


TEACHING MEDIA IN EFL CLASSROOMS: WHAT ARE THEY AND WHY SELECT THEM?

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 7, 2022 Revised: July 12, 2022 Accepted: June 21, 2022 Published: June 30, 2022</p> <p>Keywords: EFL classrooms Teaching media English teachers Media selection</p>	<p>Teaching media are essential in the teaching and learning English. The use of appropriate media in teaching a new language will help teachers create more effective learning environment in the classrooms. Using a descriptive qualitative method, this study explores what kinds of teaching media used by the teachers in teaching English and what factors influencing English teachers' selection of teaching media in the classroom. This study was conducted at SMP Unismuh Makassar, involving two English teachers who have worked there for several years. The researcher used interview and observation as instruments in data collection process. The data were analyzed using data reduction, data display and data verification. The results of the study show that the teachers make use of four kinds of media, namely graphic media such as textbook and picture, media video such as video, projected media such as Power Point and display media such as a board. In addition, the factors influencing the teachers' selection of those media are time availability, media availability, students' characteristics, and students' needs.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Education in general is a conscious effort and planned effort to create a learning environment and learning process that allows students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and good skills that he and society require. Education can also be defined as a purposeful and methodical to improve one's level of living or advancement. Character can be developed by a variety of activities, including inculcation of values, character development, religious values, learning and moral values training, and so on. One of the components of a competent teacher's ability to demonstrate skills in front of the class is the capacity to impart lessons to students. Teachers must be familiar with many types of learning media in order to deliver courses effectively and quickly, making learning more exciting and increasing student curiosity.

Teaching media is something that we can use to share the message, it can stimulate attention, interest, students' thought and feeling in learning activities to achieve learning goals. As one component of a learning system, media plays a critical role in the learning process. Learning media is used to help students' understand what they are learning. After deciding on the type of media to employ, we must be able to provide students with comprehension in order for them to participate in an effective learning process. To put it another way, the media is a component of learning resources or physical learning resources that contain instructional content in a learning environment that can motivate learners to learn. Media is tool for teaching and learning process, everything that can be used to stimulate the mind, feeling, attention and ability or skill of students in order to encourage the learning process. It is also help the teacher to teach more effectively improve teacher's knowledge about the media in presenting materials and enable the students to learn more readily, specifically to fulfill objectives in a teaching-learning situation (Prabawati, A., AM, S. A., & AM, S. A. (2021) A crucial phase of educational design is deciding which media to use in a learning process. Teachers, trainers, and learning material designers all have the challenge of determining the best medium for communicating a message, improving understanding of a concept, and gaining and consolidating a variety of abilities. In any case, effectively completing it is critical, as poor selections may affect the learning process's outcome.

Learning media will become a more effective and efficient support tool in achieving the learning objectives when they are used properly throughout the learning process. The benefits of instructional media, according to Sanaky (2009), are as follows: (a) By using learning media, the learning process will be more interesting, which can motivate student learning; (b) Can clarify learning materials, so that students can easily understand the material and enable students to master the learning objectives; and (c) By using instructional media, students will be better able to master the learning objectives.

According to Miarso (2004), "teaching media are everything that is used to direct messages and can stimulate the learner's thoughts, feelings, attention, and willingness to encourage the learning process". Teaching media is something that we can use to share the message, it can stimulate attention, interest, students' thought and feeling in learning activities

to achieve learning goals. A crucial phase of educational design is deciding which media to use in a learning process. Teachers, trainers, and learning material designers all have the challenge of determining the best medium for communicating a message, improving understanding of a concept, and gaining and consolidating a variety of abilities. In any case, effectively completing it is critical, as poor selections may affect the learning process's outcome.

Through his or her own abilities, knowledge, attitude, and preferences, a teacher can influence media choices and use. A teacher who does not have technical understanding on how to use an overhead projector for example, may be motivated to avoid utilizing it even though it is present in the school. While attempting to implement CLT, teachers must consider the classroom reality and are guided by contextual factors around them (Roy S, 2016).

The other factors is the teachers don't confident to use teaching media. a teacher can learn how to master a learning media in order to convince himself to use the media. because the mastery of learning media will create a conducive class and students can enjoy the material presented by the teacher. most teachers use textbooks as learning media. teachers are only encouraged to use textbooks, so students feel bored during the learning process.

