

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theoretical and empirical literature from the areas of using of media in classroom based the student's reflection. It contains a review of previous studies, discussion about role of media in second language classroom, and discuss about the use of media in English class.

A. The Role of Media in L2 Classroom

The role of media and educational technology (EMT) in the teaching and learning process is always important regardless of the subject, first-grade teaching and student or student level.²⁵ Educators have revealed that the effective use of educational media and technology is better than a long explanation. It makes teaching and learning easier and more meaningful.²⁶

In addition to focusing on the qualifications and quality of teacher education, there is also a debate centered on providing material. Using media and educational technology in the teaching and learning process makes instruction easier and more meaningful.²⁷ The use of multi-media in engineering enhances learning by students with different learning styles. The students also saw that multi-media filled the gap created by the dichotomy in teaching and learning

²⁵ Chidi E. Onyenemezu and Olumati, "Educational Media And Technology: A Panacea for Effectiveteaching and Learning Among Trainee Adult Educators inUniversity of Port Harcourt", *British Journal of Education*, Vol. 2(3), 2014,p. 76.

²⁶*Ibid.*, p. 76.

²⁷Sunday, "Teachers' Perception of The Role of Media inClassroomTeaching in Secondary Schools", *The Turkish Online Journal of Educational Technology (TOJET)*, Vol. 8(1), 2009, p. 76.

styles.²⁸ Some teaching and learning styles, such as demonstration styles, show the need to use media and technology to make teaching and learning more meaningful and process dialogue.²⁹

Knowledge and application of instructional media are an important part of every teaching and the provision and use of instructional media and technology effectively distinguish superior schools from lower ones. There are several studies have examined the availability and use of EMT as important in teaching and learning.³⁰ The observed that students claimed that teachers use learning media in teaching/learning to make them understand what is thought.³¹ The use of teaching media and technology can expand opportunities for learning that are far greater than chalk and talk. Students will be able to unite new concept patterns by using many censorship dialogs.³²

Much of the stimulation produced by the senses depends on the media the teacher uses.³³ The order which students meet material has a direct effect on mastery, retention, and withdrawal to use of teaching media. Audio media,

²⁸Victoria Oyedele, John Rwambiwa, & Attwell Mamvuto, "Using educational media and technology in teaching and learning process: A case of trainee teachers at Africa University", *Journal of Education and Practice*, Vol.4(1), 2013, p. 294.

²⁹*Ibid.*, p. 76.

³⁰Victoria Oyedele, John Rwambiwa, & Attwell Mamvuto, "Using educational media and technology in teaching and learning process: A case of trainee teachers at Africa University", *Journal of Education and Practice*, Vol. 4(1), 2013, p. 293.

³¹Munhuweyi Peresuh, "Towards on evaluation of language instructional materials within the context of Eastern and Southern African languages: A theoretical perspective", *Journal of Educational Research Zimbabwe*, Vol. 8(2), 1996, p. 122.

³²Campbell, B.M. & Dlamini, B, "Science: The Salters approach – A case study of the process of large scale curriculum development", *Journal of Science Education*, Vol. 78(5), 1994, p. 145.

³³Chidi E. Onyenemezu and Olumati, "Educational Media And Technology: A Panacea for Effective teaching and Learning Among Trainee Adult Educators in University of Port Harcourt", *British Journal of Education*, Vol. 2(3), 2014, p. 76.

including CDs, DVDs, radios, etc. the power to change the meaning of words and sounds that are not in print. Educators always emphasize the use of media (teaching aids) in the delivery of lessons in class to help cognitive formation. Students who are trained provide several reasons why educational media and technology are important, including improving the quality of instruction, appealing to all senses and making lesson ideas and concepts more concrete, meaningful, clearer and easier to understand.

Educational media is commonly defined as tool, method, and technique used in order to further make the communication and interaction between lecturers and students in the process of education and teaching more effective.³⁴ Therefore, the essence of character education is the process of guiding learners to changes, attitude changes, and cultural changes, which eventually someday realize a civilized community.³⁵ Other than the parent, it is the responsibility of teachers to help their students to become critical consumers when using a variety of media sources.³⁶ Thus educational media is an integral part of the educational process, and is one aspect that must be mastered by every teacher in carrying out his professional functions.

In the first instance media are used as instructional aides, here media are used exclusively to enhance or enrich the teacher's presentation. Media used in this way are basically one-way transmitters quite incapable of interpreting any

³⁴Muhammad. A. Ramdhani, & Hilmi, Muhammadiyah, "The Criteria of Learning Media Selection for Character Education in Higher Education", Proceeding International Conference of Islamic Education: Malang, Vol. 3(2), 2015, p. 174.

³⁵*Ibid.*, p. 174.

