The Use Of Media In ELT

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Abstract

Learning English is lifelong process and it needs the perfect strategies or techniques to keep learning it the whole life. Teaching and learning is a process that needs communication in delivering the material. This communication needs some tools to bridge the information from the source to the receiver. Technology keeps growing fast and it has become one of the needs that people should use in their daily life. Technology also brings its influences to the activities in the classroom during teaching and learning process. Teaching and learning process is complex and it needs some serious actions to make it success. The use of media itself help teachers in delivering the media, like textbook, whiteboard, or even teachers themselves act as the media in transferring the information. But unfortunately, it doesn't really success to attract the students' attention in learning English. Therefore, teaching and learning process is described as a fix and complex system which needs media to create an optimal result.

Keywords : **The Position, The Function and The advantages of Media**

Introduction

Nowadays, English has become an important thing for many people in the world. It is a tool used to transfer the information and how people communicate each other. English, as an international language, is the way of people share thoughts, opinions, or information which drives English teaching to become increasingly important. Learning English is lifelong process and it needs the perfect strategies or techniques to keep learning it the whole life. Unfortunately, many teachers seem not really care about the strategies that they use in teaching English. They just know that they should teach students through book and deliver the material directly. The teaching and learning process runs but it doesn't fully success.

Technology keeps growing fast and it has become one of the needs that people should use in their daily life. Technology also brings its influences to the activities in the classroom during teaching and learning process. Based on those changes, teachers are asked to fulfill the demands in the real context related to the use of technology. Those demands related to their intellectual and skill in teaching process. Teachers need to be more creative and innovative in designing the situation where the students will enjoy in learning. The process of communication that facilitates learning can be challenged by many problems and it demands the teachers to have creative efforts to achieve various goals (Ministry of National Education, 2009:4).

In delivering the material from any source like textbook, teachers will develop problems to be solved and tasks to be carried out and solved by students. Teachers should play the important as their co-learners and help them by explaining the context and the content of the problems, guide them to solve it, provide any information and helps whenever the students need it, and explain the context why the problems arise. In these communications the teacher has to represent reality in such a way that students are supported in gaining appropriate knowledge about the particular reality, and can then learn and practice desired skills. Depictions of reality can take various forms, such as signs, pictures, portrayals, sketches, and so on. These will function as media for representing objects.

The learning material is concerned with the media for teaching English. It is important to improve teachers' knowledge about the instructional media in presenting or delivering the materials. Teachers only use textbook and themselves as the role model in teaching English. The process will run but unfortunately it also arise a major problem in teaching and learning process. The problem is the students seem are not interested in studying. They tend to feel bored because they keep doing, listening, reading, and writing the same thing every day. In order to make them interested in learning, and make them motivate in learning, it is suggested that English teachers should use media in their teaching and learning process and the class will be more meaningful and enjoyable.

According to Smith and Ragan (1999), the medium is the physical means by which the instructional message is communicated, such as television, print materials, teacher, or computer. In other words, Instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive

video conferencing. Those media can help teachers to make the students interested in learning English. As Babalola (2013:108) stated that educational media or aids refers to all forms of information carriers that can be used to record, store, preserve and transmit or retrieve information to promote and encourage effective teaching and learning activities.
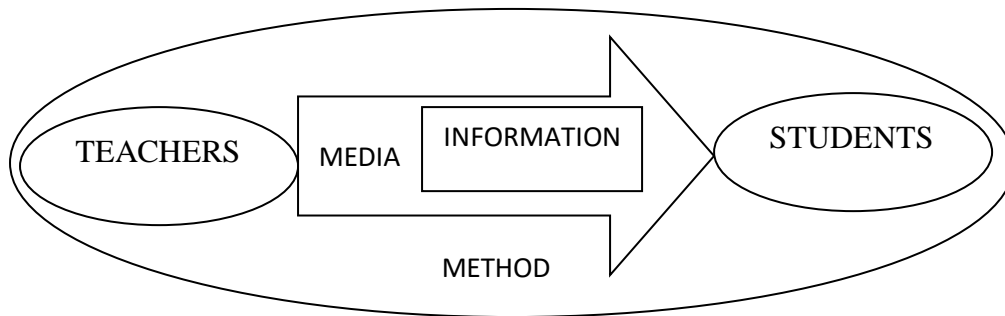
The Position And Function Of Media

