An Analysis of Teachers' Strategies in Using Media to Teach English at EFL Class

Indiana[1]
Universitas Sulawesi Barat
Email: Indianarida@gmail.com[1]
Sukmawati Yasim[2]
Universitas Sulawesi Barat
Email: sukmawatiyasin@unsulbar.ac.id[2]
Nur Husnil Khatimah[3]
Universitas Sulawesi Barat
Email: nurhusnil.khatimah@unsulbar.ac.id[3]

ABSTRACT
The objectives of this study were to investigated (1) media that used by the English teachers in teaching English at SMPN 3 Tinambung, (2) strategies that teachers used the media in teaching English. This study used qualitative research method. The subjects of this study were two English teachers at SMPN 3 Tinambung. The data were collected through observation and interview. The observation was done by using field notes observation and interview was done by using interview guideline. The results of this study showed that teachers were used media in the teaching learning process. Teachers were used visual media such as English book, whiteboard, worksheet, key answer test and multimedia such as mobile phone. The teachers' strategies in selected the media were selected and determined the media that was used to teach English, based on the RPP and pay attention to the purpose of the study, the effectivenessof the media, materials have been thaught, the availability of the media, and also students' characteristics. Teachers' strategies to used those media were the teachers prepared the media before using them, pay attention of the activities in using the media and follow-up activities after using the media. The way the teachers used the media to teach English were the teachers explained the materialsby using English book and by writing materials, vocabulary or to draw picture with using whiteboard. Teachers also used key answer test when they work the tasks together with students and then if the teachers looking for additional materials on the internet, teacher was used mobile phone to access the internet. As an suplementary tasks, the teachers gave the students worksheet to do after teaching learning process.

Keywords : teaching media, teaching strategies, EFL Class

INTRODUCTION

Teaching is not an easy job for teachers, it takes enormous ability and understanding to be able to teach well. When the teachers wanted to be succeed to teach in the class, they have to know some things such as the condition of the students, materials, and also the use of media. In the teaching-learning process, teachers are the major educational resource in determining the quality of the learning. In the teaching-learning process, the students usually do not pay much attention to the lesson had given

by the teacher. They may not be interested, so they quickly feel bored in the class. The teachers were faced with difficulties obstructing the learning process, especially on the students' interest in receiving lesson materials from the teachers. Students do not pay much attention to the lesson materials provided by the teacher because the teaching materials do not attract students' interest (Fajri, 2017).

Therefore, a teacher must think about how to attract students' interest, then the students would be enjoyed or feel not bored in the class. The teachers' strategy or action in implementing the teaching plan will affect that. A teacher has to be able to develop a strategy in teaching, it means that they make an effort about how the learning process can go well, then the students can understand the materials presented by the teachers. Hence the learning objectives can be achieved. According to Dedi as cited in Samad & Tidore (2015), it takes the creativity of the teachers in managing learning strategy, because the teachers were theperson who will be arranged all of the learning preparations so that the learning objectives can be achieved and students get motivations and enthusiasm to learn.

The use of learning media is the way that can be used to help students understand the materials from teachers. Media is a tool that was used to deliver material to the students. The purpose of using media is to make it easier for students to understand the materials presented by the teacher. It can be increased students' concentration and interest in learning,so the students will not feel bored in the class. Teachers' creativity in usinglearning media was needed. Madayani & Muhassin, (2020) stated that teacher was indeed recommended to use ELT media, but the application should be in line with the creativity of adopting teaching strategy. Media must cooperate with the creativity of the teachers' strategies to provide the students' strength in learning the materials. By using media in teaching English, the learning would be clear, then studentswon't think abstractly and enhanced to real goals. Marpaung (2017) stated that media can increase students' interest, so it can increase students'motivation, direct interaction between students and their environment, and also make the students can stand alone to learn according to their interest and abilities. Visual media consisted of pictures, whiteboard, and an LCD projector. Meanwhile for audio-visual media were videos used by the teacher as the media in teaching English (Fajri, 2017). Nowadays, thereare so many teaching media that can be used by teachers in the teaching- learning process such as videos, pictures, songs, a projector, etc. It dependson the teachers' strategy, how the teachers choose and use those media.