³⁶Mohamad Zaid Mohd Zin, "Educational Technology Media Method in Teaching and Learning Progress", American Journal of Applied Sciences, Vol. 9(6), 2012, p. 874-878.

messages that the learner may transmit. Secondly, media are used as instructional systems. They are used to promote individualization of instruction in both conventional and non-conventional setting. Media in the classroom engage students in learning and provide a richer experience. Media are useful tools for illustrating a lesson, allowing students to see examples of what they are learning. Interactive media such as Smart Boards allow students to move items on a screen for illustrative purposes.³⁷

Media are useful tools for illustrating a lesson, allowing students to see examples of what they are learning. Interactive media such as Smart Boards allow students to move items on a screen for illustrative purposes. Media as exciting learning aids for the students and making learning entertaining and less monotonous in learning.³⁸

Teaching media have the advantages for the students and teacher, they are:

(1) Appeal to Multiple Learning Styles, (2) Creates an Authentic Learning Experience, (3) Strengthens critical-thinking skills, (4) Teaches students to use media, some advantages that following in the paper research:

1. Appeal to Multiple Learning Styles

Media appeal to visual, auditory and kinesthetic learners. Students can watch a movie, listen to music or interact with digital media on an interactive Smart Board. Effective teachers do not rely on teaching students in merely one style but use a variety of styles to reach the greatest number of students. Providing

³⁷Chidi E. Onyenemezu and Olumati, "Educational Media And Technology: A Panacea for Effectiveteaching and Learning Among Trainee Adult Educators in University of Port Harcourt", *British Journal of Education*, Vol 2(3), 2014, p. 76.

³⁸Preeti, "Education and role of media in education system", *International Journal of ScientificEngineering and Research (IJSER)*, Vol. 2(3), 2014, p. 176

a rich learning experience through classroom media keeps students focused and engaged in learning.³⁹

2. Creates an Authentic Learning Experience

Using newspapers, brochures, job application forms and news broadcasts provides authentic opportunities for students to learn using real-world media. This method simulates real-life experiences in which students must read, evaluate and interpret information based on items that they need in their daily lives. When students use objects from the real world, they can see the connection between what they learn in school and how they can use the knowledge as a member of society.⁴⁰

3. Strengthens Critical-Thinking Skills

Teachers can use media to hone critical-thinking skills. Students can write about a song, interpret a movie or interpret a news broadcast. Teachers can use the media to ask probing questions and facilitate discussions that extend beyond basic comprehension questions. Teachers can also create projects in which students develop their own media, using classroom media as a model. This hands-on activity challenges students to formulate media, using their own creativity and interpretations from classroom media.⁴¹

³⁹Preeti, "Education and role of media in education system", International Journal of Scientific Engineering and Research (IJSER), Vol. 2(3), 2014, p. 176.

⁴⁰*Ibid.*, p. 177.

⁴¹*Ibid.*, p. 177.

4. Teaches Students to Use Media

Using media in the classroom teaches students how to use and care for resources to further their education. Students not only learn how to use the Internet, a dictionary or a newspaper for information, never the less they also learn how to care for and protect the items they use. Students can also learn how to determine the value of media and learn methods to contribute to society, producing their own media.⁴²

Media is one of the important things in teaching English. Many kinds of media use in teaching learning English like picture, slide projector, audio, charts, and other. Those all use to make the students easier in understanding the lesson and help the teacher in delivering the lesson. The types of media that can provide audio, visual, animation and text here called multimedia.⁴³

Media education is a dimension of mother tongue language teaching ('subject English') throughout the secondary school. While there has been less coherent provision in primary schools, there is now a growing recognition among policy makers that all children should be taught about media as a core element of literacy education in particular.⁴⁴

Media education itself needs to adopt a stronger and more critical stance towards the celebration of technology in education, and the kind of market-driven techno fetishism that is mistakenly seen by some as the cutting edge of

⁴²*Ibid.*, p. 177.

⁴³Mishra, . & Sharma, R. C, *Interactive Multimedia in Education and Training*, (United States of America: Idea Group Publishing (an imprint of Idea Group Inc, 2004), p. 4.

⁴⁴David, "Creative" visual methods in media research: possibilities, problems and proposals", *Media, Culture and Society*, Vol. 31(4), 2009, p. 1.

educational change. Education media plays an important role in the learning process. The use of educational media can help lecturers in delivering the lecture material. Learning success is determined by two main components, namely the method of teaching and the learning media. Both of these components are interrelated and inseparable. The use and selection of one particular teaching method has consequences on the use of appropriate types of learning media. The function of media in teaching and learning is to increase the stimulation of the learners in learning activities.⁴⁵

Educational media is commonly defined as tool, method, and technique used in order to further make the communication and interaction between lecturers and students in the process of education and teaching more effective. Learning media is a means for channeling learning messages and information. Well designed learning media will greatly help learners achieve learning objectives.⁴⁶

Each of those types of learning media has the characteristics, they are: (1) characteristics manipulative, (2) characteristics distributive, (3) forming hardware and software, and (4) able to be used en masse, large group / small and individuals.