Teaching and learning is a process that needs communication in delivering the material. This communication needs some tools to bridge the information from the source to the receiver. Many teachers use textbook as their tool to deliver the material to the students. Not only that, teachers also use whiteboard or themselves as the model in delivering the information. Teaching and learning process is complex and it needs some serious actions to make it success. The use of media itself help teachers in delivering the media, like textbook, whiteboard, or even teachers themselves act as the media in transferring the information. But unfortunately, it doesn't really success to attract the students' attention in learning English.

Therefore, teaching and learning process is described as a fix and complex system which needs media to create an optimal result. As Wayan (2007:4) explains that media is located as one of the central components of communication which is integrated to the system of learning process. The position of media is described in the picture below.
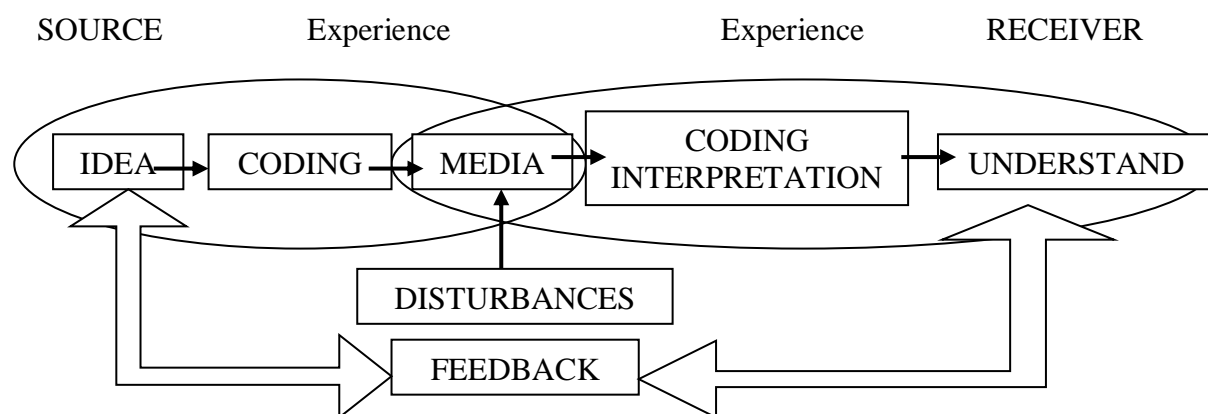
Teachers should understand that teaching and learning process is designed in certain system and media is one of the important components in that system. Without using media, the communication between the teachers and students will not run well. Because of media is integrated with the teaching and learning system. The main function of media is to deliver the information from the source (teacher) to the receiver (students). Meanwhile, method is the

procedure to help the students in accepting and processing the information in order to achieve the objective. The function of the media is described in the picture below (Wayan, 2007:4)

Those pictures above already showed us the position and function of the media in the complex communication from the teachers to the students. Through that interaction, the function of the media can be listed based on the abilities of the media in teaching and learning process (Gerlach and Elly, 1971 cited in Babalola, 2013:109). The abilities are:

1. Fixative Ability

   The media can catch, save, and redisplay the object or information. With this ability, students can draw, record, film, and then save it. So, when students need it, they can observe or show again as the real one.

2. Manipulative Ability

   The media can redisplay the object or information with different changes (manipulation) based on the needs, for example the size, speed, color, or repetition when the teachers use it in teaching material.

