

# **A DESCRIPTIVE STUDY ON TEACHING MEDIA IN ENGLISH CLASS OF JUNIOR HIGH SCHOOL**

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**ABSTRACT** Media are tools to help the teacher to inform the material more than easier. Based on the research taht was conducted on teaching media and learning activity at the class, the objectives of this research were to describe: 1) media used during teaching and learning process at seventh grade of SMP N 23 Surakarta, Banyu Anyar in 2019/2020 academic year; 2) the problems faced by the teacher in using media during the teaching and learning process at seventh grade of SMP N 23 Surakarta, Banyu Anyar in 2019/2020 academic year. It was a descriptive study on teaching media in English class. To collect the data, observation, interview, questionnaire, and documents were employed. Then, the data were analyzed by using qualitative technique which consisted of three stages : reducing data, presenting the data, and drawing conclusion. The result of the research showed that 1) The media used were LCD projector, books, whiteboard, flashcard, board marker, and laptop. 2) The problem was not found during the teaching and learning process and it was going well.

*Keyword: Media, Descriptive Study.*

## INTRODUCTION

Media is a way to help the teacher to inform the material for the students and media can be increase the knowledge students. Moreover, media can make the student feel happy when they do activities during teaching and learning process on the classroom. According to Kasihani (2007:101) media can be used that to help in simplifying language teaching and learning process and make in perfect. It means that, media is one of a tools that teaching and learning to be precise. In the recent time, now that media can make teacher open minded to infrom the material for example from the internet, social media, laptop,and lcd projector. Bisides that, Media also can make teachers and learners have only one preception , moreover if the new concept has more than one meaning. Media can increase the quality of teaching English and make the learning process more attractive.

There are many definitions of Media by experts.Media is originated from latin word medius thats means middle (Bakri,2011:3).Furthermore, Arsyad (2009:4) states media bring

instructional purpose of messages or information. It meas that media is an element in teaching and learning. Therefore the used of media to teach is adjusted to the learning objectivices and characteristics of the students.

Based on the definition above, it can be concluded that media are the a one of way give instructional purpose of message or information when they needed some material not only by books but the can finded from the media like internet, a tools (flas card), laptop,lcd projector, and also mobile phone for teaching and learning process in the classroom. Then, media make the students not feel bored that the students used media for teaching and learning process at the class. In the recent media can help the students mastering English language very well.

Maastering English can make students able to communicate with other students. Especially those who speak English. It is intended to improve students skill and improve English skill in Indonesia. In junior high school especially at SMP N 23 Surakarta, English education is very needed for the

students. In English teaching and learning process, it applied Curriculum 2013. Based on the result of observation conducted for students at seventh class of SMP N 23 Surakarta, it assumed that they were caused by several problem. The students showed that they had problems in process teaching and learning process especially about does the teacher used media or not on teaching and learning process. The problems in used media were: (1) teacher seldom used media, (2) teacher only used material only by books, (3) incomplete facilities in the class.

Based on some problems above, there was a solution to improve how the teacher used media on teaching and learning process at the class. There were a lot of way to the teacher improve the students mastering the English well. One of them is Teaching media it can be improve the students to understand about teaching and learning process by used media, one of them is teaching media. According to Mahajan (2012:6-7),

Teaching media are classified into seven categorie such as: (1) graphic media, (2) display media, (3) three

dimensional media, (4) project media, (5) audio media, (6) video media, and (7) activity media. Then, teacher used media to helped the teacher inform the material. Kind of media were :teacher used material from the internet, teacher used flashcard to helped on teacher learning process at the class, and tools to helped were laptop, and lcd projector.

By using teaching media students were expected to be able to communicate fluently and the students are able to improve their English. In addition, students can learn casually because this method focused on the students and helped teacher more easier to inform the material. So that students could be confident because there fell not bored when the teacher used some media on the teaching and learning proces at the class not only used books.

The research aim to know whether teacher used media or not during teaching and learning process at seventh grade of SMP N 23 Surakarta and to describe the problems faced by the teacher in using media during the teaching and learning proces of SMP N 23 Surakarta, Banyu anyar in 2019/2020 academic year

## RESEARCH METHOD

This research was held at SMP N 23 Surakarta in 2019/2020 Academic Year. It is located at Adi sumarmo street, Banyu Anyar, Kec. Banjarsari, Surakarta city, central java. The research was conducted from September to November 2019 at class VII C which consisted of 29 female students. The method of this research was Descriptive Qualitative Research. According Moelong (2004:6) says that the meaning of qualitative research. It has purpose to know the phenomenon which is experienced by the research such as behavior, perception, motivation, the act and using words and language throughout the context naturally and has benefit. The research found the data from sources of data such as (1) informants, (2) events, and (3) documents. Then technique of collecting data such as: (1) observation, (2) interview, and (3) document. While the result of the technique of analyzing the data using such as (1) reducing the data, (2) presenting the data, and (3) drawing conclusion. It is showed the problem whether there was a significant

difference between the students achievement before and after action.