Multimedia has been successfully applied to many courses in order to provide a wide variety of learning styles or modalities. Learning styles are defined as characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to

⁴⁵Muhammad. A. Ramdhani., & Hilmi, Muhammadiyah, "The Criteria of Learning Media Selection for Character Education in Higher Education", Proceeding International Conference of Islamic Education: Malang, Vol. 3(2), 2015, p. 174.

⁴⁶*Ibid.*, p. 174

the learning environment. Learners are more comfortable learning in an environment which reflects their predominant learning style.⁴⁷ Learners have a preferred learning modality, namely, visual, aural, read/write or kinesthetic, while many learners are multimodal (use a combination of these modalities). Multimedia can be used to develop a more inclusive curriculum that appeals to visual, aural and kinesthetic learners and overcome differences in student performance that may result from different learning styles. Presenting material in a variety of modes has been used to encourage students to develop a more versatile approach to learning.⁴⁸

B. The Use of Media in English Class

Teaching media is needed by students to help students understand foreign languages, especially in English. In this case the teacher must be selective in choosing media, especially in teaching English to students. The students are expected to learn a foreign language or a second language with interesting and funny.⁴⁹ The media can be used by teachers in the teaching and learning process role in using media is very important in motivating students' interest in the teaching-learning process in English and building good relationships between teachers and students.⁵⁰

⁴⁷Abbas Pourhosein Gilakjani, "A Study on the Impact of Using Multimedia to Improve the Quality of English Language Teaching", *Journal of Language Teaching and Research*, Vol. 3(6), 2012, p. 1209.

⁴⁸*Ibid.*, p. 1209

⁴⁹Regina Rahmi, "The Implementation of Media In English Language Teaching", *STKIP Bina Bangsa Getsempena: Banda Aceh*, Vol.5(1), 2014, p. 2.

⁵⁰*Ibid.*, p. 2.

In learning, there are many types of media that can be used by teachers in the process of teaching and learning English to young students such as audio media, visual media, audio-visual media and the teacher himself as a model⁵¹. English teachers can teach English by using a variety of teaching materials as a medium; therefore teachers can make students interested in learning English anywhere. Using appropriate instructional media is one of the key principles in creating effective instruction. Instructional media itself is defined as all materials that can be used by the teachers to conduct teaching learning activities and support students in reaching instructional objectives in classroom.⁵²

There are several types of instructional media that can be used by teachers. Firstly, the students are "the most useful resources in the classroom. Using the teaching media the teacher can do anything in classroom with their students. Secondly, Pictures or graphic materials refer to non-photographic and two dimensional materials which is utilized by the teachers to convey messages to the students. This kind of material includes drawings, charts, graphs, posters, cartoon, etc. The Pictures can be used for multiple ways comprising: drilling, communication, understanding, ornamentation, predicting, and discussing.⁵³

Utilizing the appropriate instructional media is required because of several benefits. One of the benefits is to enhance students' motivation. By using instructional media e.g. showing pictures and having the students heard music, the

⁵¹*Ibid.*, p. 2.

⁵² Wildan Nurul Aini, "Instructional Media in Teaching English to Young Learners: A Case Study In Elementary Schools In Kuningan", *Journal of English and Education*, Vol. 1(1), 2013, p. 197.

⁵³*Ibid.*, p. 198.

students give more attention to the teachers, moreover, their curiosity is increasing towards the subject.⁵⁴

Other benefits are stated comprise: 1) Solving lack of experiences problem for the students. 2) Reaching everything out of the class. 3) Creating direct interaction between the students and environment. 4) Integrating experience from the concrete to the abstract information⁵⁵.Some factors influencing the use of instructional media by the teachers comprise availability of instructional media, manageability of classroom tasks and administrative supports.⁵⁶

Furthermore, there are three characteristics of the media is an indication why the media is used and what can be done by the media by the teacher may not be able (or less efficient) to do so⁵⁷. Firstly, Fixative Property: This characteristic describes the ability of media to record, store, preserve, and reconstructs an event or object. An event or object can be sorted and re-arranged with the media such as photography, video tape, audio tape, computer and movies. With this feature fixative, a recording media allows the objects or events that occur at a certain time without the transportation of time.⁵⁸

Secondly, Manipulative Property: A transformation event or object is possible since the media have the characteristics manipulative. Events that take

⁵⁴*Ibid.*, p. 197.

⁵⁵*Ibid.*, p. 199.