3. Distributive Ability

   The media can reach many students in large class only through one presentation, for example TV or Radio

Advantages Of Using Media

Based on those abilities, we can see that media can bring many advantages in teaching and learning process. Therefore media can be used to support one or more of the following instructional activities (http://cgiss.boisestate.edu/~billc/Teaching/Tips/Instruction@FSU.pdf):
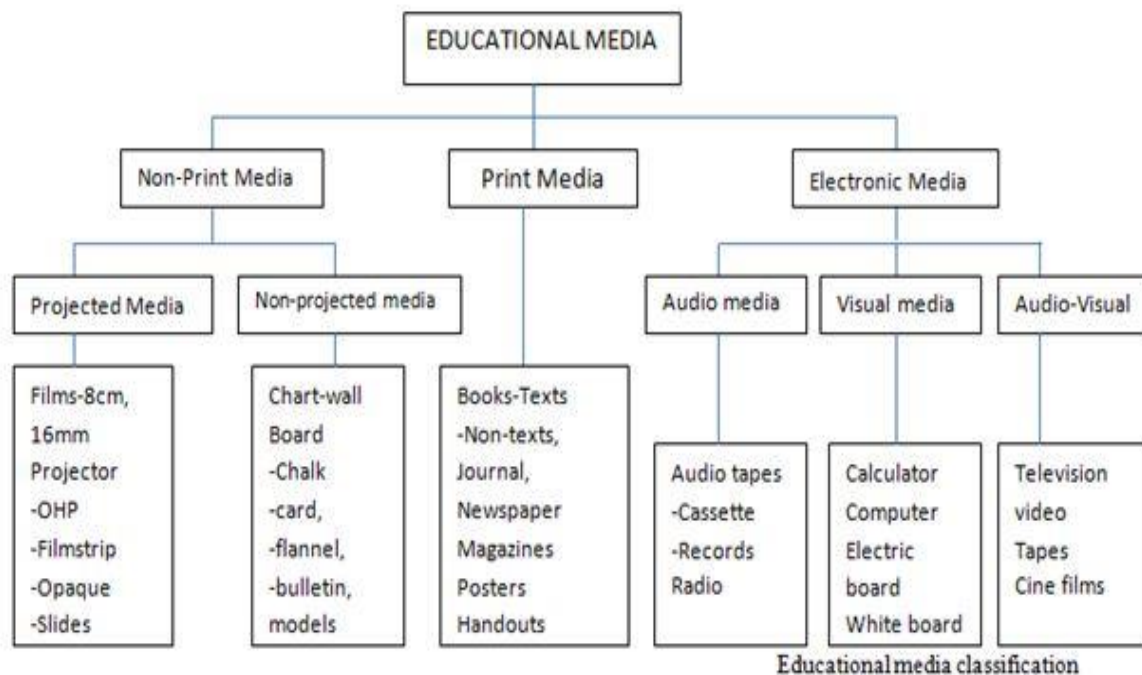
• Gain attention.

   A picture on the screen, a question on the board, or music playing as students enter the room all serve to get the student's attention.

- Recall prerequisites.

  Use media to help students recall what they learned in the last class, so that new material can be attached to and built upon it.

- Present objectives to the learners.

  Hand out or project the day's learning objectives.

- Present new content.

  Not only can media help make new content more memorable, media can also help deliver new content (a text, movie, or video)

- Support learning through examples and visual elaboration.

  One of the biggest advantages of media is to bring the world into the classroom when it is not possible to take the student into the world.

- Elicit student response.

  Present information to students and pose questions to them, getting them involved in answering the questions.

- Provide feedback.

  Media can be used to provide feedback relating to a test or class exercise.

- Enhance retention and transfer.

  Pictures enhance retention. Instructional media help students visualize a lesson and transfer abstract concepts into concrete, easier to remember objects.

- Assess performance.

  Media is an excellent way to pose assessment questions for the class to answer, or students can submit mediated presentations as classroom projects.

Types Of Instructional Media

There many kinds of instructional media that teachers can choose and apply it in the classroom. There are so many instructional media are used in teaching that starting from the simplest or cheapest ones to the most complex ones, without the need of the electricity, up to the most expensive ones which needed the electricity (Ministry of National Education, 2009:4). In general, they are non-print media (projected and non projected media), print media, and electronic media (audio, visual, and audio visual media). Non-print media is a mode of communication that doesn't produce paper publications. Print media is the media that is printed directly in the paper. Electronic media is Electronic media are media that use

electronics or electromechanical energy for the end-user to access the content. Types of instructional media are described in the picture below.