Based on the observation and interview with the English teachers at Junior High School of 3 Tinambung when the researcher was conducted internship, the researcher retrieved some information. Teachers usually using media when teaching, like cards, LCD projectors, etc. So, the learning process becomes clearer and more engaging. The researcher also had an experience with using media when teaching practice at SMPN 3 Tinambung and the researcher have saw directly that the students more like if using media in the teaching-learning process. Students were faced with difficulties to understanding the materials if it was only explained on the blackboard or based on the book, and they quickly feel bored when learning English. By using media, the students who are usually passive in learning, become more active.

Regarding those reasons, the researcher was interested in conducting research on what media and how are the teachers' strategies in using the media in teach English.

LITERATURE REVIEW

Teaching Media

Teaching media were everything, such as tool, noun, environment, etc, which can be used to convey message or information, especially learning materials, so this teaching media serves to facilitate educators to deliver materials to the students in the teaching-learning process. The use of learning media also can stimulate students' interest and attention to pay much attention and understand what was covered by the teachers. So, teaching objectives can be achieved. Learning media was not only used to complement the teaching-learning process and attract students interested to learn, the use of media also aims to facilitated and simplified the teaching-learning process to improve learning quality and achievement of learning objectives (Susanti & Zulfiana , 2018).

The development of science and technology was currently, including in learning media used by the teachers. Media that used nowadays are not only conventional media such as blackboards, pictures, and posters. But, along with the development of science and technology, media like computers, television, radio, tape recorder, movies, also used as media to teach. It would attract students' interest in learning so that it can increase students' motivation. (Wahyuningsih , Mudjiman , & Haryanto, 2014)

Teaching Strategy

Teaching strategy is a method used by the teacher in carrying out the teaching and learning process to influence students to achieve teaching objectives more efficient and effective. (Latif, Mutiah, & W, 2013),

According to Purnaningsih, (2017), Strategies on the use of media in the teaching-learning process need to be followed by the teachers through 3 steps, those are :

a. Preparation step before using the media
   This is a step to prepared media to be used for teaching. Several things must be considered in this step, they were students' characteristics, the purpose of learning, designing appropriate media and materials, and also the step to try the media.
b. Using the media step
   In this step, the teachers need to keep students calm so that students avoid the things that could disrupt their concentration. Students were given opportunities to write important things and ask about unclear things.
c. Follow up step after using the media
   This activity is the follow-up step in the preparation and implementation. It aims to know how the preparations, processes, and results after using the media. Is as planned. Therefore, a test is necessary.

From the explanation above, it can be concluded that the teaching strategy was a planned made by the teacher that contains several activities to achieve learning goals. Teachers' strategies in the use of media to teach English were preparation the media, activities in using the media, and follow-up activities after using the media. Strategy in using media were needed to make the media can be used optimally. Strategies used by the teacher as specifications for selecting and sequencing learning events and activities.

A teacher which used the media should be in line with the creativity of adopting a teaching strategy.

In this research, teachers' strategy as independent variable and media to teach English as the dependent variable. Many factors were affecting the teaching and learning process, such as teacher, students, media, material, teachers' strategy, etc. Those factors have to join and work as a unity, not separately. Teacher strategy affects the media that will be used by teachers in the teaching-learning process. Media was seen as one of the factors that can be determined the success of the teaching and learning process in the classroom. Media were used by the teacher to teach English, to grab a students' attention, motivation, even students' interest.

RESEARCH METHOD

In this research, the researcher was used the qualitative research method. The design of this research was narrative because the researcher will focus on describing the media used by the teachers to teach English and the teachers' strategies in using the media. This research was conducted in Junior High School of 3 Tinambung. The research was conducted from July until September 2021 in the academic year 2021/2022. As data resource, The researcher was choosen 2 between 3 English teachers at SMPN 3 Tinambung because those teachers were graduated from English major and have experience in teaching English for more than five years.

