum are still guided by the national education standards (Government Regulation No: 19 of 2005) 'guide on the national standards of education are: "Content Standards, Competency Standards of Graduates (SKL), Standard Process of Education, Educational Standards and Education, Standards Means to Infrastructure, Management Standards, Standards of Education Financing and Valuation Standards."

In connection with the above description (The principal and Teachers) in need or must have the competence and professional as well as strategies in the implementation level of the education curriculum so that learning activities can be implemented in an optimal, effective, and efficient. According to Mars (2002) that: there are 5 (five) elements that affect the implementation of the curriculum, namely: "the support of the Principal, teacher support from colleagues, support of learners, support from parents and support from within the teacher as an element main."

The terms learning-teaching are easily found in the context of education. They refer to the teacher and students who conduct the learning-teaching in the class. In this process, **"However beautiful the strategy, you should occasionally look at the results"** (Winston Churchill in Marc Rosenberg, 2007: iv), a set of relationships can be reflected in teachers' conscious manipulation of condition so that the students might achieve the desired objectives (Curzon, 1990:109). As the teacher and students interact in the classroom, the process of teaching which a



system of activities will lead to the occurrence of learning. According to James Stronge, (2007: 3) states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition of learning.

Learning-teaching, especially of a foreign language is a complex process. James Stronge, (2007: 3) stated that the teaching and learning a foreign language involves some variables: 1) who does the learning and teaching, 2) what is it that the learners must learn and the teacher teaches, and 3) how does the learning take place.

Based on those definitions above, it can be concluded that teaching is a process of helping, guiding, and facilitating students to learn, to know, to understand, and comprehend ideas, attitudes, values, skills, and information which will be used in changing and in redefining thought toward their daily surrounding situation.

2. Teaching Language

Language is one of the means of communication that is commonly used by human beings. It is the most important means of communication and is widely used by people all over the world. Although there are thousands of languages used by people in the world, all the languages have the same components. Generally, every language consists of three main components; (1) the phonology or sound system of the language, (2) the lexis or the words or phrases which express concepts, and (3) the structure or the way words or bits of words are strung together to make acceptable sentences or phrases (Penny Ur, 1996). These three components are more known respectively as pronunciation, vocabulary, and grammar.

According to Sally Sieloff Magnan and Joel Walz (2002: 21) language, teachers and language learners have always struggled with language variation. Given that languages have geographic variants and that these different linguistic standards are, in turn, composed of features and forms that vary according to sociolinguistic context, it is not easy to resolve the question "What language should we teach?"

We have typically turned to the language variety that society has deemed the most prestigious, be that for historical, economic, political, or even social reasons. But learners often find this standard norm difficult to attain because it tends to represent refined language, which is often characterized by complex forms and includes a substantial amount of nuance and variation.

Despite the best attempts of teachers and students, learners rarely achieve the standard norm, at least not early in their language study. This reality leads teachers and students alike to seek ways to simplify and expedite the learning process, to identify progressive goals for language acquisition that represent in themselves language varieties that allow learners to communicate with the target language community.

In teaching language, the language teachers teach both the language skills and language components. Language skills include listening, reading, speaking, and writing, while language components, as stated above, including pronunciation, vocabulary, and grammar. All the language components are needed to be mastered by language learners to support those four language skills.



a. Teaching Language Skills

The aim of teaching a second or a foreign language is to make the learners proficient in the language they are learning. The term *language proficiency* includes both accuracy and fluency. Accuracy refers to mastering language components; pronunciation, vocabulary, and grammar, whereas fluency refers to mastering language skills; listening, reading, speaking, and writing. If the learners can understand and use the language fluently and accurately, it means that they have mastered the language well.

Mahyuddin (2010: 1) in the 2006 curriculum for junior high school that the objectives of English subject are; first, to develop communication skills orally and written which consist of listening, speaking, reading, and writing; second, to evoke student's awareness about the importance of the English as a foreign language as the main instrument in learning; third, to increase of the student's comprehension about the relation of language and culture to expand the cultural firmament.