EDUCATIONAL MEDIA

- Non-Print Media
  - Projected Media
    - Films-8cm, 16mm
    - Projector
    - -OHP
    - -Filmstrip
    - -Opaque
    - -Slides
  - Non-projected media
    - Chart-wall
    - Board
    - -Chalk
    - -card,
    - -flannel,
    - -bulletin,
    - models
- Print Media
  - Books-Texts
  - -Non-texts,
  - Journal,
  - Newspaper
  - Magazines
  - Posters
  - Handouts
- Electronic Media
  - Audio media
    - Audio tapes
    - -Cassette
    - -Records
    - Radio
  - Visual media
    - Calculator
    - Computer
    - Electric board
    - White board
  - Audio-Visual
    - Television
    - video
    - Tapes
    - Cine films

Educational media classification

According to Smith and Ragan (1999:288), media also contain some characteristics of some common media that can be analyzed by the teachers and help them to select the appropriate media in teaching English. It will help the teachers to know well the media that they can choose in delivering the material.

1. Computer
   - Rapid & accurate information manipulation: Can hold a great deal of information in its memory, manipulate this information rapidly, and never make a mistake in this manipulation of data.
   - Access vast information: Can access a seemingly limitless amount and range of information over networks.
   - Dynamic graphics: Can deliver dynamic graphics, and the character of these graphics can be changed by input from the learner.
   - Highly interactive: Can foster a high level of interactivity. It can ask for student response and can respond to the student's response in a relatively individualized manner.
   - Individualized: Can adapt to the learner, either through supporting exploration by hyperlinks or actively by adjusting the content to the needs of the learner.

- Variable control: Can maintain a high level of control over what the learner is allowed to attend to at one time, or it can put this control in the hands of the learner.

- Adjustable feedback: Can adjust the type of feedback that it gives to the type of response that the learner makes.

- Adapt instruction to learner needs: Can retain and analyze records of the progress of the learner and use this information to adapt future instruction sequences to the needs of the learner.

- Controls other media interactively: Can control other media, and use these media in an interactive way.

- Transferable instruction: Allows exact duplication of instruction at remote sites.

2. Print

- Inexpensive: Is relatively inexpensive to produce and duplicate. (The range of cost for production and duplication can be quite wide.)

- Individualized: Supports individual student use.

- No equipment required & very portable: Does not require equipment for use and is very portable.

- Permanent record: Is a permanent record of instruction, and accessing it requires no equipment.

- Easy random access: The book format, as supported by page numbers and conventions such as the table of contents and index, is excellent for providing easy random access by individual users.

- Fairly interactive: Can be developed to provide a fair degree of interactivity.

- Annotatable: Can be annotated by learners to reflect their personal elaborations and emphases.

- Requires user literacy: Is sensitive to learners' literacy skills (i.e., the student must be literate to use it).

3. Video (without attached to computer)

- Audiovisual: Is an audiovisual medium. Although video can depict text, the medium's primary strength lies in its ability to display images, in motion and color, along with sound.

- Alters apparent time: Can appear to compress time (i.e., time lapse) or expand time (i.e., slow motion) to support learner's attention.