Researcher was the key instruments in qualitative research. Then, some instruments also used in this study were observation by using field notes and an interview guideline. The researcher was used observation as a non- participant because the researcher only wanted to become an observer and does not actively participate in the activities of the teaching-learning process by using the media behind the students. The researcher wanted to saw directly and make some notes about the use of media in teaching English by the teachers and what are the teachers' strategies to use those media. Additionally, for the interview, the researcher was used semi-structured interviews because the researcher wanted to get information in depth about teachers' opinions, ideas, and beliefs related to the research formulation. This technique was used to make the interview not too formal, then the interviewee was enjoyed and felt more flexible to answer the question. The researcher was used the Indonesian language in the interview to avoid misunderstanding.

The researcher was analysed the data including 3 steps, namely data reduction, data display and conclude the data. 1)Data reduction means aggregating all data obtained from the field, select key things, focus on the important things, and also discard unnecessary. The purpose of data reduction is to get a clearer picture and to make it easier for the researcher to do further data collections if needed. 2) Data display was done with a brief description of the narrative text. 3)The last analysis of the data was to draw conclusion from the data reduction and the data display.

RESULT AND DISCUSSION

1. Media Used by the Teachers in Teaching English

The researcher found that English teachers at SMPN 3 Tinambung used media to ease them to deliver materials to students and it can attract students' interest, so the students can focus on learning, an English teacher we need good and interesting media in teaching language because it will keep the learners focus on the teacher when the teaching-learning process is going on, thus the classroom will be under the teachers' control.

The research findings showed that there were some media that teachers used in teaching English. The media that used by the teachers at SMPN 3 Tinambung to teach English were English books, a whiteboard, a worksheet, a key answer test, and a mobile phone. These things; English books, whiteboards, key answer tests were categorized as visual media and mobile phones as multimedia. English books, worksheets, and key answer tests as visual media on the types of printed media. As supported by Badawi (2016), there were four types of visual media, they are printed media, realia, overhead transparency, and LCD projector. The process of making printed media is through the printing process, include English textbooks, magazines, newspaper journals, bulletins, and dictionaries.

1) English book

English book was categorized as visual media on the types of printed media. According to Ashar (2011) in (marpaung s. , 2017), Visual media is a type of media that used only relies on the sense of sight, such as a book, journal, map, picture, etc. Book's become common media used by English teachers in teaching English. Because the use of English book was easier to use. In addition, the findings of this study showed that in the teaching-learning process, the teacher was used English books as media to teach English. English book was used as teaching materials or basic instructional guide that contains materials to deliver to the students. English book was the most common media that used by the English teachers in the class. According to Supriyo (2015) one of the learning materials that was used as a learning source and as a media is a book. The book used as a primary learning resource is called textbook lessons. Students have to get used to the new ways in education, students should beable to figure out the way to absorb what the teachers tell them

2) Whiteboard

Whiteboard was categorized as visual media. Whiteboard also the most common media used by teachers in teaching. As supported by (Fajri , 2017), Visual media was a kind of media that can be seen by the eyes of students, such as pictures, whiteboards, and real things. The visual object that was easy to find in the classroom is the real object because it already surrounds teachers and students every day. Teachers' strategy to teach English in the pandemic situation was using whiteboards as media to teach English. English teachers have been used whiteboards as media to teach English to help the teachers wrote the materials, vocabulary, or draw pictures. As mentioned by (Fajri , 2017)**,** the whiteboard has become common media used by English teachers to teach in the class, it can help teachers to deliver materials to students. This media allowed the teachers easily to wrote some information or explanations and easy to erase the information and convert it to others. Furthermore, the findings of this study showed that whiteboard's available used by the teachers as themedia to write. In addition, the

findings of this study also showed that the used of whiteboard was effective to used as media to teach English because the students can saw directly about the teachers' explanation onthe whiteboard.