Instructional Media

Anything that can be utilized to communicate a message to pupils in order to arouse their emotions, thoughts, willingness, and attention and promote learning is referred to as learning media (Miarso, 2009). While learning media, as defined by Musfiqon (2012), can be described as a tool used by teachers to provide material to pupils more effectively and efficiently, both physically and virtually. The utilization of learning media is anticipated to increase student learning materials' speed of acceptance and draw students into the learning process.

Therefore, the learning media can be seen as a piece of hardware or software that teachers utilize to transmit materials to their pupils during the learning process. According to the objective of learning, media is anticipated to make the learning process more effective and efficient.

Multimedia based on technology can be used in the classroom as instructional materials. According to Husain (2014), the usage of multimedia, particularly in presentations, has a significant impact and is helpful to improve student learning outcomes. The use of multimedia in presentations strives to satisfy every student's sense—auditory, visual, or a mix of the two—to the fullest extent possible. The internet also has an impact on the way that media is used in the classroom and how well students learn. According to Husain (2014), the internet affects technique choice both within and outside of the classroom. The use of the internet enhances learning through independence, hastening, feedback, affordability, affectivity, and productivity. Students needs the right media when it comes to expressing desires as well their feelings when they don't have good verbal communication skills. Media is considered as the most efficient provider in education. Media is not a substitute for teachers. But the form of its use, requires a creative approach by the teacher who must be aware of new

ideas and techniques for presenting and talking different lessons using media to get effective results (Amirullah, S. R. W., Bte Abdul, N., & Hafid , H. 2022)

Types of Learning Media

As for some types of teaching media that can be used in the teaching process are: First, media such as graphic images, photos, graphics, charts or diagrams, posters, cartoons, comics, and others. Graphic media is often also called two-dimensional media, which has length and width (S Hambali,E Akib, SA Azis)

As we all know, teaching media includes any tools or aids that a teacher or student may utilize to accomplish specific educational goals. The teaching media can then be classified in some way. According to Mahajan (2012:6-7), media are classified into seven categories such as:

1. Graphic Media: any printed media of any kind. Books, images, photographs, maps, charts, posters, graphs, and diagrams are just a few examples.
2. Display Media: a board, such as a chalkboard, bulletin board, flannel board, or peg board, that is used to display information in a small group.
3. Three-Dimensional Media: A media with a three-dimensional shape. Models, items, specimens, and puppets, for example.
4. Projected Media: a type of media in which the messages are displayed via a projector. Slides, filmstrips, transparencies, films, video cassettes, gramophones, and records, for example.
5. Audio Media: this is media that can only be heard. Radio, audio cassettes, gramophones, and records are examples.
6. Video Media: This type of media combines audio and visual elements, such as television, videocassettes, CDs, and computers.
7. Activity Media is a term that refers to any type of media that can be used to carry out a specific activity. Field trips, dramatization, presentation, and role-playing, for example.

Anitah S (2009) lists a number of different media types, including: (a) non-projected visual media, such as cartoons, illustrations, charts, graphs, diagrams, maps, and so forth; (b) projected visual media, such as slides, overhead projectors (OHP), opaque projectors, and silm strips (composite film); (c) audio media, such as radio, optical media, tapes, telephones, and so forth; (d) audio-visual

Function media in learning

Learning media can be used as a tool to deliver information throughout the learning process. In addition to serving as a medium for disseminating information during the learning process, Asyhar (2012) also serves the following purposes: A media resource for learning; B a word, term, sign, or symbol has a semantic purpose. The ability of the media to manipulate an object or event in different ways, depending on its conditions, circumstances, objectives, and targets; the fixative function of capturing, storing, and recasting an object or event that

has already happened; and the distributive functions of the media used in the learning process, which allow for extensive or unrestricted media coverage, are all examples of functions.

Musfiqon (2012) divides the three key principles of media consumption in the learning process as follows: (a) Princip's efficacy and efficiency. The accomplishment of a learning process in reaching learning objectives is effectiveness in the context of learning. While maximizing efficiency means employing the least amount of time, money, facilities or infrastructure, and other resources, (b) principles of relevance. One should be able to select media as a teacher that is in line with the goals, content, learning methodologies, and evaluation of learning; and (c) productivity principles. The best goals are achieved by using available human and natural resources to practice the learning process.

