

ENGLISH TEACHERS' PERCEPTIONS TOWARD TEACHING MEDIA IN SENIOR HIGH SCHOOL NO.7 BENGKULU CITY

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ABSTRACT

The objective of this research was to find out English Teachers' Perceptions of English Language Teaching Media. The research design of this research used descriptive qualitative method. The data collected used the questionnaire adopted from Soko (2017) about ELT media based on Rao (2014) theory. The result of this research is: first. the teachers have very good or positive perception about view and understanding of ELT Media in teaching English. It means the teachers believe that English language teaching will be done effectively if they are assisted by other supporting system including media. Second, the teachers have bad or negative perception about action of ELT Media. It means, in implementation media in teaching the teachers only rely on certain media especially in enhancing the students' language comprehension such as listening, speaking, reading and writing. Based on the result above, the researcher give suggestion for teacher, be more creative and innovative in choosing teaching media to improve the students ability, so that teachers do not use the same media every time they teach doing, it is expected that the chance for their manuscript to be accepted for publication in an international journal is higher

Key Words : Teaching, Teaching, and Learning Process, Media

A. INTRODUCTION

Teaching is a process done by the teacher in the classroom. In doing the process, the teacher should create classroom activities and give evaluation in the end of the process. According Biggs (1999) good teaching activity focuses on what students are doing. The focus should not be on what the teacher is saying or doing, or how much they know, it should not even be on what students are hearing. Rather, the focus of good teaching must be on the students are actually doing with the knowledge, skills and competencies.

Successful of teaching and learning English depend on how the teacher design the classroom activities and the effort to bring the students to get and understand the subject matter because teacher is an important component who plays a very important role in a higher education institution. One of aspect of succesful in teaching is media to support teaching activity.

Media are very important to help students in understanding English as the foreign language. There are many kinds of media which can be used by the teacher in English teaching learning process, but the teacher should be selective on choosing the media, especially in teaching English to the primary school students. As recommended by Richard and Rodgers (1986: 87) that students are supposed to study second language enjoyably. It means the role of the teacher is very important in motivating the students' interest in English teaching-learning

process and also the relationship connection between teacher and students.

Teaching learning by using media is not only helping teacher in delivering the target language but also motivating the students in learning where it provide audio and visual materials that make the students attract to the lesson and give more attention to it. The success of teaching depends on the interest of students to the subject, on their desire to learn it. Harnet (as cited in Brinton, 2001: 459-475) shared that perspective by saying that media tools appeal to the students' senses and help them process information, thus empowering their understanding of target culture and increasing their motivation toward language learning, reinforcing the teaching points, and saving the teacher unnecessary explanation. By the use of media in teaching learning that help the learners' interest and help them understand the lesson, means they will focus on the lesson and affect their result of learning. Clearly, there are many kinds of media that can be used by the teacher in English teaching-learning process to the learners such as audio media, visual media and audio-visual media. Audio media is media that involves sense of hearing; for example they are recording player in the foam tapes, cassette tapes, compact disk (CD), and radio act. Visual media is media which involves the senses of sight. There are two types of message contained in the visual media, namely verbal and nonverbal messages; they are pictures, graph, diagrams, charts, maps, Comic, posters, visual boards and magazines. And the last is audio visual media. It is means of communication transmitted to both the sense of hearing and the sense of sight. They are video compact disk and television.

In fact, most of the teachers have already known the function and the advantages of using media.

However, they rarely use them in the class for some reasons, such as lack of ability and understanding in using or operating media for example; LCD, computer, multimedia room, etc. There are some previous study related with this research, they are: first, Wirawan (2020) A Study on The Teaching Media used by The English Teacher at SMP Muhammadiyah 2 Malang. He 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. Second, Dewanti et.al (2019) Teachers' Perception and Students' Responses Toward the Use of English Teaching Media in SD Laboratorium Undiksha Singaraja. They found that English teachers in SD Laboratorium Undiksha had a positive perception towards the use of media in teaching English for the students. They mostly believe that the use of media is able to help teacher to conduct a better learning and provide a broad learning source. Rahmi (2014) she analyze about the implementation of media in English language teaching. She found that (1) the English teacher at SD Islam Laboratorium used (a) smart phone as audio media (b) visual printed media such as book, magazine and newspaper (c) visual display media such as picture, flashcard, poster, realia/model/mock up, puzzle and blackboard (d) teacher herself as model. So, from the result of the previous study above, it can be conclude that the media in teaching English is important to be used by English teacher in teaching activity because it can make the material to be easier to explained. Afterthat, with implementation the media in teaching can make the student interest to learning.