⁵⁶Wildan Nurul Aini, "Instructional Media in Teaching English to Young Learners: A Case Study In Elementary Schools In Kuningan", *Journal of English and Education*, Vol. 1(1), 2013, p. 204.

⁵⁷Aksa, "Classification and Characteristics of Historical Learning Media", *Advances in Social Science, Education and Humanities Research (ASSEHR): International Conference on Teacher Training and Education 2017 (ICTTE 2017)*, Vol. 158, 2017. p. 40.

⁵⁸*Ibid.*, p. 40.

many days can be presented to students in two or three minutes with the technique of shooting time-lapse recording.⁵⁹

Thirdly, distributive Property: The characteristics of media allow an object or event transportation through space and at the same event is presented to a large number of students with experience with the stimulus that is relatively the same about the incident. Once the information recorded in any media format, it can be produced the simultaneously in different places or used repeatedly in a place. Consistency of information that has been recorded will be guaranteed the same or nearly the same as the original.⁶⁰

Therefore, it is necessary to make systematic planning for the use of instructional media. Basically, teaching is a reciprocal transactional communications process between teacher and students and among students themselves to achieve the instructional objectives that have been established effectively.⁶¹

In selecting instructional media, the teachers should consider three main factors comprising: (1) practicality (including availability, cost efficient and time efficient); (2) students' appropriateness (appropriate to students' characteristics and learning condition) and (3) instructional appropriateness (appropriate to material, instructional goals and activities).⁶² Furthermore, the function of instructional

⁵⁹*Ibid.*, p. 40.

⁶⁰*Ibid.*, p. 40-41.

⁶¹Sufri Mashuri, "The Effectiveness of using Computer-Based Multimedia in Teaching Geometry at Junior High School", "International Journal of Innovation and Research in Educational Sciences, Vol. 4(5), 2017, p. 621.

⁶² Wildan Nurul Aini, "Instructional Media in Teaching English to Young Learners: A Case Study In Elementary Schools In Kuningan", Journal of English and Education, Vol. 1(1), 2013, p. 210.

media emphasizes on the following points: As a supporting means to achieve a more effective learning situations, as one of the components that are interconnected with other components in order to create an expected learning situation, accelerating the learning process, improving the quality of teaching and learning process, and actualizing an abstract so as to reduce the occurrence of verbal diseases (disturbance).⁶³

Meanwhile, in general media has the following utilities: To clarify the message in order that it is not too verbal, to overcome the limitations of space, time, energy and power of the senses, to excite learning, make more direct interaction between students and learning resources, to allow children to learn independently according to their talents and visual, auditory and kinesthetic abilities, to give the same stimuli, equalize experience and raise the same perceptions, to give the same stimuli, equalize experience and raise the same perceptions.⁶⁴

In teaching-learning process, learning media has a very important role, since the unclear delivered material can be helped by using the media as an intermediary means in learning activity. The complexity of teaching materials can be simplified with the help of the media. Learning media can represent what is less for lecturers to convey through certain words. Learning media can also help

⁶³Muhammad Ali Ramdhani& Hilmi, Muhammadiyah, "The Criteria of Learning Media Selection for Character Education in Higher Education", Proceeding International Conference of Islamic Education: Malang, Vol. 3(2), 2015, p. 174.

⁶⁴Sufri Mashuri, "The Effectiveness of using Computer-Based Multimedia in Teaching Geometry at Junior High School", International Journal of Innovation and Research in Educational Sciences, Vol. 4(5), 2017, p. 621.

to concretize material abstract. Thus, students can easily catch material with media than without the aid of media.⁶⁵

That media is essentially one component of the learning system. As a component, the media should be an integral part and should be in accordance with the overall learning process.⁶⁶ Media that can change the behavior of students and improve particular learning outcomes, cannot take place spontaneously, but it required a comprehensive analysis by taking into account various aspects that can affect the success of learning.⁶⁷

To improve the learning process to be effective and functional, the function of the media is very important so that learning is utilized. The use of media in the learning process is intended to increase students' strength in the information or learning material provided. The government has long recognized that the role of the media in the learning process is very important. Therefore, he has a lot of funds invested to improve the quality of education in various ways, such as through the procurement or distribution of various teaching media in schools throughout Indonesia.

The use of instructional media is very dependent on the level of compatibility with the material to be taught. However, the effective use of media or whether learning also depends on the expertise of teachers in using media.⁶⁸ In

⁶⁵Muhammad Ali Ramdhani& Hilmi, Muhammadiyah, "The Criteria of Learning Media Selection for Character Education in Higher Education", Proceeding International Conference of Islamic Education: Malang, Vol. 3(2), 2015, p. 177.

⁶⁶*Ibid.*, p. 177.

⁶⁷*Ibid.*, p. 178.

