

Nomor 2, Volume 2, Desember 2005

ISSN 0216-0692

JURNAL GURU

Pembelajaran di Sekolah Dasar dan Menengah

Diterbitkan Oleh :
Dinas Pendidikan Kota Padang Panjang

Jurnal Guru	No. 2	Vol. 2	Hal. 65-116	Padang Panjang Desember 2005	ISSN 0216-0692
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ISSN 0216-0692

Jurnal Guru

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Volume 2, Nomor 2, Desember 2005

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THE EFFECT OF USING INSTRUCTIONAL MEDIA TOWARD THE LEARNING ACHIEVEMENT OF ENGLISH

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Abstract

This article explains the effect of using instructional media toward the result of learning English. Two classes of senior high school were chosen to be an experimental class and a control class. The result indicated that the marks of the students who taught by using visual media were higher than those who taught without visual media.

Key words: instructional media, learning English, achievement

INTRODUCTION

Most of the Senior High School abiturients nowadays still cannot read English books fluently, moreover, speak it, eventhough, they have been taught English, as a compulsory subject in the curriculum, since they were in Junior and Senior High School. English teachers often complain about the lack of the students' interest in learning English. Students do not pay attention to English. One of the reasons they might not be interested in English is that they are bored with learning it and the English subject might not be interesting for them.

Better teaching methods are expected to make language easier, more interesting and automatically successful regardless of the individual factors of the learners (Alatis, 1981). Media as teaching aids can stimulate students' interest in learning and thus provide for motivational impulse.

To the writer's observation, most of the English teachers neglect the use of media. They only use oral/verbal instruction and blackboard to be the main media. Students are not given the picture of real situation. Properly, it will be more meaningful to learn a language realistically and that learning perhaps is more interesting.

West (1980) in his article "Learning English as Behaviour" noted that language is a form of behaviour and it is a reaction of the organism as a whole to social environment. Words are only a part of the reaction, which includes also postures, facial expressions,

gestures, and in the linguistic parts, there are pauses, intonation, and exclamatory noises. All this reaction together with words, make up a total of language taught in the classroom. It means that teaching a language can not be done only by verbal teaching. Teaching needs media as instructional aids. The media can be the teacher himself, object around the class, models, pictures, actions, etc.

Expert in education assumed that teachers should apply media in teaching English because some students can accept the instruction easily by using only sense of hearing, but some others can accept it easily by using sense of sight. So, the more sense organs the students use the better the result of teaching will be. It is doubtful to get optimal result by using minimal sense in order to make students independent.

The main purpose of this research is to see the influence of the use of media to the result of learning English at senior high school. The writer wants to see whether the use of media will make the result of learning better or not. If it could be proved in this study, so that the English teacher could choose what kind of media should be used to reach the aim of learning English at senior high school.

A psychological research in the field of perception is obviously of great importance to the scientific development and the use of visual material in education. Visual education rests upon the assumption that people learn from what they see, that visual experience

influences behaviour, and that instruction can be improved by enabling people to look at the objects and pictures under appropriate circumstances, and in connection with other varieties of experiences. Media in teaching English is based on that principle, where our visual perception of things is more concrete than words.

Forms and kinds of instructional media have changed. However, their functions in the language program have basically remained the same. From the teacher's point of view, they can serve four general principles (Gutschow, 1973:139).

1. Media can help to simplify the teaching process, and they can help to perfect it.
2. Machines allow the teacher practices the principle of object teaching and illustration
3. With the help of media, the use of the mother tongue as the students can be avoided.
4. Media are instruments of motivation if they are used in such away as to stimulate learning.

The value of instructional media depends very largely upon the way they are used. Some types of instructional media are helpful in a situation while other types are needed in other situation. The selection of the best media to use at any given time may be a problem, especially for the inexperienced teacher. Morgan (1976) suggested that the following criteria are often used in the selection of the media to be used in particular situation.

1. What aid will best do the job that is to be done?
2. What aid does the leader (or someone upon whom he can rely) know how to use best?
3. What aid is most readily available for use?
4. Which aid can be used with the least waste of time and cause the least amount of confusion?
5. Which aid is the least expensive to purchase and to use?
6. Which aid will provide the best balance and variety?
7. Which aid is best adapted to the learners' interest and comprehension?
8. Is the material that the aid presents accurate?