Teaching is a process of communicating material from a teacher to the students. In teaching a teacher should arrange or organize the material systematically to the students in order that it can be done effectively and efficiently. Brown in Lestari (2016:6) states that teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the

study of something, providing with knowledge and causing to know and understand or guiding and facilitating learning enable to learn and setting the condition for learning.

TESL (Teaching/teachers of as a second language) : used in education situation where English is the particular universal medium of instruction for other subject. Teaching English as a second language (TESL) was proposed and became quite popular. “Second” was intended to mean simply that English was not the first language the students learned in point of time. It was thought that no word could be freer or emotional overtones than a colorless numerical term.

In teaching and learning in the classroom context, Gonzales, L. in Lestari (2016:8) in “*Sheltered Instruction Handbook*” suggested that a teacher should use a variety of teaching methods to deliver your thoughts and ideas when teaching. In this way, the meaning of what you are teaching will be more “comprehensible” or at a level that the ESL students can grasp. Furthermore, Use visuals, real objects, and gestures when teaching to provide clues to meaning. Concrete objects, pictures, and body movement will engage students, help them make connections and remember language that they are hearing and learning. Here are some visual and kinesthetic approaches that may be added to your teaching style: drawings, posters, magazine pictures, newspapers, illustrated books, gestures, actions, emotions, voice variety, chalkboard drawings, photographs, manipulative, videos, charts, graphs, pantomimes, finger plays and real life objects.

Teacher plays diverse roles in English Language Teaching (ELT). Some of the roles where a teacher performs when dealing the students are as follows - learner, facilitator, assessor, manager and evaluator. By performing various roles, she becomes an ideal guide in shaping their future (Archana & Rani 2016:7).

English teachers are primary for teaching language skills: writing, grammar, and literature. According to Learn.Org English teachers instruct in language development and literature, and most are employed in middle and high schools. As an English teacher, will instruct students in basic verbal and written comprehension skills while building students' analytical and formulation knowledge. Teacher will also cover topics in reading comprehension, literacy, writing, grammar, vocabulary, punctuation, sentence development, listening, and visual literacy. As a teacher will work as a supervisor and instructor for students, develop lesson plans and a curriculum, give lectures, assign work, evaluate progress, keep attendance, and manage the classroom.

A good teacher is a teacher who helps the student to learn, he or she contributes to this in a number of ways. The teacher's role goes well beyond information giving, with the teacher having a range of key roles to play in the education process. What one sees as good teaching, suggests Biggs (1999), depends on what conception of teaching one has. Two concepts are based on the strategies of teacher-centered and student-centered education.

Harden (2000) Teacher-centered strategies are focused on the teacher as a transmitter of information, with information passing from the expert teacher to the novice learner. Student-centered strategies, in contrast, see the focus as being on changes in students' learning and on what students do to achieve this rather than on what the teacher does. “If students are to learn desired outcomes in a reasonably effective manner”, Shuell in Harden (2000) suggests “then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes. It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does”. Biggs goes on to describe the art of teaching as the communication to students of the need to learn. “Motivation”, he

suggests “is the product of good teaching not its prerequisite”.

Perception can be basically defined as a belief or opinion that held by people based on how thing seems. It means that there is a possibility of having different perception about the same thing among people, based on how they look that particular thing. According to Chaplin (1968), perception is a process to know something through human sense, which involves awareness of people’s belief about something. Similarly, Gibson (1985) proposes the term perception as the cognitive process that individuals use to interpret and understand the world around them. He adds that perception is a conscious mental process of observing, comprehending, and responding a particular thing, in which a person tries to translate the signals that he or she receives.

The term “media” is a plural form of “medium”. Hamidjojo (in Sadiman et. al. 2003) that medium (singular form of media) is defined as every form of things that used by people to give or spread an idea or opinion so that the particular idea can reach the receiver. So we might need media when we are going to have kind of communication with others.

On the basis of how some experts define media, it is obvious that instructional media are those media used in order to support the run of certain instruction in the class activity. Gagne 1987 says that instructional media cover all components in students’ environment that can be used to stimulate the students to learn..