⁶⁸Aksa, "Classification and Characteristics of Historical Learning Media", Advances in Social Science, Education and Humanities Research (ASSEHR): International Conference on Teacher Training and Education 2017 (ICTTE 2017), Vol. 158, 2017. p. 38.

other words, the teaching media is one of the communication tool occurs between students and the media or indirectly between students and the source of the message or the teacher. The media can bring the message of learning if there is a change in the quality of students. Therefore, the use of teaching media in the learning process has important meaning including history lessons.⁶⁹

Based on the previous description, it turns out that the characteristics of the media, media classification and media selection are single entities that are inseparable in determining learning strategies. In teaching media have grouped or made taxonomies about learning media.

From these groupings, generally can be classified on Learning media: graphic media, audio media, silent media projections (only highlighting only visuals and accompanied by audio recordings), and simulation of game media. Learning media classifies into four groups based on technology, including media, print media technology results from audio-visual technology, media technology based on computer results, and combined results from print and computer media technology.⁷⁰

The teacher needs learning media to help them communicate effectively, and thus address students' needs based on their abilities. Learning media are all forms of information carriers that can be used to record, store, send, or retrieve information for teaching and learning purposes. Media is the material used by teachers to present, illustrate, and explain teaching positions.⁷¹ Educators have

⁶⁹*Ibid.*, p. 38.

⁷⁰*Ibid.*, p. 41.

⁷¹Onasanya, "Selection and Utilization of Instructional Media for Effective Practice Teaching", Institute Journal of Studies in Education, Vol. 2(1), 2009, p. 127.

long been bound by learning media as teaching material in the teaching and learning process.

There are several advantages in the use of media in teaching by teachers. First, the media used effectively is very important to encourage and facilitate student learning. Second, through the use of media, subject content can be more carefully selected and arranged. Thus, the quality of teaching delivered by trainees can be improved since the content of the lessons can be delivered in a well-organized, consistent, specific, and clear manner. Third, the delivery of trainees' instructions can be far more standardized because the abilities of students with a variety of abilities can receive the same message and their individual differences are met with the use of media. The use of instructional media in teaching practices can make instruction much more interesting and enjoyable.⁷²

Changes in images and the use of special effects, among others, can reduce boredom on the part of students. In addition, the Media also saves teaching time because they need a short amount of time to present great information. They can be used to express needs and stimulate student questions.

The characteristics of each media group will be discussed in the following description.⁷³

1. Graphic Media

In principle, all types of media in this group convey messages through visual symbols and involve sensory stimulation of vision. Its characteristics are:

⁷²Onasanya, "Selection and Utilization of Instructional Media For Effective Practice Teaching", Institute Journal of Studies in Education, Vol. 2(1), 2009, p. 128.

⁷³ Aksa, "Classification and Characteristics of Historical Learning Media", Advances in Social Science, Education and Humanities Research (ASSEHR): International Conference on Teacher Training and Education 2017 (ICTTE 2017), Vol. 158, 2017. p. 41.

concrete, can overcome the limitations of time and space, can clarify a problem in any problem area and at any age level, cheap and easy to obtain and use it, sometimes has abstract characteristics (in the media type diagram), is visual summary of a process, sometimes using verbal symbols (in a type of graphic media), and containing messages that are both interpretive.

2. Audio Media

The nature of the types of media in this group is in the form of messages delivered or poured into additive symbols (verbal and/or non-verbal), which involve stimulation of the sense of hearing. Audio media, in general, have the following characteristics or characteristics: able to overcome the limitations of time and space (easily moved and wide scope), messages/programs can be recorded and played back as they pleased, can develop the power of imagination and stimulate active participation of listeners, can overcoming the problem of teacher shortages, the nature of one-way communication, very appropriate for music and language learning, and messages / information or programs related to broadcast schedules (in radio type media).

3. Silent Projection

Some types of media, including these groups, require tools (such as projectors) in a presentation. There are times when the media is only presented with a visual display, or accompanied by an audio recording. The characteristic of the media is that the same message can be distributed to all students simultaneously, teacher's control, practically, overcome the limitations of space, time, and senses.

4. Media and Simulation Games

There are several other terms for this learning media group, such as simulation and role-playing, or simulation games. Although different, all of them can be grouped into one term, namely games.⁷⁴ Playing games is considered as one of the tributaries that provide knowledge to students because they can discover more about themselves and their self-confidence.⁷⁵ Playing games positively influences various growth, intellectual, social, emotional aspects, motion and language. Playing games helps build students' character through effective student participation in interest and funny activities. Play also develops intercommunication and improves skills.⁷⁶

Medium (plural media) is a channel of communication, derived from the Latin word meaning "between". This term refers to anything that carries information between the source and recipient. The definition of media focuses on the use of technology plus concepts and contexts.⁷⁷ The media is a means to transmit or send messages and in the teaching-learning perspective deliver content to students, to achieve effective instruction.