3) Worksheet

The worksheet was the page or several pages of tasks that were distributed to students to do. The worksheet is one of the media that was used to help and make the teacher easier in teaching-learning activities. Worksheet as media filling of the sheets that were contained tasks given to the students. The worksheet was given to students as supplementary tasks in the last of the teaching-learning process. As supported by (Hermandra & Zulhafizh, 2019), the worksheet can help students improve their understanding of the text. For the teachers, the worksheet can reflect students' understanding of the answer, the worksheet should be prepared by the teacher to adjust and matches the materials with the goals to be achieved by teaching and learning. Worksheet that was used by English teachers at SMPN 3 Tinambung was not on the book form, but it consisting of a piece of paper made by the teacher then printed. In the use of media to teach English, the worksheet was categorized as visual media on the type of printed media. Worksheet was effectively used as media to measure students' capabilities, which is the teachers can judge whether the students understand the materials or not. As supported by (Trisaningsih , Hasyim, & Suparman)**,** in the use of worksheets, teacher was required to be able to apply learning method oriented to students activity which is the teachers give instructions how to using worksheet and worksheet was made not just in the classroom, but also out of the class as assignments self-reliant and groupwork outscored face to face learning setting, so that students can learn speaking independently".

4) Key answer test

Key answer test was the media that helps the teacher in the teaching- learning process. The key answer test was categorized as printed media. According to (Badawi, 2016) printed media was making through a printingprocess, the use of printed media in English teaching is necessary and meaningful because it can help students gain more knowledge and information through extensive reading.

5) Mobile phone

A mobile phone was used by the English teacher in teaching English. The mobile phone has been categorized a multimedia, a type of media that was used as electronic media to facilitating the teacher in the teaching-learning process. A mobile phone was effective to used by the teachers to find out the additional materials because it's easy to access and practice to used andalso a complete feature. As supported by (Wirawan , 2020), used a mobilephone to support internet access, a mobile phone was a practical and efficient media in the classroom. A mobile phone was appropriated media to slow learners because they can follow the learning materials with the new technology development. Furthermore, the findings showed that the teachers used mobile phones when the teacher wanted to find out the additional materials on the internet that would be taught to students.

As the results above, it can be concluded that English teachers at SMPN 3 Tinambung using media to facilitate the teachers to transfer the knowledge as deliver

material to the students in the teaching-learning process. The teachers were used visual media and multimedia. Which is the visual media that used such as English books, whiteboards, worksheets, key answer tests, and also multimedia was the mobile phone. The English book, worksheet, and also key answer test were visual media on the printed media types.

2. Teachers Strategies in Using Media to Teach English at SMPN 3Tinambung

Before the teachers used the media in the class, the teachers had been prepared the media first, then demonstrate to students as simple so that students can easily understand the materials being taught. As supported by (Supriyo, 2015), the use of media has been designed and prepared by a teacher in the teaching-learning process, it is intended to achieve learning objectives well and the materials presented by the teacher will clearly and students' understanding of the materials would be better.

A teacher must pay attention to the media before using them, analyze the general characteristics of the target group, formulates learning goals to be achieved, knowing the curriculum of the field of study and its relation to the media, designing, modifying and developing the material and the right method, and finally do a trial run on the media before using it. According to (Nafi'i, 2015), the strategies by the teacher in using media were preparation before using media, activities when using the media and the follow-up activity after using the media

Teachers strategies in using media to teach English at SMPN 3 Tinambung were:

a. *Preparation of the media to be used*

The teacher was pay attention in choosen and determined the media that would be used to teach in the class. The selection of media was essential to be noticed for the learning objectives can be accomplished. The teachers selected and determined the media by guiding RPP and pay attention to some factors such as *1)Situation and conditions*, which means that teachers pay attention to situations and conditions when using teaching media. The school situations like the time of use the media, whether the time was enough to use the media and about students conditions who would be taking the lessons. *2)Learning objectives*, means that the media would be used by the teachers must be matched or align with the learning objectives or goals to be accomplished. *3)The effectiveness of the media,* means among many teaching media, the teachers choose effective media to used in teaching so that students can easily understand the materials being taught. *4)Materials,* firstly the teachers looking for the materials to be taught, and then it's matched to themedia would be used. *5)Availability of media,* means that the media to be used was available and easily obtained. *6) students' characteristics,* the teachers must understand the character of their students through observations made during the teaching-learning process, so the media usedwas tailored to the students' character. As supported by Sudjana in (Wirawan , 2020), some criteria for selecting and using media in the teaching process were: determine the exact type of media, determine or consider the appropriate students, display the media appropriately, and place or pay attention to the media at the appropriate time, location and circumstances.