- Zooms: Can "zoom in" for enlarged close-ups or "zoom out" for a telephoto view.
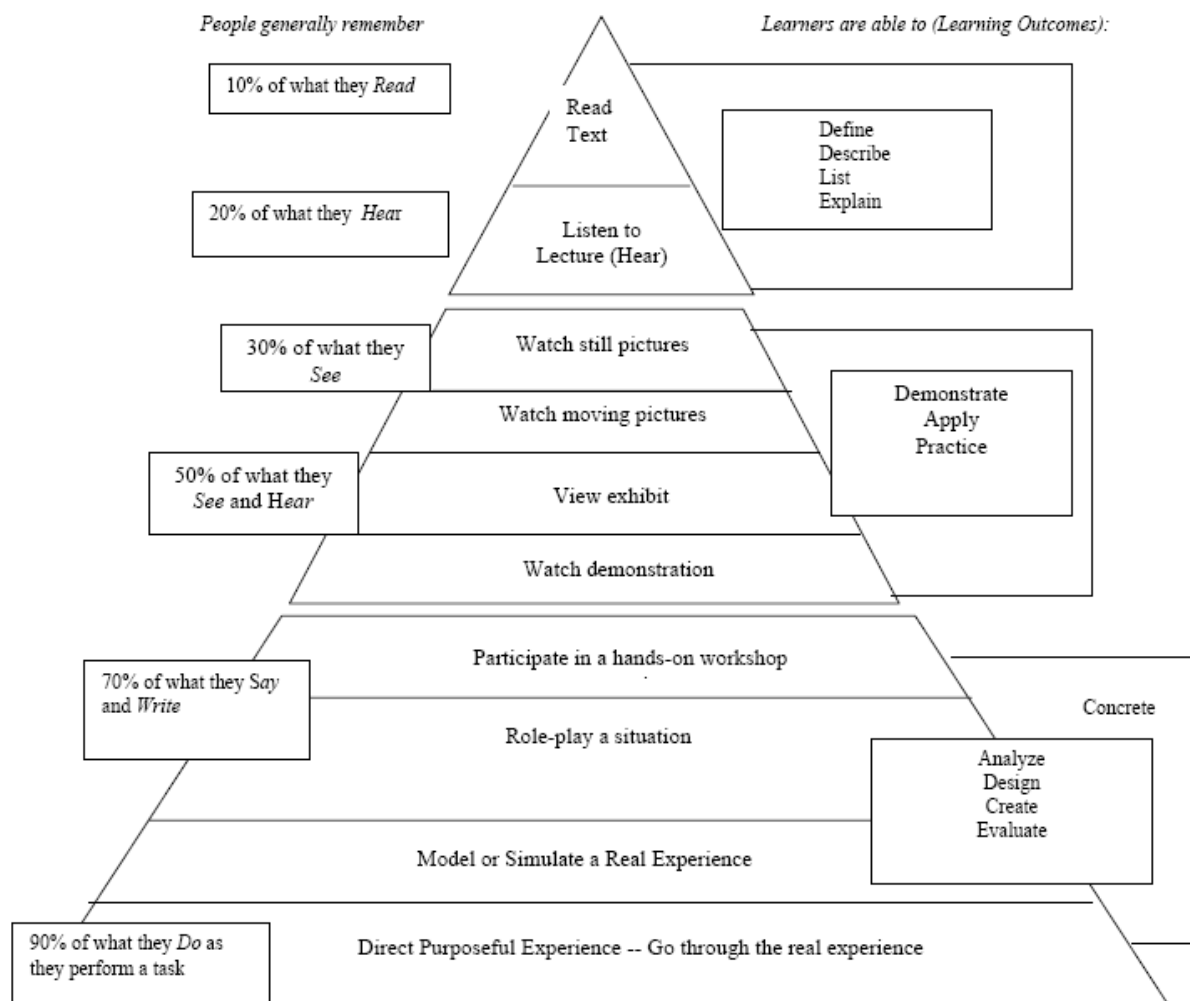
- Little interactivity: Active, individualized learner interaction is difficult to support with video, unless it is used with a computer.

- Prearranged sequence: Presentation occurs via a prearranged sequence, which is difficult and awkward to modify by individual learners, unless it is used with a computer.

4. People

- Interactive: Teachers are highly interactive (depending on the mood and wishes of the person).

- Expensive: Humans are extremely expensive to employ.

- Adaptable & flexible: Teachers are highly adaptable and flexible (depending on the skills and attitude of the person).

- Not perfectly reliable: Humans are unreliable for doing the same thing over and over in exactly the same way (such as repeating the same lesson on acid-base reactions 25 times for 25 individual students).

- Empathetic: Teachers possess and reflect empathy. Humans are the only medium that has this ability, and for certain learning task sand situations, it is an invaluable one.

