THE USE OF ENGLISH TEACHING MEDIA IN TEACHING AND LEARNING PROCESS AT SMP N 17 KOTA BENGKULU

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Abstract: This research aimed to find out what kinds of media and how do the teachers use the media in teaching and learning process at SMP N 17 Kota Bengkulu. This study was descriptive qualitative research. The subject was four English teachers at SMP N 17 Kota Bengkulu. The data were collected through questionnaire and interview. First, the English teachers answered the questionnaires given by the researcher that included all kinds of media. The second, teachers are interviewed by the researcher to get information of how the teacher used the media. The result of this research showed that: First, the kinds of media used by the teachers were visual media (29.06%), audio media (13.68%), audio-visual media (18.81%), projected media (8.84%), real things (25.64), and internet (4.27%). Second, the teachers used the media through various way in applying in the classroom. The variations usually done to covey students' needs and interest in order to optimize the result of learning. Based on the result it is suggested that teachers should use te teaching media more frequently and effectively to enhance the students learning result.

Keywords: *English Teaching Media*

Learning is an activity of systematic and systemic process that consists of several components, they are: teachers, curriculum, students, facilities and administration. Each components cannot be separated or run out on their own, but have to run out regularly, interdependently, complementary and sustainably. One of the parts of learning is media. This supporting part has a lot of influence to the teacher in transfering the knowledge to the students. Media would help the teacher to deliver the material as interested as they want. It can also help the students to teacher use it. For the teacher, media should be used effectively in deliver the material.

According to Gerlach and Ely (1971)are classified teaching media into six categories such as:
a) Picture
   It consists of events, photographs, or objects. Pictures sometime are larger or smaller than the object represents.
b) Audio recording
   Recording is in the form of magnetic tape, disc, motion picture, and soundtrack.
c) Motion picture
   A motion picture is a colored or black and white moving picture that is produced from graphic representation.
d) TV
   This category includes all types of audio video electronic distribution system which eventually appears on TV monitor.
e) real things, simulation, and model People,   events,   objects,   and demonstration of real things are constructed with other media to be a model.

Sadiman et al (2002) argued that instructional media for teaching and learning process can be divided into five categorizations as follows:
a) Games and simulation
   The example of games and simulation are words, people, and role playing, and so forth.
b) Visual media
   This is the media that can be seen and has function to distribute the message from the speaker to the receiver. For example: pictures/photo, sketch, diagram, chart, cartoon, map, globe, flannel board, and so forth.
c) Audio media

This media are useful because of their sounds. The examples of this media are radio, tape, or CD.

d) audio-visual media
This kind of media is useful because it provides sound and picture. The examples of this media are TV, video, computer, DVD, and the like.

e) Projected media
Slides, film strip, ohp, projector are the model of projected media.

Gogoi (2014) in uses of some technological media in language teaching:
1. Radio
   Radio is a useful aid in language learning, for comprehensive courses in language learning are presented by radio.
2. Film
In the hands of an intelligent and interview as the instrument of the research. The researcher will give a questionnaires to resourceful t e a c h e r f i l m becomes a very useful instrument of instruction.
3. Television
   Television is also an important technological media in the process of teaching. Its importance lies in the fact that though it the service of a good teacher can be made available to a large number of students at the time.
4. Computer
   The use of technology in teaching language has been dramatically increasing over the past few years. Technology is becoming a bigger part of both in class and home study, as the technical use of audio and films is supplemented by computer assisted instruction and interactive media technology.
5. Video tapes played through TV
   Pre- recorded video tapes can be played through a TV in the classroom. Video films on educational topics shown through a TV in the classroom have the same effect on the students as the ordinary cinematic educational films do.
6. Internet
   From the internet we can get any kind of information involved in the practice of English language. Teachers can use it as a medium to exchange information related to their teaching.