9. Is it free from propaganda or objectionable advertising?
10. Are teaching guides included with the aid?
11. Are suitable places and other facilities available for using aid?

Experts in instructional media have different ideas in classifying instructional media. Elly (1977) classified instructional media into six general categories. They are:

1. Still pictures: photographic prints, sketches, cartoon, charts, graphs and maps.
2. Audio: these include the voice of teachers, radio, disk and tape recording.
3. Motion pictures: film
4. Television: television, videotape
5. Real things: real objects
6. Programmed and computer assisted instruction: computer.

Klasek (1972) classified instructional media into seven categories, they are:

1. Visual media; motion pictures, slides and film strips, transparencies and overhead projection, still or flat pictures, graphics.
2. Audio media; audio tape, disc recordings, radio.
3. Display media; chalkboards, bulletin boards, opaque projection.
4. Real or simulated experience; simulation, models, gaming, realia, community.
5. Printed media; books, text book, work book.
6. Programmed learning; instruction uses a series of stimuli and responses in a sequential manner to achieve prescribe instructional objectives.

Since the experts in instructional media had different ideas in classifying instructional media, the writer tends to group them into three large categories.

1. Visual Media

Visual media are things or objects that can be seen. They can be categorized into two kinds; projected visual media and non projected visual media. Projected visual media are OHP's, slides, filmstrips, and motion pictures. Nonprojected visual media are

teachers, display media, pictures, charts, maps, real things, and models.

2. Audio Media

Audio media are things or objects that can be heard. There included the voice of teacher, radio, taperecording or audiotape.

3. Audio Visual Media

Audio visual media are things or objects that can be seen and heard. They are television, video tape recorder, and films.

Among these three types, this research tries to apply visual media in teaching English. The reasons are visual media can be useful to the language teacher by helping them create situations which are outside the classroom walls, introducing the students to unfamiliar cultural aspects, giving reality to what might be misunderstood verbally by the students, and changing situation quickly and easily in a drill.

Teaching English without Media

Teaching without media is also called verbal teaching or verbal interaction. Actually verbal interaction is used to give information, facts or opinion to the students. The presentation of material may also be used to introduce or focus the attention of the class on an important topic. The rest of the time is used by the teacher to lead the class in order to be verbally active, not only the teacher who dominates classroom activity, but there will be an active interaction between the teacher and the students.

The researcher found in the teaching learning process in teaching English without media that the teacher always dominated classroom activity. Only a few students, those who were clever, were active. Most of the students just listened what the teacher explained about, no comment anymore.

Classroom activity was begun by reviewing the last lesson by asking some students to answer the teacher's questions. Then, the teacher explained a new lesson, wrote some examples on the board, asked some students to make some more examples and did some exercises from the students' book (text book). When the exercises had all been answered by the students, the time was over. This procedure was repeated next time.

In the activities that had been mentioned above, the teacher traditionally

used blackboard and textbook as tool of learning. He used blackboard because he had to write something there, and he used textbook because he wanted his students to make some exercises from the book. The blackboard and the text book here were used as tool of learning. So, he did not use the blackboard and books as media effectively.

Teaching English Using Visual Media

Visual media used in this experiment were pictures, charts, pocket charts and flash cards. New lesson was begun by showing the students some pictures in the form of picture chart. First, the teacher introduced the activity or the object drawing in the picture chart. Then, the students practices the languages related to the topics taught. Next, the teacher changed the media to other visual media like charts, maps, flash cards, pocket charts, etc.

By using those media, students can actively practice the language being taught. Students can practice more about new lessons and with interesting materials. Practice can be guided by using visual media and also students give time to make their own sentences, by means, not restricted by media used at that time.

RESEARCH METHOD

This research was carried out at Senior High School in which there are four English teachers. This school was chosen because of the reasons that, (a) The English teachers graduated from the English Department, (b) the school is not in a crowded place, and (c) the amount of students in each classroom is nearly the same.