Media can be used effectively in formal situations where students work independently or the teacher works with other student groups. It plays an important role in the education of students with children with exceptional

⁷⁴*Ibid.*, p. 42.

⁷⁵ Suheir Hassan Khairseed Dafalla, "The Impact of Educational Games on the Academic Achievement of Fifth Grade Students in Science. (An Experimental Study on the Elementary Level, Afif Province)", *International Journal of Education and Research* Vol. 4(12), 2016, p. 174.

⁷⁶*Ibid.*, p. 174

⁷⁷ Ahsan Akhtar Naz&Rafaqat Ali Akbar, "Use of Media for Effective Instruction its Importance: Some Consideration", *Journal of Elementary Education A Publication of Deptt. of Elementary Education IER, University of the Punjab, Lahore : Pakistan*, Vol. 18(1-2), 2008, p. 35.

disabilities especially requiring special teaching care that is equipped with adaptations and media specifically designed for effective teaching for these students. The most common use of media in teaching situations is for additional support from instructors in the classroom to enhance learning.⁷⁸

Each media application is rather unique however be guided by the general principles of learning and the context in which these principles are used. For instructional use, media programs are designed deliberately to make the teaching and learning environment more interesting and effective.⁷⁹

In Educational media, there are classifications of media, they are: 1) Print Media (Newspaper, Magazine, Digest, Journal, Bulletin, Handout, poster, etc). 2) Graph Media (Overhead Transparency Charts, Models charts, dioramas, Maps, globe). 3) Photography Media (Photos, Slides, Filmstrips, Moving Images, Multi-Images, etc). 4) Audio Media (Audio Cassettes, Cassette Tapes, Records, Radio, Telecommunications, etc). 5) Television / Video (Broadcast Television, Cable Television, (Video Cassette, Video Cassette, Text, Video Cassette, etc). 6) Computers (Mini Computer, Micro Computer, etc). 7) Simulations and Games, (Board, Written, Human, Interaction, Machines, etc).⁸⁰

The impact of media use can be increased by applying the following principles: 1). Choosing materials with the appropriate attributes. 2) Introducing the material to students by relating it to previous learning and showing its

⁷⁸*Ibid.*, p. 36.

⁷⁹Ahsan Akhtar Naz&Rafaqat Ali Akbar, "Use of Media for Effective Instruction its Importance: Some Consideration", Journal of Elementary Education A Publication of Deptt. of Elementary Education IER, University of the Punjab, Lahore : Pakistan, Vol. 18(1-2), 2008, p. 35.

⁸⁰*Ibid.*, p.36-37.

relationship to the current goals. 3) Presenting the material under the best environmental conditions. 4) Getting feedback from viewers/students.⁸¹

A teacher can use media more effectively if they understand the basic concepts of the teaching and learning process. Behavioral experts emphasize external control over student behavior, therefore set behavioral goals (performance); design and learning media are very structured. While cognitive experts emphasize internal control or learners over mental processes, therefore set cognitive goals, allowing students to use their cognitive strategies.⁸²

Teaching and learning are considered complex processes, influenced by various factors, including the use of media or teaching aids, which results in the active involvement of students and makes teaching more interactive. The importance of interactive learning or academic involvement is reflected in organized teaching activities therefore students have the opportunity to engage in good learning. Academic involvement of students will be evidenced by the activities carried out by students consciously and academically in the classroom social system.⁸³

To make the learning experience of students more concrete and realistic, teachers must use and prepare specific teaching materials. This instructional gadget helps the teacher to clarify, build and connect teacher concept. It also helps to teach abstract concepts in a meaningful way. Tools help when needed in teaching in the classroom. Teaching aids will strengthen the teacher's efforts in influencing instruction. Teaching aids can change the atmosphere of learning in

⁸¹*Ibid.*, p. 37.

⁸²*Ibid.*, p. 37

⁸³*Ibid.*, p. 37.

the classroom and produce participatory learning that facilitates productive learning.⁸⁴

There are many learning media, which are used by teachers to enrich teaching in their classrooms. The large number of media offers considerable opportunities for teacher trainees to make their teaching more effective and efficient. Some learning media that are considered relevant for teachers who are trained in class are discussed as follows.