RESEARCH METHOD

The aims of this research are to analyze factors influencing English teachers selection of teaching media at the eight grade of SMP Unismuh Makassar. The research method used is observation and interview. Satori and Komariah (2011) employed observation as a data collection technique to gather research data through observation and sensing. This observation covers the way in which students learn in the classroom as well as the extent to which schools' infrastructure and amenities are comprehensive. A meeting between two people to exchange information and ideas through questions and answers, according to Esterberg (Sugiyono, 2015), results in communication and joint development of meaning about a certain issue. This interview activity was conducted to the eight-grade teacher of SMP Unismuh makassar, while observation from eight students to gain the primary information by step of data collecting, reduction serving in the form of summary or chart and followed by a conclusion

RESULT AND DISCUSSION

The researcher presents the research findings that have been collected through observation and interviews in the class. This study was conducted to investigate factors influencing English teachers' selection of teaching media at the eight grade of SMP Unismuh Makassar. The result of the research is there some factors influencing English teachers selection of teaching media and there some media the teachers used in the class. The factors is time availability, media availability, students characteristics and students needs.

1. Teaching media the teachers used

1. Graphic media. The teachers used graphic media in the class such as picture and textbook.
 - a. Picture. Based on the observation in the classroom, during the learning process the teachers used picture to delivered the materials. Examples of images that are usually displayed by teachers in class were cartoons and comics. Cartoon images displayed via smart tv equipped with reading text. Not much different,

the comics displayed by the teacher also accompanied by conversational texts. Sometimes the teachers display photography images when the teachers delivered material about narrative text. Before explaining about the pictures displayed on the smart TV, the teacher first asked the students what pictures they saw. After that the teacher explains about the picture accompanied by text. In the last material, the teachers always give the quiz.

- b. **Textbook.** The next teaching media is textbook. Before starting learning the teachers first opens the book and looks at the learning indicators. The teacher will see these indicators and continue the material contained in the learning indicators. the material displayed in Power Point is material from the book. sometimes the teacher gives assignments to students based on what is in the book.
2. **Video media.** The next teaching media is video. Based on the observation in the class, the teachers used this media when the teachers delivered the material about simple past tense. The teachers shows a cartoon video accompanied by text. The conversation in the video used the simple past tense. Then the teacher asked the students to watch the video. Next, the teacher asks students questions about the simple past tense. In the last material the teachers always give the quiz for students.
3. **Projected media.** Example of projected media that the teachers used is Power Point. The next teaching media is Power Point. Based on the observation in the class, teachers were more dominant used Power Point. The teachers was very creative in making Power Point. Every week the teacher changes the Power Point background so students can see a lot of writing and colors. Many material that the teachers delivered in Power Point. To display Power Point the teachers used smart tv. At the end of the lesson the teachers always gives a quiz related to the material presented.
4. **Display media.** The next media that the teachers used is display media such as a board. Based on the observations in the classroom, the teacher used the board when giving quizzes to students. Each student is given a question based on the material explained by the teacher. Then students answer the quiz on the board. The teacher also used the board if there is material that is not clear in Power Point.

2. Factors influencing English teachers selection of teaching media

1. Time availability

Based on the interview in the classroom the teachers' choosing teaching media because consider the available time. Teachers have limited time for teaching about 1.5 hours. So a teacher is more dominant in using media visual like picture, video and Power Point. The teachers can display Power Point through smart tv and it not takes to long time. The teachers direct explain about the material in Power Point.

First, the researcher conducted the interview with the teachers grade VII initial HD which stated the answer that :

“I always used audio visual like video, picture and Power Point through LCD. I used that media because it ease to use and flexible to teach in the class. I rarely used whiteboard because it can make takes to long time and different with using LCD the material is faster to delivered than whiteboard

2. Students’ Characteristic

The next factors is students characteristics. Based on the interview in the class, every students has a different character. Every student has a different learning styles. The teachers saw that many students have a visual learning style where students are more interested in following lessons when the teacher used a smart tv that displays pictures, videos or Power Point. So the teachers always tried change teaching media every week.