The population of this research were all students registered in the Semester July-December 1994. In selecting samples, proportional stratified random sampling was used. This technique was used since the population had strata or class grade. The sample was obtained from grade 2. Since this study wanted to study the difference between two techniques of teaching both the experimental and the control group were choses from the same level of groups. For that purpose, two paralel classes were chosen from the same level of groups.

In this study, the writer uses Posttest Only Control Group Design. This design utilizes two groups, experimental group and control group. No pretest was given to either

groups. At the conclusion of the experimental period, the difference between the mean test scores of the experimental and control group were subjected to a test of statistical significance, a t test. The assumption was that the means of randomly assigned experimental and control groups from the same population would differ only to the extent that random sample means from the same population would differ as a result of sampling error. If the difference between the means was too great to attribute to sampling error, the difference might be attributed to treatment variable effect (Best, 1981).

The data were collected by giving tests to both experimental and control group. First, to the group in which teaching English used visual media, and, the second, to the group where teaching English was done without visual media. The purpose of the test is to measure to extent to which the students have learned during their studying periods. A test is an appropriate tool and an efficient way to know how far instructional objectives have been reached, so that we know whether the teaching of English is satisfactory or not.

In order to have well organized materials for a language test, several steps had been done in constructing a standardized test. The steps were, (a) planning the test, (b) preparing the test items and directions, (c) trying out the test to the students of the same level, (d) analyzing (item analysis), (e) revising the test, (f) assembling the final forms of the test, and (g) giving the test to the respondents.

The writer chose the objective test to collect the data. The reason was that it could be administered and scored quickly and easily. The students answered the test on the answer sheets and the teacher has a key for scoring the test. The test consisted of 50 items. Each item had the same weight, two values for each correct answer and 0 (null) for each wrong answer. The highest possible score was 100 and it was considered as a perfect score.

The data consist of two kinds; the first, the test result of teaching English using visual media, and the second, the test result of teaching English without visual media.

To test the hypothesis, the writer used t -test. If the value of t found smaller than the value of t in the table, it can be concluded that there is no difference between teaching

English using visual media and without visual media. It means the hypothesis is rejected. If the value of t found bigger than the value of t in the table, it can be concluded that there is a difference between teaching English using visual media and without visual media. It means the hypothesis is accepted.

FINDINGS

From the data of respondents taught by using visual media, it was found that the highest score is 92 and the lowest score is 26. The total respondents (n_1) is 168, the mean score is 64,84, and the standard deviation is 13,07. From the data of respondents taught by without visual media, it was found that the highest score is 92 and the lowest score is 28. The total respondents (n_1) is 159, the mean score is 58,72, and the standard deviation is 12,68. After they were calculated statistically using t test, It was found that the t value is 4,465.

From the data analysis above, we get information which can be used to answer the question of the research. The question is "Does teaching with media better than that without media?"

For the data above, degree of freedom $n_1 + n_2 - 2 = 168 + 159 - 2 = 325$. From t table we can see that, at the level of significance .05, $t = 1,645$ and at the level of significance .01, $t = 2,326$. It means that at the level of significance .05 and .01, t was found in this research $4,465 > 1,645$ and $2,326$. So the difference between two groups of teaching above is significance.

Interpretation

It has been found that there is a difference between learning result of teaching English using instructional media and that without instructional media and the hypothesis is accepted. The marks of the respondents who were taught by using visual media were higher than the respondents who were taught without visual media. The comparison of the two means are 64.84:58.72. It means that the learning result of teaching English using Instructional media is better than that without instructional media.

CONCLUSION

Regarding the problems encountered in teaching English at Senior High School Which the writer thinks other school have in

common, he puts forwards some suggestions for considerations.

1. To make teaching clear and to add variety in order to motivate students to learn English, several kinds of visual media should be provided such as pictures, charts, pocket charts, flash cards, etc. These media allow the students to use sense of sight besides sense of hearing that the teacher always uses in teaching.
2. In order to increase learning result of the students, it is advisable for an English teacher to use visual media in teaching learning process, especially for senior high school students.
3. A student will be motivated by what interest him. So, teachers' task is to help the students develop new interest. Media as instructional aid can be very effective in arousing interest.

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