The objective of teaching language skills in the classroom is that the students should learn to function successfully in real situations. In teaching listening, for example, the materials should represent real-life listening situations, such as interviews, instructions, loudspeaker announcements, radio news, telephone chat, lesson/lecture, watching television, conversation, story-telling, and so on (Penny Ur, 1996).

Reading in English is not just reading the words without knowing their meaning, but reading with understanding. Reading is an attractive process involving the

exploitation of linguistic knowledge (sound or symbol correspondence, grammatical knowledge), and real-world (content) knowledge (Ricard 1988).

There is some consideration for the teachers to take into account in teaching reading. First, reading activities in the classroom should emphasize reading for understanding rather than the exact decoding of letters. Second, the teachers should not insist too strongly on understanding every word, but rather encourage them to go for the overall meaning of the text. Third, the learner should be encouraged to combine top-down and bottom-up strategies in reading.

The teacher should involve the learners in discussing the topic of a text before reading it, arousing expectation, eliciting connections between references in the text and situations known to the learners.

Richard (1988) concludes from his analysis of the lesson and interviews with teachers, that the following principles capture the essence of effective reading instruction. First, instructional objectives are used to guide and organize the lesson (the teacher formulated and conveyed to learners what the lesson was intended to accomplish). Second, the teacher has a comprehensive theory of the nature of reading a second language and refers to the planning of teaching. (The teacher used the knowledge of second language reading strategies, scheme theory, and the role of background knowledge rather than common sense to select learning experiences). Third, instructional activities have teaching rather than a testing focus.



Fourth, instructional activities relate to real-world reading purposes.

Of all the four language skills, writing is probably, the most difficult skill. Producing a coherent, fluent, extended piece of writing is something most native speakers never master (Ricard 1988). The statement implies that not everyone can produce writing although it is in his or her mother tongue. Such a difficulty is because writing is different from speaking in the sense that much higher standards of language are normally demanded in writing than in speaking.

b. Teaching Language Components

According to Educational Unit Level Curriculum 2006 English syllabus, the mastery of language components is needed to support the mastery of communicative competence not to master the language components themselves. The teaching of them can be done whenever necessary. Perhaps the last statements make some teachers misinterpret the teaching language component to their students.

As we know, sentences that we produce to express feelings, ideas, and thoughts are made up of grammatical elements. However, what should be noted by language teachers is that teaching language components should be done in communicative activities. In other words, there must be occasions when students in the classroom use language to communicate their ideas, feelings, and thoughts, not just to practice the language. This is in line with what Penny Ur (1996) suggest that the most effective teaching and learning result from a combination of teaching language components and language skills in a systematic but flexible program in which,

for example, topics and situations provide a context for the teaching of new words, and structures are learned to express notions and functions.

In teaching pronunciation, it is important to realize the way different sounds stresses, and intonations may affect one another within the flow of speech. Many words, however, have stable sound, stress, and intonation pattern so that such words can be confidently taught in isolation.

Mastering the sound system of English is very difficult for most Indonesian students who begin learning it after the onset of puberty. The learners who begin learning English at this period never manage to acquire native-like mastery of the sound system, although they may develop native-like skills in grammar and vocabulary (Nunan, 1991). Therefore, the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learners to pronounce accurately enough to be easily and comfortably comprehensible to other (component) speakers (Penny Ur, 1996). The teacher suggests some ideas for improving learners' pronunciation. It can be done by imitating the teacher or recording a model of sounds, words, and sentences. It can also be done by using imitation drills, repetition of sounds, words, and sentences, and choral repetition of drills.

Vocabulary is one of the language components that language learners should master to be able to communicate in the language they are learning. The learners will not be able to understand what other people express either orally or written if they do not understand the meaning of the words used by the speakers or writers.



Likewise, the learners will not be able to express their feelings or ideas orally or written if they do not have enough vocabulary to do so. Therefore, like other language components, vocabulary is very important in learning a second or foreign language.