## RESEARCH FINDING AND DISCUSSION

This research finding is presented as the answers to the problem statement. Here, the data of the research were obtained from: 1) how activities observation on the teacher teach on the classroom; 2) give the Questionnaire for students; and 3) interview with the teacher. In details, the data collection of the field can be seen in the description.

SMP N 23 Surakarta is one of the schools with *akreditasi A* and reputable school in Surakarta which equipped its each classroom with multimedia devices that was LCD projector in every class. This enhanced the school value, as not all reputable school equipped their classroom with multimedia devices.

In the meeting on October 23<sup>rd</sup>, 2019 Based on an observation in

class 7G. There were 27 students with 14 men and 13 women. In front of the class there were 1 whiteboard, pictures of the the leader of Indonesia that were Joko Widodo and his vice president was Jusuf Kala, in the left of the classes there were some pictures from creation of the students of 7G, in the middle of the class there was one LCD projector on the roof and in the back there were some stick of pramuka, 2 broom, and 1 dump.

Based on the data found in the interview with the teacher and observation on the class, there were some main activities in teaching: pre-teaching, while teaching, and post teaching while the media could be implemented in each activity. Not only did she implemented media to measure the competence students by using media.

The implementation of media could be found when the research was

observed the teaching and learning process on october 23<sup>th</sup>, 24<sup>th</sup>, 2019 in 7G, 7D,and 7C. After reviewing the previous materials given, she prepared the material then she started implementing media by some flasscard on her hands then asking the students to speak aloud, to mention the name of things not only from the flasscard she was used around of the classroom.

Sometimes the teacher asked ceratin students to mention the name of things around of class by pointing them out randomly. This made the students always ready to be involved in learning and teaching process in the classroom.

There were main activities an teaching they were opening activity by praying together, the teacher expalined about the material by guest the name of things on the class, then the teacher used media like flashcard about the name of things to show the students.

Then teacher asks the students to write their daily activities. Then teacher check the students answer.

After doing observation on the class , go on to the interview with the teacher and give some question for the teacher about kinds media that teacher used on the teaching and learning at the class. After that, asking about the problems when the teacher used media on the teaching learning process and the teacher answer there is no problems when doing teaching and learning process and student can improve the material very well when the teacher used media at the class.

In the meeting on October 24 2019, this research was observed at the class 7C in this class the researcher observed how the teacher used media on the teaching and learning process on the classroom. From the data found in the observation on the class 7C there were

29 students with 15 male and 14 female, in front of the class there were 1 whiteboard, picture of the leader of Indonesia that were Joko Widodo and his deputy was Jusuf Kala, in the left of the class there were one data administrations of the class, one calendar, one book of medicine, and one electric fan. In the right of the class there were one electric fan, and picture creation of the students. In the back of the class there were one cupboard, some stick of pramuka, some broom, and one dump. then in the middle of the class there were one LCD Projector and flag of Indonesia from paper. In this occasion the research could observed the teacher how the teacher teach the students of the class. In the opening activity the teacher come to class and greeting the students and ask the students how are you today? And the teacher answer I am fine then the

teacher open the book and ask the students about material this day. After the teacher ask students the teacher ask the students to come infront of the class.

## **CONCLUSION**

Based on the result of the research, it can take the straight of the conclusion considering the teacher used media on teaching and learning process. The teacher uses media during teaching and learning process at seventh grade of SMP N 23 Surakarta. This research was conducted a descriptive study on teaching media in English class at seventh grade of SMP N 23 Surakarta, in the academic year of 2019/2020. In collecting the data, the researcher used observation, interview, questionnaire, and documents. Then, the data were analyzed by using qualitative technique

## **REFERENCES**

which consist of three stages : Reducing data, Presesnting the data, and Drawing conclusion.

The teaching and leaarning process in the classroom were well done, as the students were engaged in every single activity given by the teacher, although there was sometimes wasting time when the teacher prepared the flashcard and LCD projector on teaching and learning process, but the media supported both teacher and students in conducting the teaching and learning process in the classroom. The teacher was able to convey the materials are understandable. When they had fun they would learn better. They were able to focus and pay more attention to both teacher and the material too.

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