Method

The subjects in this study are four English teachers in the SMP N 17 Bengkulu. This research wants to find out the kinds of media are used by the teacher to support teaching English and to find out how the teachers use the media in teaching English. This research used questionnaires and each respondent, then the respondents will fill in the answer the questionnaires based on themselves.

After the researcher gets the data from questionnaires, the researcher would like to interview the respondents to get clearer data about how they use the media. From those steps of collecting data, the researcher have some information and data to describe this research about how to used media by the teacher at SMP N 17 Bengkulu. This result consists of two sections. Section one presents the result of the kinds of media are used by the teacher. Section two explains the usage of the media that the teacher use in teaching English based on the theories that researcher found.

Results and Discussion

The data observation shown that the kinds of teaching media used by the teacher in SMP N 17 Bengkulu were visual media (29,06%), then audio media (13,68%), audio-visual media (18,81%), projected media (8,84%), real thing (25,64%), and internet (4,27%). Meanwhile, the result of kinds of media category was as follows: visual media used by the teachers were picture (23,53%), photo (23,53%), map (17,65%), motion picture (23,53%), and sketch (11,76%).

The result of teacher purpose of using visual media. The teachers used visual media to integrated all skill of English, based on the data above the highest percentage to integrated skill

was picture, it was 36% and the lowest was motion picture, it was only 4%. The frequencies of using the visual media were different for each English teachers. The percentage of using visual media was 70.6% for oftencategory then 29.4% for rarely category. Most of the teacher often used visual media such as picture and photo in the classroom to delivered the material.

Some teachers used visual media such as map, motion picture, and sketch rarely. The teachers used visual media to integrated four skills of English in deliver the material. The teachers used visual media to teach speaking first, after the teachers ask the students to spoke, the teachers connected to the writing, the student describe their speaking into the paper by using words, after that the student read their own writing, then all of the students except the reader should listened what he/she talking about.

Audio media used by English teachers in teaching and learning process first was radio 14,29%. The second was tape 28,57%. The third was compact disc (CD) 14,29%. The fourth was soundtrack 28,57%. The last was audio recording 14,29%. The result of teacher purpose of using audio media. The teachers used audio media to integrated all skill of English, based on the data above the highest percentage to integrated skill were tape and audio recording, they were 42.8% and the lowest was CD and soundtrack, they were 0%. The percentage of using audio media was 100% for rarely category, then 0% for every meeting and often categories. There was no teacher used audio media effectively in the classroom to delivered the material.

All of the teacher used audio media rarely. The English teacher used audio media to improve listening skill of the student, the student focused on listening something then got the point from what they have heard. The teacher didn't try to integrated the four English skills by using audio media optimally.

The used of audio-visual media by English teachers in teaching and learning process first was TV 20%. The second was video player 20%. The third was computer 20%. The fourth was DVD 10%. The last was film 30%. The result of teacher purpose of using audio-visual media. The teachers used audio-visual media to integrated all skill of English, based on the data above the highest percentage to integrated skill was video played, it was 28.6% and the lowest were TV and DVD, it were 14.3%.

By using video played, teacher in SMP N 17 Kota Bengkulu can be integrated all skills more effective than others. The frequencies of using the audio-visual media were different for each English teachers. The percentage of using audio-visual media was 10% for often category then 90% for rarely category. Most of the teacher used audio-visual media rarely to delivered the material in the classroom. The English teacher used audio-visual media to integrated between listening and speaking skills. Almost of the teachers ask the student to doing repetition from what they saw and listened. This way very helpful to increased student listening and speaking skills.

The used of projected media by English teachers in teaching and learning process first was slide 66.67%. The second was film strip 0%. The third was projector 33.33%. The result of teacher purpose of using projected media. The teachers used projected media to improve speaking skill, based on the data above the highest percentage to integrated skill were slide, it was 100% and the lowest were film strip and projector, they were 0%. The percentage of using projected media was 100% for rarely category, then 0% for every meeting and often categories.