Unlike the Indonesian language, English words are usually pronounced differently from their spelling. Such a difference is one of the difficulties for Indonesian learners in learning English. Therefore, in teaching vocabulary Penny Ur (1996) suggests several things that need to be taught to the students such as pronunciation and spelling, grammar, collocation, aspects of meanings, and word formation.

Concerning the ways of teaching vocabulary, Penny Ur (1996) in Syarifuddin (2010) suggests some ways of presenting the meaning of new items. The teachers should think about how the meaning of the certain item would be best presented to the learners who are encountering it for the first time. The followings are some ways of presenting the meaning of new items such as concise definition as in the dictionary, detailed description of appearance or qualities, examples (hyponyms), illustration (picture, object), demonstration (acting, mime), context, synonym, opposite (antonyms) and translation.

Concerning the teaching of grammar, Hammar (1989) categorizes two kinds of teaching grammar, *overtly* and *covertly*. Meanwhile (Nunan 1991) labels the techniques as *deductive* and *inductive* learning. In covert grammar teaching or inductive learning, the teacher helps the students to acquire and or practice the

language, but they do not draw conscious attention to any grammatical facts of the language. On the other hand, overt grammar teaching or deductive learning means that the teacher provides the students with grammatical rules and explanations. With these techniques, the students are taught the rules and given specific information about the language. Penny Ur (1996) points out that teaching grammar helps language learning, provided it is taught consistently as a means to improve mastery of the language, not as an end in itself.

3. Role of the Teacher

The teacher is one of the most important factors in the success or failure of teaching English. Richard (2001) claims that it is teachers themselves as the key factor who ultimately determine the success of teaching because good teachers can often compensate for deficiencies in the curriculum, the materials, or the resources they make use of in their teaching, addition William Arthur Ward (2003:2), the mediocre teacher tells, the good teacher explains, the superior teacher demonstrates, the great teacher inspires.

A language teacher has a very important role in providing exciting and communicative interaction in a language class since she or he is the most powerful person in the classroom. The goal of classroom management is to create a classroom atmosphere conducive to interacting in the target language in meaningful ways (Gebhard, 2004). He explains that the English teachers have mainly two sets of roles in teaching; roles concerning their abilities in English and roles that contribute to creating interaction in the classroom that is meaningful for both

the teachers and the students. The two sets of teachers' roles according to Gebhard are elaborated as follows: The teachers' roles concerning English language abilities includes (a) language authority in which the teachers are expected to explain complex rules of English grammar, nuances of English, rules of grammar, etc. (b) cultural informant, and (c) model of English speaker.

According to Lucy Pollard, (2008: 18) roles of the teacher in the classroom are:

- a. Giving instructions: obviously, in the classroom, the teacher will tell students what activities they are going to do and how they are going to do them.
- b. Facilitating: this involves creating situations where students can use English. You will do this through your choice of activities.
- c. Setting up activities: similar to giving instructions. Giving instructions entails telling students what they are going to do; setting up the activity involves organizing students into workgroups, handing out worksheets, preparing a cassette for a listening activity.
- d. Correcting: this is vital if your students are going to learn. If your students don't know they've made a mistake, they'll continue making the same mistake.
- e. Eliciting: this involves getting explanations from your students rather than always providing them yourself.
- f. Motivating: a teacher needs to keep his/her students motivated and engaged in the work being done. You will do this through your positive

approach to activities and students and careful choice of material, bearing in mind what interests your students.

- g. Explaining language: look at where this comes, not top of the list. Whilst language explanations are important, it is not your only job in the classroom; use your students for language explanations and elicit rules from them, where possible.

4. The Students

Different students have different characteristics. Students come to a language program also with different profiles of talents, interests, learning habits, and purposes that may crucially influence their ability in a language course (Richards and Rogers, 1986). The differences can also be in the form of personal goals and motivation. Some students may be studying English because it is very useful for their future. Some others may be studying English to satisfy curiosity and fascination with a foreign culture or cultural groups.

In school, some students are studying English only because it is a compulsory subject. Besides, students can also differ in how they go about the task of learning. Some of them are print-oriented and like to write down new words and sentences. Some others worry when they do not understand something and look for an explanation. These differences may substantially influence the success of language learning.