Before the teacher used the book, the English teacher took the English book from the school and all of the books in the school library were on loan to each student to study. The teachers preconcert about whiteboard/facilities from the school. Before the

teacher used the worksheet, the teachers prepared it in advance. Teachers' strategies in using worksheets were the worksheet design based on the English booksby the English teacher. The first step was the teachers looking for the taskson the English books based on the materials being taught. the second step was the tasks was typed on the laptop, it contains design cover and content or point of the tasks, the next step was the teachers printed the worksheet to distributed to students. The way the teachers before using key answer test was the teacher downloaded a teacher's book in pdf on the internet, then the tasks are retrieved and synthesized through the laptop. After that, the sheet of key answer tests was printed. The teacher searching for additional materials on his phone to be taught to students.

   b.   Activities in using the media

   The teachers activities or the way the teachers used those media in teaching English were the teachers explained the materials based on thebooks and asked students to pay attention to their books also. The teachers'directly combined the materials in the same chapter if it iss related.The teacher would be tried to combined or summarized. So, the materials presented can be brief and clear for students. The teachers used whiteboard to wrote the materials on the English book. The teachers wrote some vocabularies that related to the materials explained, and also draw the picture on the whiteboard. If some vocabularies related to the materialsexplained or there was the student who asked for vocabularies that they do not know, then the students asked the teacher and the teachers would be wrote down the vocabulary on the whiteboard. As supported by (Pratama, Wedhanti, & Piscayanti)**,** whiteboards are media that was used to write on by English teachers. The English teacher wrote some examples of sentences related to the lesson and also wrote some questions on the whiteboard and then asked the students to answer these questions. By using the whiteboard, students can saw directly the materials that given by the teachers.

   When the teachers has done to teach English at the end of the meeting, so the teachers distributed the worksheet to students and explained how to do the worksheet. Then, the students would be do the worksheet when they at their home. The function of the worksheet was training students self-reliance in trained assignment/tasks that related to the materials have been studied and as the media that helps teachers to know how much the students understood with the materials being taught. In the classroom, the teachers also used key answer test. The way the teachers used key answer test in the classroom was the teacher downloaded a teachers book in pdf form on the internet, then the tasks are retrieved and synthesized through the laptop. After that, the sheet of key answer tests was printed. In the class, the teacher used the media to makes the teacher easier to answer the questions/tasks in the book. When there isa question explained by the teachers and worked together between teacher and students, the teacher saw the key answer test and wrote the answer on the whiteboard. The last was the teachers used mobile phones when the teacher wanted to find out the additional materials on the internet that would be taught to students. Such as the materials about agreement and disagreement, the teacher searching for the example of the sentences on the internet and do screenshots, then wrote on the whiteboard. Accordingto (Fajri , 2017), Laptops, smartphone, and internet were the media that helped the English teacher to find out interesting materials. The students orteachers also can access online

dictionaries by using smartphones and the internet. An online dictionary was one of the applications in the smartphone that can be used to translate the words"

c. Follow-up activities in using the media

This activity was the follow-up activities after using the media in teaching learning process. The function of this activities was to know whether the students had achieved the learning goals. The teachers were tried refresh the materials had been taught to students. The teachers give tasks through exercises contained in English book or the the teachers directly asked to students to tested whether the students truly understood the materials that has been studied. The teachers also wrote down some tasks on the whiteboard and ask students to do it as the last step in the teaching learning process.

Based on the strategies by the teachers in Using media to teach English above, it also supported by (Purnaningsih, 2017), Strategies on the used of media in the teaching-learning process who need to be followed bythe teachers through 3 steps, those are: Preparation step before using the media, using the media step and Follow up step after using the media

As the results above, it can be concluded that the teachers prepared the media before using them in the teaching-learning process. The teachers paid attention to selecting and determining the media in order to get media that was suitable for the learning goals. Teachers' strategies to use those media were the teachers prepared the media before using them, pay attention to the activities in using the media, and follow-up activities after using the media. English book was a loan from the school, whiteboard used to write the materials been taught, the worksheet was typed on the laptop and used to give the assignment to students, key answer test used to make it easier for teachers to explained the answer of exercise on the book and mobile phone to make it easier for teachers to searching for additional materials to students.