B. METHODOLOGY

This study used descriptive qualitative method. This research focused to find out the teachers’ perception of media used in teaching English at Senior High School. The research used in collecting the data is consist of questionnaire in form Linker Scale (always, sometimes, seldom, never). The questionnaire adopted from Soko (2017) about ELT media based on Rao (2014) theory. The subjects of this research were English teacher in Senior High School No. 7 (SMAN 7 Kota Bengkulu). theory .The total of questionnaire is 19 items. The questionnaire adopted from Soko (2017) about ELT media based on Rao (2014) theory.

The researcher classified the data detail by using the percentage formula

Formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = Frequency of answer

N = number of respondent
(Herzberg:1983)

The score then will be followed by the category that each of the dimension belongs to. It is classified by adopting Riduwan’s (2012) classification formula. The formula classifies each score into four categories, whether it is very good/ positive, good/ positive, bad/ negative or very bad/ negative.

Table Classification Formula

CATEGORY	SCORE
Very Good/ positive	76-100
Good/ positive	51-75

Bad/ negative	26-50
Very bad/ negative	0-25

C. FINDING AND DISCUSSION

➤ Finding

. The researcher wants to know English teachers' perceptions of ELT media at Senior High School No. 07 Bengkulu City (SMAN 07). According to Rao (2014) Instructional media whether they are operated digitally or traditionally can be categorized into three forms namely: audio, visual and audio-visual.

The researcher gave questionnaire to English teacher at Senior High School No. 07 Bengkulu City (SMAN 07) on 15 November 2019. There are four English teachers as respondent in this research. After identify the questionnaire, the researcher found the English teachers used some media in teaching English. The result of questionnaire can be seen as follow Table Teachers understanding of ELT Media and Teachers view of ELT Media :

Table Teachers understanding of ELT Media

NO	STATEMENT	TOTAL SCORE	CLASSIFICATION
1.	Media are beneficial in assisting the teacher to deliver teaching material.	100	Very good/ positive
2.	Media are beneficial in enhancing the students' linguistic aspect (practice)	100	Very good / positive
3.	Media are beneficial in enhancing the students' linguistic aspect (produce)	100	Very good / positive
4. a	Audio recording can be used by the teacher as one of the ELT media.	100	Very good / positive
4. b	Audio drama can be used by the teacher as one of the ELT media.	100	Very good / positive
4. c	News report can be used by teacher as one of the ELT media.	100	Very good / positive
4. d	Song can be used by the teacher as one of the ELT media.	100	Very good / positive
5. a	Picture can be used by the teacher as one of the ELT media.	100	Very good / positive
5. b	Flash card can be used by the teacher as one of the ELT media.	100	Very good / positive
5. c	Teacher can utilize chart as one of the ELT media.	50	Bad / negative
6. a	Teacher can utilize video as one of the ELT media.	100	Very good /positive

6. b	Teacher can utilize film as one of the ELT media.	100	Very good / positive
6. c	Teacher can utilize TV program as one of the ELT media.	25	Bad / negative
Average		84	Very good /positive

Based on the result on the data above , it is clear that most of the teachers have very good understanding of ELT media. Most of them totally agree that media are useful in assisting both teacher and students in teaching and learning process. There are some reason the teachers use media in teaching four skills such as: media can help the teacher to explain the material and the students can be easier to understand the material. So it can be conclude teaching media can help the teacher to improve the students ability.

Table Teachers view of ELT Media

NO	STATEMENT	TOTAL SCORE	CLASSIFICATION
1.	It is interesting to utilize ELT media.	100	Very good/ positive
2.	Media are applicable in my English class.	100	Very good / positive
3.	I gain more confidence when having media in my teaching process.	100	Very good / positive
4.	Media effectively and efficiently facilitate me to present the teaching material.	100	Very good / positive
5.	Media effectively and efficiently facilitate me to achieve my teaching and learning objectives.	100	Very good / positive
6.	Having media support in my teaching, make the class livelier.	100	Very good / positive
7.	The students can understand the material easier when I use media to deliver it.	100	Very good / positive
8.	The students can practice to identify linguistic aspect easier when media are included in the activity.	100	Very good / positive
9.	The students are able to produce linguistic aspects easier based on the learning objective when media are included in the activity.	100	Very good / positive
Average		100	Very good / positive

The following table is the overall result of the data collection about the teachers' perceptions of ELT media. By presenting the analysis of each dimension which are understanding, view and action, the researcher shows the result of the data analysis.