Considering the differences above, the teacher should treat them differently. The techniques of teaching must be relevant to their characteristics. Besides, the materials that will be used should be following the students' needs, interests, abilities, etc. The instructional activities should not be far



from the students' interests, talents, and learning styles.

According to Lucy Pollard, (2008: 6), we should try to use English as much as possible with our students, when teaching students at intermediate level and above, all teaching can be done in English. There should be no need to use the students' mother tongue at these levels.

5. Instructional Media

The term media is used to describe aids to make teaching and learning interesting and vivid. To get beyond the limitation of a textbook, many EFL or ESL teachers adapt or create media. One of the many functions of instructional media is to attract the students' attention and to deliver the message or information (James Stronge, 2007:10).

According to Richards (1998), instructional media have several roles. Three of them are attention role, communicative role, and retention role. The attention role of media is to attract students' attention, to heighten the students' curiosity, and to convey information. Media can make the information more attractive. Pictures and real objects are easily proceeded to catch and hold the young learners' attention.

The communicative role of media is to enhance comprehension and to assist the learner in understanding the message. Instructional media can increase the communicative power of the instruction by explaining the message contained in the instruction. In other words, the communication role of media is a way of clarifying the message by making the explicit certain concept of the lesson.

The retention role of instructional media is concerned with the retention of the information presented in the instruction. Retention media although seen and recorded by the learner during the lesson, have their effect later on when the time comes to remember the information.

Many people believe that images are better retained in memory in words. It should be noted that memory processes are complex, and images are not necessarily the main determinant of retention. Instructional media are used to assist the learner in learning and remembering the important concept of the lesson.

James Stronge (2007:11) proposed some of the media that can be used as a part of communication. They are visual aids and audio aids. Some examples of visual aids are slides, paintings, calender, pictures from travel agencies, popular magazines, and postcard pictures. Children's songs, radio news, audiotaped short stories are an example of audio aids.

Howard (1968), states that there are many specific values that the teacher may expect from the use of audio-visuals:

1. By relating abstractions to the concrete, concepts are clarified; words, phrases, and verbal symbols become more than something said or read, they become real and have meaning.
2. A picture, a model, or the exact object focuses the attention and interest of all students upon the item and provides a measure of common understanding.
3. Motivation and retention of learning are more readily achieved.

RESEARCH METHOD

This chapter will describe the methodological activities concerning the research design, research participants, research instrument, procedure of collecting data, and technique of data analysis.

Research Design

The study will be categorized as qualitative research because it aims at describing the observed phenomena in the form of words rather than in numbers. The study will describe the condition objectively about the English teaching-learning process in the classroom at *MTsN Model Makassar*.

This study will be called a case study because it attempts to describe what is going on in a particular setting. The design will identify and describe the phenomena happening in a particular natural setting. The study will be conducted following the research objectives, that is, to give an objective description of the English learning-teaching process at *MTsN Model Makassar*.

Research Participants

The participants of the study will be teachers who teach in the third class and students *MTsN Model Makassar*. The school could be categorized as an ideal school in terms of facilities and human resources.

The procedure of Data Collection

The study will apply three techniques of qualitative data collecting, namely; observation, interview, and documentary study. The use of these techniques is related to Silvermen (1993) who divides the main methods in qualitative research into four parts: observation, interview, and document study.

This study will find out all that the teachers do in the classrooms and will be recorded and written on field notes. Interviewing the teachers and students will be done as well to get the data will need. The data will be in the form of a discription of what will going on in the classrooms. The data about the instructional media will be used.

The technique of Data Analysis

The procedures of analyzing the data can be explained in the following steps. First, what is going on in the classrooms while observing, the researcher take-notes of teaching activities. The researcher also interviews the teachers to get the necessary additional data after the class is over. The next step is data reduction, data reduction involves the process of abstracting, selecting, and focusing on the raw data obtained in the data collecting.