1. Picture

Picture is one of the print media are some of the oldest media in education; this media category is useful for information or motivation purposes. They are used to convey verbal information through print. They provide good resources for teachers who are trained to prepare lesson plans and their media. Sometimes, they carry the primary responsibility of organizing instructions and they can be used as basic teaching guides.⁸⁵ Use of pictures can help in keeping the students interested in learning about a new domain.⁸⁶ The main objective appearance of various types of picture is to visualize the concept to be conveyed to students. This media, students feel to undertake to perceive picture and at the same time train natural

⁸⁴Ahsan Akhtar Naz&Rafaqat Ali Akbar, "Use of Media for Effective Instruction its Importance: Some Consideration", Journal of Elementary Education A Publication of Deptt. of Elementary Education IER, University of the Punjab, Lahore : Pakistan, Vol. 18(1-2), 2008, p. 35.

⁸⁵Onasanya, "Selection and Utilization of Instructional Media for Effective Practice Teaching", Institute Journal of Studies in Education, Vol. 2(1), 2009, p. 128.

⁸⁶Abbas Pourhosein Gilakjani, "A Study on the Impact of Using Multimedia to Improve the Quality of English Language Teaching",Journal of Language Teaching and Research, Vol. 3(6), 2012, p. 1208-1215.

existence energy and their memory, and naturally student have attention to what teaching.⁸⁷

2. Whiteboard

The whiteboard are media that present teaching content as a direct and temporary sketch to illustrate ideas. The whiteboard must be divided into sections. The writing must follow the form of western writing, from the left sector of the whiteboard to the right, or just use the middle of the board.⁸⁸ The whiteboard has been rightly termed the most versatile visual card media. It is standard equipment in every classroom. Teachers need to begin with a clean slate. The whiteboard should be completely erased before beginning any new lesson or new point in the lesson. Teachers should write an attention pointer when new material is taught. Teachers at the primary level make very effective use of colored chalk. Excellent use of the whiteboard can increase memorization of text.⁸⁹

3. Graphic Paper

Graphic material can include symbolic visual and verbal cues. Graphic media include images, graphic charts, posters, and others. More complete images and representational life arrangements to represent people, places, things, and

⁸⁷Mohammad Muchlis Solichin & Faizin, "The use of visual card media in teaching learning grammar at the second grade of madrasah aliyah negeri (man) pamekasan", OKARA: Jurnal Bahasa dan Sastra, Vol. 11(2), 2017, p. 290.

⁸⁸Onasanya, "Selection and Utilization of Instructional Media for Effective Practice Teaching", Institute Journal of Studies in Education, Vol. 2(1), 2009,p. 129

⁸⁹Mohammad Muchlis Solichin & Faizin, "The use of visual card media in teaching learning grammar at the second grade of madrasah aliyah negeri (man) pamekasan", OKARA: Jurnal Bahasa dan Sastra, Vol. 11(2), 2017, p. 290

concepts. A graph is a visual representation of numerical data, such as polar graphs, scatter graphs, line graphs, and so on.⁹⁰

4. Cards

Card is a piece of card or plastic with information on it used to identify a person to record information or as proof of membership. It means that card as media that is important to use in order to the people can remember what they write and as a record to identify a person.⁹¹ Using of card media can be one of innovation to learn about the learning English. There are some advantages using card in classroom as a media, they are: (1) the learning process can be conducted with using card as a media; (2) using from card in the learning process will improve the student learning; and (3) using card in the learning process will be good more of the learning English condition.⁹²

5. Poster

The image is not projected, the image does not move in blurry form. They are photographic representations of people, places or objects, and can be used to present information in all subject areas: They are available for trained teachers, in magazines, calendars, illustrations from textbooks, newspapers, and so on. When still images are correctly mounted on cardboard, with the right edges, as

⁹⁰Onasanya, "Selection and Utilization of Instructional Media for Effective Practice Teaching", Institute Journal of Studies in Education, Vol. 2(1), 2009,p. 129.

⁹¹Mohammad Muchlis Solichin & Faizin, "The use of visual card media in teaching learning grammar at the second grade of madrasah aliyah negeri (man) pamekasan", OKARA: Jurnal Bahasa dan Sastra, Vol. 11(2), 2017, p. 289.

⁹²Andi Musriani, Mustamin, "Improving the Learning Result of the IntegerNumber Operation Using Card Model", Journal of Education and Learning, Vol.8(1), 2014, p. 23-28.

individual images or in composite form, that is, a combination of one or more images to produce one visual, they can be used to pass various information.⁹³

6. Book

Book as a tool for early reading instruction in English have become well-established over the past few years. Thus, the books that teacher picks for children are very important because the books should be meaningful for them in order to make the young learner learn something. Book as media is effective to help the students to improve their achievement in reading comprehension.⁹⁴ Book is important for attracting the attention of the students because book can help the teacher in saving the time, involving all the students, connecting the students' experience, stimulating the students to learn more.⁹⁵

7. Audio Media

Audio media offers various opportunities for group or individual use. They can be used to convey instructions that involve verbal information, and also to guide the learning of intellectual and motor skills. With the availability of a small cassette recorder, audio media can be produced by trained teachers. This can also be used to complement other media such as film strips and slides. Audio recordings can provide response exercises in listening skill and language. In addition, several copies of media can be produced easily. Audio media is equally

⁹³Onasanya, "Selection and Utilization of Instructional Media for Effective Practice Teaching", Institute Journal of Studies in Education, Vol. 2(1), 2009,p. 130.

