

The Use of the Media in Teaching English

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Abstract

The purpose of this article is to present instructional media used in teaching English. 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.

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: Use of the Media; Teaching English

Introduction

Nowadays in the globalization era, English as a means of communication has been used in the world. As an international 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 is mainly to enable the students to use English for communication both taught oral and written as revealed in the English.

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.

1. 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.

2. 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:

2.1 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.

2.2 Visual Nonverbal

a) Book, Definition of book is communication without word (oral language) or over simply frication. 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.

3. 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.

3.1 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.

3.2 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.

3.3 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.

4. 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.

5. 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.

6. Inclusive Class

According to Hughes (2003:52) 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.

7. 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.

8. 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

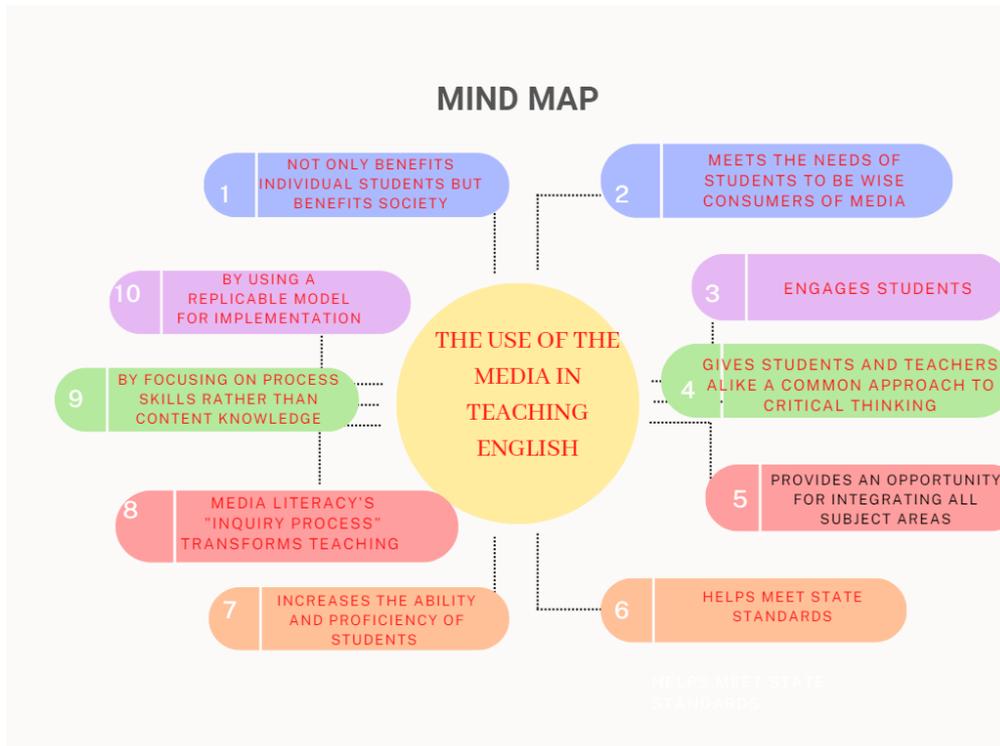
Some students were lazy to read the book because the book often contained paragraph without interest pictures. And also the student with special need felt difficult to understand the example of recount text material because he needed other person to explain the material.

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.

Knowledge from the Study

Media can be a component of active learning strategies such as group discussions or case studies. Media could be a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience.



1 . **Meets the needs of students to be wise consumers of media**, managers of information and responsible producers of their ideas using the powerful multimedia tools of a global media culture.

2. **Engages students**. . .bringing the world of media into the classroom connects learning with "real life" and validates their media culture as a rich environment for learning.

3. **Gives students and teachers alike a common approach to critical thinking** that, when internalized, becomes second nature for life.

4. **Provides an opportunity for integrating all subject areas and** creating a common vocabulary that applies across all disciplines.

5 . **Helps meet state standards while**, at the same time using fresh contemporary media content which students love.

6 . **Increases the ability and proficiency of students** to communicate (express) and disseminate their thoughts and ideas in a wide (and growing) range of print and electronic media forms - and even international venues.

7 . **Media literacy's "inquiry process" transforms teaching** and frees the teacher to learn along with students -- becoming a "guide on the side" rather than a "sage on the stage."

8. **By focusing on process skills rather than content knowledge**, students gain the ability to analyze any message in any media and thus are empowered for living all their lives in a media-saturated culture.

9. **By using a replicable model for implementation**, such as CML's MediaLit Kit™ with its Five Key Questions, media literacy avoids becoming a "fad" and, instead, becomes sustainable over time because students are able to build a platform with a consistent framework that goes with them from school to school, grade to grade, teacher to teacher and class to class. With repetition and reinforcement over time, students are able to internalize a checklist of skills for effectively negotiating the global media culture in which they will live all of their lives.

10. **Not only benefits individual students but benefits society** by providing tools and methods that encourage respectful discourse that leads to mutual understanding and builds the citizenship skills needed to participate in and contribute to the public debate.

Conclusion

Human being's activities do gradually promote the development of society, while the development of society and technology can greatly put forward educational development. In such kind of information society, we should adapt actively, make full use of developing information technology to train students' creating and practicing ability. This is the way to improve teaching quality. Practice has proved that multimedia-assisted English teaching is much better than traditional classroom teaching. It teaches in the student-centered style. It is better for developing the students' independent learning ability. To teach by using multimedia courseware or disk can shorten the teaching time and offer more opportunity to stimulate the students' learning activity. All in all, the 21st century is a century that is full of opportunities and challenges. It is also a century in which English teaching can be improved and developed, multimedia application brings new activities for English teaching. At the same time, it is a new course for teachers to exploit and create many useful experience to meet the need of multi-methods in English teaching revolution and improve the quality of English teaching.

As an English teacher, we have responsibilities to involve the students in discussion, make learners feel a sense of security to use English to communicate and enhance students' confidence and self-esteem. We should provide more study ways for students and give them more space to develop their English skills such as listening skills, speaking skills, reading skills and writing skills.

The development of multimedia-assisted English teaching needs efforts from the whole society, including course direction, school administrators and parents ideas. The government should expand the scope of using multimedia, which can give support to some schools to develop their education. The parents should support their children to study hard by using

multimedia. Only in this way can we create a relaxing environment for students and students can get knowledge more easily.

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