In the process of data abstracting, all of the collected data were transcribed into written texts. The written texts were used as the basis for conducting the next process. In the process of data selection, the collected data corpus is read and examined thoroughly and marginal notes are added concerning the focus of the study. In this process, any irrelevant data are discarded. The relevant data are organized in such a way that the conclusion could be drawn and verified.

The next step is data displaying, the selected data are organized in such a way that could be used to describe the English learning-teaching in line with the research questions. The data display takes the form of narrative texts so that the data are accessible for justified conclusion drawing. The last step is conclusion drawing. In this



last step, the researcher draws meaning of the data findings.

The validity of the results of the data analysis is necessary to be checked to reduce the researcher's biases and prejudices.

FINDINGS AND DISCUSSION

Findings

Instructional Media Used by the Teachers

As the result of observation and interview, it is found that the first English teacher used one kind of media that is the whiteboard. She used the whiteboard as a medium for teaching speaking and the four language skills and language components.

Different from the first English teacher that only used one kind of media, the second English teacher used four kinds of media, and they are whiteboard, laptop (LCD), and pictures. He used the whiteboard to explain the important points of the lesson. The laptop (LCD) is used to present the generic structure of the text, social function, and the example of the text. The school environment is used for implementing the discussion method. And he used pictures to show the animals and made students easy to memorize that animal's name.

In presenting the lesson, the English teachers used various kinds of media. The kinds of media they used were the real object, pictures, multimedia room, and the whiteboard. They used real objects when presenting vocabulary and speaking skills, pictures for teaching reading, and a whiteboard is used to write the topic to be discussed and for explaining the English structure. Meanwhile, a multimedia room

for practice their listening by playing the English film.

The teachers said that by using pictures more than other media since they were very active, easy to get and most students liked it. The teachers used pictures in pre-reading activities to arouse students' interest in the topic which was going to be discussed. Based on the data observation, most students responded to the teachers' questions enthusiastically when the teacher used pictures in pre-activities. They answered quickly and loudly, they competed with each other.

In listening activities, the students were very happy to do it in the multimedia room. Based on the data observation, all students seriously listened to the English film and did the task given. When they were interviewed, the students said that they enjoyed studying listening in the multimedia room. They said that both the sound of that film and the text were clear enough. It means that the use of the multimedia room in the teaching of listening comprehension was very effective.

In the classroom, the teacher used some teaching facilities like whiteboards, picture cards, LCDs, and laptops. After the students read the narrative text, the teacher explained the material and told the purpose of the narrative text by writing on the whiteboard. In this activity, there were interaction and feedback from the students.

The teacher said that picture is the most effective medium of teaching. Besides it could be used to teach more than one skill, it was also very cheaper and easy to get. In addition, based on the data observation and interview with the students, the students were very active following the lesson when



the teacher used either a picture. All students' eyes were looking at the pictures and answered the question related to the pictures, and to introduce, practice, and review some vocabulary items. When the teacher wanted to review the students' mastery of the vocabulary which was presented in the previous meeting he used the pictures. For example, in one meeting the teacher asked students by using pictures.

Meanwhile, the other English teacher of class IX1 often used whiteboard, pictures, and multimedia as media for presenting the lesson. He usually used the whiteboard for teaching structure and brainstorming the student's pre-activities, pictures for teaching reading comprehension, and teaching vocabulary, and multimedia for teaching listening comprehension. Among these media, the media he most frequently used were pictures.

Like the English teacher of IX1, in teaching listening comprehension, the English teacher of IX4 always brought his students to the multimedia room. In the multimedia room, there were 20 students' booths and one teacher consult. The condition of the multimedia room is good, all the instruments existed function well.

Concerning the students' response to the instructional media used by the teacher, the students of IX1 admitted that their English teacher often used media in presenting the instructional materials. The students said that media that were frequently used by the teacher were pictures of different sizes. They stated that by using the media, they could easily understand the concept or new vocabulary items presented by the teacher. Among the

media that the teacher used, they liked pictures most.

Discussion

The discussion involves the formulation of the problems. In this case, the researcher develops the result of the research.