There was no teacher used projected media effectively in the classroom to delivered the material. All of the teacher used projected media rarely. The English teacher used projected media to improve students speaking skill. The student should explain something by using power point and explained that with their own word. Student should be creative to choose word to make the explanation became good and attractive.

The used of real things media by English teachers in teaching and learning process first was games 33.33%. The second was simulation 22.22%. The third was drama 44.44%. The result of teacher purpose of using real things. The teachers used real things to integrated all skill of English, based on the data above the highest percentage to integrated skill was drama, it was 52.9% and the lowest was games, it was 11.8%. By using drama, teacher in SMP N 17 Kota

Bengkulu can be integrated all skills more effective than others. The percentage of using real thing was 77.8%% for often category, then 22.2%% for rarely category.

The last was 0% for every meeting. There was no teacher used real thing every time they teach in the classroom to delivered the material. Real thing was easy to apply in the classroom while teaching and learning process. Everything at the class can be tools to teach the students. The teacher use some tools in the classroom which correlated with the material in the text book. The best thing in real thing was drama, because student should read, write, speak, and listen when they do the drama. It was so integrated while applied in the classroom.

The used of internet media by English teachers in teaching and learning process first was software 0%. The second was program 100%. The result of teacher purpose of using internet. The teachers used internet to improve writing and reading skill, based on the data above the highest percentage to integrated skill was program, it was 100% and the lowest was software, it was 0%. The percentage of using projected media was 100% for often category, then 0% for every meeting and rarely categories. The teacher used internet in the classroom to delivered the material. It was like program to practice students in answering exercise in the internet. The teacher use internet to used Quipper program and practice the students to answering exercise in the internet. The students is given some exercises by the teacher, the exercise was from the program itself, so that the teacher will easier to corrected the students result by using that program.

The teacher used the visual media to support them in delivering the material. Visual media may help the students to get some clues related to the topic. By using this media the students can comprehend the materials given better than if they only read or listen to the material. Further, this kind of media can also relate the four English skills in English.

While, audio media were used to deliver listening material to the students, these can be made by the teacher themselves or can be taken from the existed materials in the school library/ language lab. Audio visual media was a combination of visual and audio media. The teacher used these media to give both visual and audio experience to enchance students understanding. Sometimes the teachers showed the visual media and they asked the students to compare it to the audio. These can increase students understanding on the content of the material.

Projected media were used to show the student about model of slide show method. This media presents the material in different way, it takes students attention in learning process. By using these media the teachers want the students can present the material not only with write down in the book or whiteboard, but also by using projected media.

Real things were used by the teachers when they want the students to play the integrated skills of English in presenting the materials. The teachers used real things as real tools in teaching process so that the material become more enjoyable and the students get better understanding in learning by doing. Teacher asked the students to design their own materials and show the others through the drama or simulation.

Internet was the most modern tool to apply material in the classroom. These media included all of the materials what the teachers want and the students can find out the material what they want to. In this school, the teachers used these media to give students electronic exercise through Quipper program. The students do the exercise in the language lab according to the teachers instructions. Then the teachers corrected the students result automatically through this program.

By this research, researcher knew that in the reality the teachers are able to use all kind of media existed in the school, but they have their own favorite media to be applied in the classroom. But the frequencies of using the media should be improved. The differences between this research and the others was at the result. This research was focused to collect data about how the dominant media are used in SMP 17 Bengkulu. The dominant media are used in this school was visual media. Since the teaching media are so advanced, the materials should be no longer delivered verbally. Education must be in line with advancement of the way people use all the available media to the learning process in school to be effective. If the students interest has been raised, take an attention with teaching and learning process, the

result of the learning may increase automatically. Then the students may get the maximum result in the school.

Suggestions
1. The English teachers at SMP 17 Bengkulu are better to use variety of media to teach in the classroom so as not to impress monotonous.
2. The English teachers at SMP 17 Bengkulu should improve the frequencies of using media that already used in the classroom to improve students interest

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