CONCLUSION

The results of this research showed that there were some media used by the English teachers to teach English. They were English books, whiteboard, worksheet, key answer test, and mobile phone. English book,whiteboard, worksheet, and key answer test were categorized as visual media, which is the types of English book, worksheet and key answer testare printed media and mobile phone was categorized as multimedia.

In selecting and determining the media that was used to teach English, were based on the RPP and pay attention to the purpose of the study, the effectiveness of the media, materials that have been taught, the availability of the media, and also students characteristics. Teachers' strategies to use those media were the teacher prepared the media before using them, pay attention to the activities in using the media, and follow-up activities after using the media. English book was a loan from the school, whiteboard used to write the materials been taught, the worksheet was typed and used to give an assignment to students, key answer test used to make it easier for teachers to explained the answer of exercise on the book and mobile phone to make it easier for teachers to searching for additional materials to students.

REFERENCES

Badawi, A. (2016). Using visual media in teaching speaking. *Jurnal Bahasa dan Sastra 10 (1), 54-65.* Retrieved from https://doi.org/10.19105/ojbs.v10i1.811

Fajri, N. (2017). *The Use of Media in Teaching English in the Second Grade at Smpn 5 Malang*. University of Muhammadiyah Malang. Thesis

Madayani, & Muhassin. (2020). Exploring Perception of EFLTeachers towards Use of Media in Teaching English. *Ijoltl: Indonesian Journal of Language Teaching and Linguistics,* Volume 5, pp 29-44; Retrieved from https://doi.org/10.30957/ijoltl.v5i1.613

Marpaung,S. (2017). Penggunaan Media Dalam Pembelajaran Bahasa Inggris Di Sekolah Menengah Atas. Seminar Nasional Multidiplin Ilmu

Musatafa, M N. & Hermandra Z (2019). Teachers' Strategies to Design Media to Implement Communicative Leaning in Public Schools . *Journal ofeducational science 3 (1), 13-24.*Retrieved From http://dx.doi.org/10.31258/jes.3.1.p.13-24

Pratama, Wedhanti, & Piscayanti. (2015. The use of media in teaching english language at sma (slua) saraswati 1 denpasar. *Jurnal Pendidikan Bahasa Inggris Undiksha 5(2).* Retrieved From https://doi.org/10.23887/jpbi.v5i2.14957

Purnaningsih, P. (2017). Strategi pemanfaatan media audio visual. *Jurnal Informatika Universitas Pamulang* 2 (1), 34-41. Retrieved From http://dx.doi.org/10.32493/informatika.v2i1.1503

Samad , F., & Tidore, N. (2015). Strategi pembelajaran bahasa Inggris yang menyenangkan untuk anak usia dini . *Cahaya Paud* 2, 47-57. Retrieved from http://dx.doi.org/10.33387/cp.v2i1.226

Supriyo. (2015). Pengaruh buku teks dan cetak terhadap hasilbelajar di sma n i marga tiga kabupaten lampung timur pada kelas xii. Ips tahun pelajaran 2013/2014. *Jurnal Program Studi Pendidikan Ekonomi* 3 (1), 83-92. Retrieved from http://dx.doi.org/10.24127/ja.v3i1.145

Susanti, Susanti and Zulfiana, Affrida (2018) *Jenis – Jenis Media Dalam Pembelajaran* . pp. 1-16. Retrieved from http://eprints.umsida.ac.id/id/eprint/1635

Wahyuningsih , M. G., Mudjiman , H., & Haryanto, S. (2014). Penerapan audio visual dalam pembelajaran Bahasa Inggris. *Jurnal TekhnologiPendidikan dan Pembelajaran* , 2 (1), 79-92. Retrieved from https://jurnal.fkip.uns.ac.id/index.php/tp/article/view/3669

Wirawan, F. (2020). A Study on The Teaching Media used by The English Teacher at SMP Muhammadiyah 2 Malang. *Jurnal Ilmiah Profesi Pendidikan*, *5*(2), 89–95. https://doi.org/10.29303/jipp.v5i2.115