The Instructional Media Used by the English Teachers

The findings show that the teachers used media in their learning-teaching process. It implies that the English teachers realize the important roles of media in their learning-teaching process.

In presenting the lesson, the English teachers used various kinds of media. The kinds of media they used were the real object, pictures, multimedia room, and the whiteboard. They used real objects when presenting vocabulary and speaking skills, pictures for teaching reading, and a whiteboard is used to write the topic to be discussed and for explaining the English structure. Meanwhile, a multimedia room for practice their listening by playing the English film.

According to the Ministry of National Education (2010: 1) states that instructional media is central for the successful presentation of the material by the teachers as it will help students engage in their learning. The teachers need to be skillful in using instructional media so that quality teaching-learning can surely take place. So that the students are motivated and engaged in their learning, it is suggested that English teachers use instructional media in their teaching and learning process so that the class activities will be more meaningful and enjoyable. Furthermore, Effective use of instructional



media needs careful preparation and a lot of experience, so you must regularly make use of various kinds of instructional media for your teaching. Only then, you will be able to make effective use of the media in your teaching.

According to Gagne (1970) defines that instructional media are various components in learners' environment that support the learners to learn. Briggs (1970) defines media as a physical means which are used to send messages to the students and stimulate them to learn. Scanlan (2004) states that instructional media encompasses all the materials and physical means an instructor and teacher might use to implement instruction and facilitate learners' achievement of instructional objectives, Ministry of National Education (2010: 2).

For example, using pictures according to Usman Ali (2011: 11) states a great role in teaching English that can help the students in learning and they will have attention, because of their interest in the pictures and material presentation. Pictures have many advantages and effectiveness in teaching all English skills. Some researcher findings mentioned that using pictures is useful to help students in learning English either in respective skill or productive skill. Furthermore, Usman Ali (2011: 21) argues the use of pictures in the classroom as media to teach English, because pictures will attract students' attention and motivate students to learn. As a wise statement of Concisius "I hear I forget, I see I will remember, but I do will understand.

The picture that the teacher used was related to the topic to be discussed. For example, when the teacher presented the

topic "*tourism brochures*" he brought some pictures of athletes with which the students have been familiar, such as Taman safari and marine park. The student said that they liked the pictures because they were colorful, clear, and sometimes the pictures were funny. The pictures used were colorful and big enough to see. They can be seen from the back rows and the students could answer the teachers' questions related to the pictures.

Scanlan (2004) thinks that, in general, a teacher should use the instructional media as it can facilitate learning or increase the students understanding of his/her material. Of course, communicating to facilitate learning can be a challenging process, and it often requires creative efforts to achieve a variety of implicit instructional goals. Among the implicit goals, that media can be helped by teachers to achieve are as follows: attracting attention, developing interest, adjusting the learning climate, and promoting acceptance (of an idea), Ministry of National Education (2010: 3).

CONCLUSSION AND SUGGESTION

Conclusion

Based on the research findings and discussions, it can be concluded: the teachers use various kinds of instructional media, and the selection of the media is in line with the point of view of the exiting theory. Besides, the students state that they can easily understand the lesson when the teachers use media in presenting the lesson. However, based on observation and interviews with the students, there are still other instructional media that there are never used by the teachers, the media are multimedia room.



Suggestions

Based on the conclusion, several suggestions are proposed. The following suggestions are addressed to the SMP/ MTs English teachers in general, to the English teachers of *MTsN Model Makassar* in particular, and other teachers and researchers of EFL in Indonesia. The teachers should use media proportionally. Meaning that they should not use only one kind of medium frequency and neglect the other media.

It is suggested that the teachers use other instructional media that are available in the school such as television. In terms of the teaching of English skills, teachers should teach them proportionally. In this case, the teachers should not neglect the teaching of writing skills because writing is very important to train students in how to express their ideas and feelings in written form. In the case of the teaching of structures, teachers should teach them in context. Teaching structures in context is more communicative and meaningful for the students.

To give students more English exposures teachers should use much more English in presenting the lesson. It is recommended that the teachers always communicate in English with other English teachers at the school.

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