Second, the researcher conducted the interview with the teachers’ grade VIII initial AAS which stated the answer that :

“The characteristics of students I mean about student learning styles. As a teacher I can not say this learning media is suitable for students or not. Every student has a different learning style. So as a teacher I change my learning media every week”

3. Students’ needs

The next factors is students needs. In choosing learning media, the teacher thinks about the needs of his students in the classroom, such as always using visual media where most students have a visual learning style. Then the teachers also tried to start learning with group work for students who are slow understanding the material. Then to eliminate boredom in the classroom, the teacher sometimes gives games to students. Based on observation in the classroom, fun learning strategy is used by the teacher to make students more excited during the learning process.

Third, interview from the teachers’ grade VII initial HD:

“I think every teachers’ think about their students’. I used teaching media based on my students’ need. Sometimes I see my students’ interest in learning process when I used smart tv.”

In addition interview from the second teachers initial AAS said:

“When I taught in the class, I saw my students like visual learning. My students interest when they saw picture or video. My students also like games, so I tried to gives games to eliminate my students boredom.”

4. Media availability

Based on the interview and observation in the class, when the teachers selection of teaching media, the teachers think about available media. every teacher always used the learning media provided by the school. class VIII has a smart tv that can be used by the teacher and always used the LCD to display Power Point or video.

fourth interview from the teachers grade VIII initial AAS

“I use the learning media provided by the school. For example, the school provides smart tv in class, so I can use it to teach”.

DISCUSSION

Results in the interview, as presented on the findings showed that there several factors influencing English teachers selection of teaching media, this can be seen based on the results of interviews and observations that have been carried out during the learning process. The English teacher at SMP Unismuh Makassar consists of two teachers. Each teachers taugh in a different class.

The result of interview from the teachers is the factors influencing English teachers selection of teaching media is time availability, students' characteristics, media availability, and students' needs. The media the teachers used is graphic media such as picture and book, video media such as video, projected media such as Power Point, and display media such as a board. According to Mahajan (2012, 6-7), (1) graphic media, (2) display media, (3) three-dimensional media, (4) media projects, (5) audio media, (6) video media, and (7) media activities are the seven areas of teaching media. Of the seven types of learning media proposed by Mahajan, researchers only found 4 media used by teachers. The teachers does not used three dimensional media, audio media and activity media. The teacher does not used the media because the media is not suitable for students who mostly have a visual learning style. The teacher also thinks about the students where how to convey the material using media that is easily understood by students The teacher then used media to help inform the students about the content. One of the factors that determine the success of the learning process is how the media used is designed in an attractive manner so that students' attention focuses on the material presented (Ampa, A. T. & etc 2020). The English teacher can be categorized succes in the class when the teacher and the students have good interaction and students easy to understand what teacher teach (ASF Rahma,N Qalbi,etc 2021).

The following types of media were employed: the teacher used internet content, the teacher used Power Point,video and picture to aid in the learning process in the classroom, and the instruments used to assist were a laptop and LCD projector. Students were supposed to be able to speak fluently and enhance their English skills by using teaching media. Based on the interview from two teachers, the researcher can conclude that the most factors influencing English teachers selection of teaching media is the teachers think about caharacteristic of students. When the teachers teach in the class, she always think about the students. The students has different characteristic. The characteristics of students have several aspects such as interests, talents, thinking abilities and learning styles. Every students has a differents learning styles like auditory, visual and kinesthetic. Most of students has a visual learning style, so the teachers dominants to used picture, video, Power Point display by smart tv or lcd. It can make the students stimulate to learn the learning process. Students characteristics are features and attributes that are inherent in them and characterize their circumstances, such as academic ability, learning styles and methods, and socioeconomic circumstances (Pribadi, 2009:211).

CONCLUSION

There several teaching media that the teachers used in the class. The teaching media is picture, video, textbook and Power Point. LCD and smart tv can stimulate the students in learning process because the teachers can display Power Point,video or picture in projector screen. The students also can see many color and writing. There four factors influencing English teachers' selection of teaching media that's: time availability, media availability,students' characteristics, and students' needs.

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