⁹⁴Mahayanti, N. W. S, Artini, L. P, & Nur Jannah, I. A, "The Effect of Big Book as Media on Students' Reading Comprehension at Fifth Grade of Elementary School in SD Laboratorium Undiksha Singaraja", International Journal of Language and Literature, Vol. 1(3), 2017, 144.

⁹⁵*Ibid.*, p. 143

good for all types of instructions, ranging from speech accuracy to mental imagery formed by music and sound effects.⁹⁶

8. Smartphone/Handphone

The growth of mobile phone technology is demonstrated by the fact that in 2002 the number of mobile phone users worldwide, surpassed those of fixed-phone users. The usefulness of cell phones is numerous and this includes keeping contact with friends, members of the family, conducting business and others. The mobile phone became the most popular product category, beside sportswear, and it appears as a status symbol, an essential need and an icon of independence within the 11-12 age groups. The benefits of mobile phones integration into student learning on campus are useful with the mobile phone capabilities that are easily supporting learning. Students who have smart phones were more likely to both access social media tools and spend time engaging with others. From an educational standpoint, this means there may very well be a “digital divide” between those who are making connections with others, and those who might be left behind.⁹⁷

The strategic importance of media for distance education, media have sought to develop strong expertise in educational corporation media production units as well as educational media research units that expressly cover technology scouting and assessment, media prototyping and testing, empirical research and

⁹⁶Onasanya, “Selection and Utilization of Instructional Media for Effective Practice Teaching”, *Institute Journal of Studies in Education*, Vol. 2(1), 2009,p. 130.

⁹⁷Kojo Osei Frimpong, Samuel Asare, & David Otoo-Arthur, “The Effects of Mobile Phone Usage on the Academic Performance of Ghanaian Students, a Case of Presbyterian University College Asante - Akyem Campus”, *International Journal of Innovative Research and Advanced Studies (IJIRAS)*, Vol. 3(11), 2016, p. 33-43.

evaluation, and media policy making. These units tend to be much larger and much more advanced than those of regular universities. An important challenge for these expertise centers is to appropriately address emerging media technologies and decide timely about their potential and importance.⁹⁸

The media can act as a facilitator in the teaching-learning process. It has immanence potential as an instructional tool. It has been observed over the years that classroom teaching has become monotonous because of the traditional lecture method where in the teacher is the centre of the learning process.⁹⁹

Media can also be described and distinguished by characteristic capabilities that can be used to process or operate on the available symbol systems. Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction.

The teaching materials offer teachers powerful means to make their teaching effective to achieve specific classroom. Media can help students in greater acquisition of knowledge and ensures longer retention of the gained knowledge. This is mainly because it provides interactive learning environment due to which learning experiences becomes more meaningful and satisfying. With the media the students can easily motivates the learners because it enhances a multisensory interest and thereby learning becomes more immediate and productive. In addition, media can give classroom instructions a more scientific

⁹⁸ Wim Westera, "Reframing the Role of Educational Media Technologies", *Quarterly Review of Distance Education*, Vol. 16(2), 2015. p. 22.

⁹⁹ Bolla Mallikharjuna Rao, "Use of Media as an Instructional Tool in English Language Teaching (ELT) Undergraduate level", *International Journal of English and Literature*, Vol. 2(6), 2014, p. 143.

base and enables teachers to transfer the knowledge in an organized way and more systematically.¹⁰⁰

Teaching tools which help teachers to draw and fix the attention of students towards teaching. Besides that, media can make students attention and concentration better, students learning and improves classroom discipline, can enhance comprehension skills and the clarity of communication can be greatly enhanced by using them, helps in stirring the imaginal, thinking process and the reasoning power of the students, helps the teachers to save their time and energy.

Since these effective materials can clarify the concepts easily, lots of time and energy can be saved by it, also serve as ideal tools to review the learning outcome and to evaluate the completeness of certain learning, and they open out greater scope for interactive learning and offers opportunities of individual learning.¹⁰¹



¹⁰⁰ Ahsan Akhtar Naz&Rafaqat Ali Akbar, “Use of Media for Effective Instruction its Importance: Some Consideration”, Journal of Elementary Education A Publication of Deptt. of Elementary Education IER, University of the Punjab, Lahore : Pakistan, Vol. 18(1-2), 2008, p. 38.

¹⁰¹ *Ibid.*, p. 38.