Table Overall Result

No	Dimension	Score	Categories	
1.	Understanding	84	Very good/ positive	
2.	View	100	Very good/ positive	
3.	Action	Listening	32.5	Bad/ negative
		Speaking	37.5	Bad/ positive
		Reading	35	Bad/ negative
		Writing	35	Bad/ negative
		Audio	80	Very good/ positive
		Visual	58	Good/ positive
		Audio Visual	60	Good/ positive
Average		58	Good/ positive	

Based on the table 4.9 above it can be conclude the teachers perception of ELT Media in teaching English at Senior High School is Good/ Positive. It means the teacher feel the media give good impact for them in teaching English such as the teacher can be more creative in teaching activity. The students can be interest during teaching and learning activity in the classroom.

The result of the data above, showed the teacher have a very good view of ELT media. The teacher agree that ELT media very give advantages in teaching activities. The advantages of using ELT media such as: ELT media can make the teacher easier to teaching the material. The media should be enjoyable, not ones that make the students get bored. It means, media can support the teaching activity so that the students can interest to learning in the classroom. Afterthat, the teacher also easier to give example about material with using material and the student easier to understanding that.

➤ **Discussion**

The English teacher belief media can support their material and can make the students be easier to understanding the material and interest to learning. Not only interesting, media indeed seen as potential utilities that are beneficial for both the teacher and the students. This is parallel to Rao's (2014) notion that media if utilized in the educational setting will complement the teaching and learning process. According to Sanaky (2013) media are helpful in facilitating teacher to reach the learning objectives, increasing confidence, creating a better quality of teaching as well as teaching variation and creating fun learning. Meanwhile, instructional media bring some advantages for the students such as, to increase the student learning motivation, as well as variation, stimuli the student for thinking analytically in fun situation and also instructional media, are helpful in understanding the material systematically.

Second result shows that the teachers have a negative action toward ELT media. It means the teacher only used limited media in teaching four skills. Most of the teachers do not apply all media provided in the questionnaire in their English class, whether when it deals with enhancing the students' listening, speaking, reading and writing skills. Additionally, the result shows that most of

the teachers still rely on certain media to be utilized in each of comprehension aspect in English language teaching.

First, there are four out of ten media which are frequently used in enhancing the students' listening comprehension namely, audio recording, song, news report and video. Audio recording and song that dominant media that used by English teacher in teaching listening skill. Audio recording such as instruction narration, monolog and dialog are the most frequently used in the listening activity. By having audio recording intensively in the classroom, the teachers expected that the students used to English orally

Second, action toward media in dealing with improving the students' speaking comprehension. Most of them prefer to use pictures, video, song, news report and flash card to encourage the students' to speak English. Picture has become a priority for the teachers when it comes regarding mastering vocabulary. Additionally, Harmer (2001) who says that picture is really helpful in learning how to communicate the students' thought to one another.

Third result, however, the teacher only use four media in teaching reading they are: picture, song, flash card and chart. Picture is one of media that use all of English teacher in teaching reading skill. In line with Harmer's (2001) theory, in this case, picture play role as ornamentation. The teachers can use picture to affirm a given reading or passage. Picture also can be used to evaluate the students' reading comprehension. As the picture can be a representation of reading or passage read by the students, the teacher can ask the students to match what they read with the provided picture.

The last is media used in teaching writing skill. The researcher found the English teacher used five media they are: news report, picture, flashcard and chart. Again, in writing comprehension aspect, picture appears as the priority which used in English language teaching. Indeed, there are various activities can be done by using picture in the classroom. So, from the result and discussion above it can be concluded that the English teacher have very good perception about view and understand of ELT media in teaching English. But, in action or implementation the English teacher only used few media in teaching English.

D. CONCLUSION

Based on the result of the research and discussion in the previous chapter, the researcher can be concluded about English teacher perception about ELT media, they are: The teachers have very good or positive perception about view and understanding of ELT Media in teaching English. It means the teachers believe that English language teaching will be done effectively if they are assisted by other supporting system including media. The teachers have bad or negative perception about action of ELT Media. It means, in implementation media in teaching the teachers only rely on certain media especially in enhancing the students' language comprehension such as listening, speaking, reading and writing. Each of the teachers has his/ her own consideration in deciding his/ her media choice. In this research the media that used by English teacher is picture, song, chart, news report, flash card, audio recording, video, film and chart.

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