- Multiprocessing: Teachers appear able to simultaneously process multiple sensory inputs from various sources and select those that are most critical to the current situation.

Dale (1969) cited in Molenda (2003) also described the characteristics of the media in simple cone that is named Dale's Cone. This cone shows the composition of information that is delivered through several media. This picture below shows the cone.

People generally remember

Learners are able to (Learning Outcomes):

10% of what they *Read*

Read Text

Define
Describe
List
Explain

20% of what they *Hear*

Listen to Lecture (Hear)

30% of what they *See*

Watch still pictures

Watch moving pictures

Demonstrate
Apply
Practice

50% of what they *See* and *Hear*

View exhibit

Watch demonstration

70% of what they *Say* and *Write*

Participate in a hands-on workshop

Role-play a situation

Concrete

Analyze
Design
Create
Evaluate

Model or Simulate a Real Experience

90% of what they *Do* as they perform a task

Direct Purposeful Experience -- Go through the real experience

Source: Adapted from E. Dale, <u>Audiovisual Methods in Teaching</u>, 1969, NY: Dryden Press.

The picture above shows us how the real experience rquires more skill to interpret the messages and perform the task. Therefore at the bottom of the cone, the teachers need to change the attitude or teaching motor skills through some concrete activities. Learning experiences at the bottom tend to have the students to have more attention and involve directly in teaching and learning process. Then, media at the top of the cone seem to be passive but it is useful to trasfer a lot of information to the students.

Media Selection

Types of media and its characteristics already explained above, and then it leads to question "how to select the appropriate media?" In delivery system, designers or teachers need to examine the demands of the instructional situation first and then decide which medium or combination of media will best meet the needs of the situation. Generally, the media selection decision is made after the instructional analysis and at the time that the

instructional strategy is being developed. As Smith and Ragan (1999:286) explains, "When designing the instruction, the designer should avoid making an *a priori* decision as to the medium that will be used to deliver instruction". In other words, the teachers can't make the media and technologies as the solution looking for a problem. Therefore, it is clear that media selection decision should be made after the instructional analysis and at the same time that the instructional strategy is being developed. The teachers should examine the demands of the instructional situation first, and then decide which medium or combination of media will best meet the needs of the situation.

In selecting the media, there are many factors that teachers should consider before select the media. Smith and Ragan (1999) continues that there are four factors that teachers should consider in selecting the media, they are:

1. Learning Task and Conditions (The learning task along with the instructional conditions that facilitate the learning of this task).

2. Learners (The characteristics of the learners).

3. Context (The learning context and other practical matters that influence the appropriateness of the medium).

4. Media attributes (The attributes of the potential media (what each potential medium can and cannot do with regard to factors #1-3).

Dick and Carey (2005) also described the other factors that teacher should considered in selecting the media. The factors are:

1. Projected availability of various media in the environment in which the instructional package will be used.

2. The ability of the teacher, designer or an available expert to produce materials in a particular medium

3. The flexibility, durability, and conveniences of the materials within specified medium

4. The cost-effectiveness, over the long run, of one medium compared to others

From those sources and other sources, the writer can conclude that in selecting the media, designers or teachers need to consider these points:

- Objectives (awareness, comprehension, mastery of cognitive, analysis, application, psychomotor, affective)

- Participants (age, education level, learning styles, skills)

- Setting arrangement (number of students , location, seats)

- Atmosphere (informal, formal etc.)

- Resources (equipments, budget, time)
- Instructors (skills, experiences, presentation styles, methods)

Conclusion

Delivery strategy decisions involve determining an appropriate medium (or media) of instruction and determining grouping strategies. Media is one component that many teachers tend to forget to use it in the classroom. Teachers maybe use it, like whiteboard, people, or textbook but as the movement and the needs of this globalization era, teachers should be more creative and innovative in finding and combining some media that can help them to achieve the certain goals. There are many factors that teachers should consider in choosing the right media. Finally, the use of media and the availability of the media need good teamwork between teachers, schools, and government to achieve a better way in delivering the material to the students.

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