EFL Students' Reflection on Media Use in English Class

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ABSTRACT

This qualitative study aims to investigate the use of media in English class based on the students' reflection at one of vocational schools in Kendari. Three kinds of instruments used in study are observation sheet, journal reflection, and documentation sheet gathered from 34 students. The result of the study reveals that the students respond positively to the use of teaching media in English class. The students also find out the use of teaching media in English class is beneficial to them. One of the benefits is it can help improve students understanding of the material delivered by the English teacher in the classroom. This implies that the use of media in the English class should be encouraged in order to improve the students' motivation in learning English and the students can understand the material easily when the teacher explains the material in the classroom.

Keywords: *Media use; reflection journal.*

INTRODUCTION

Generally, Media is a tool functioned to aid someone to deliver the information from a source to its receiver. It helps the source convey something to the receiver to make it understand what is meant to convey better. In education context, we have educational media which is commonly defined as a tool, method, and technique used to further make communication and interaction between lecturers and students in the process of education and teaching more effective (Ramdhani and Muhammadiyah, 2013). In the teaching and learning process, there are three kinds of media. They are visual, audio and video (Indrasari, et al, 2018).

Several researchers have been investigating the use of teaching media in English class, both in international and Indonesian context since they are aware of the importance of media (Aini, 2013; Aksa, 2017; Indrasari, et al, 2018; Onyenemezu and Olumati, 2014; Ramdhani and Muhammadiyah, 2013). It indicates that teaching media serve as an important tool in the classroom because it supports the learning process (Preeti, 2014). Besides, the media is a reciprocal transactional communications process between teacher and students to achieve the instructional objectives established effectively. Therefore, it is crucial to identify various uses of teaching media in the classroom. Rao (2014) highlights that the shift from textbooks to be more interesting material with the media can be a motivating force to encourage learners with target language words.

In the Indonesian context, the research about the teaching media has been carried out by Aini (2013) who argues that media can facilitate the teachers to cover their teaching shortages in the classroom because some of the teachers do not use any teaching media to support their learning. Media can offer new opportunities for participation, for creative communication and for the generation of content, at least for some people in some contexts (Ramdhani and Muhammadiyah, 2013). In the context of education, learning is a means of channeling learning messages and information. Well-designed media will greatly help learners achieve their learning objectives.

According to Preeti (2014), the media has the power to educate people to be better and influence them in a positive way because it affects the students' audio and visual sense, as well as their mind.

Teaching media are the means for transmitting or delivering messages and in teaching-learning perspective, delivering content to the learners, to achieve effective instruction (Naz and Akbar, 2009). The use of media in the classroom is to see students reflecting on the media in English class. Therefore, the teacher must use media that is in accordance with the material being taught. Teaching media has become one of the instruments in learning that cannot be separated in education (Preeti, 2014). Media can help students in greater acquisition of knowledge and ensures longer retention of the gained knowledge (Naz and Akbar, 2009). There are has grouped the roles of media into two. In the first instance media are used as instructional aides, here media are used to enhance or enrich the teacher's presentation. Media used in this way are basically one-way transmitters quite incapable of interpreting any messages that the learner may transmit. Secondly, media are used as instructional systems. The unclear delivered material can be helped by using the media as an intermediary means in learning activity (Ramdhani and Muhammadiyah, 2013). The effective of use teaching media in learning also depends on the expertise of teachers in using media (Aksa, 2017). Media is the material used by teachers to present, illustrate, and explain teaching positions (Onasanya, 2009). The media can act as a facilitator in the teaching-learning process. It has immanence potential as an instructional tool (Rao, 2014). The use of media in the classroom by the teacher is expected so that students can understand the learning given by the teacher and as a support for learning (Aini, 2013).

Although there are many studies that show and illustrate teaching media in several studies, there is a scarcity of studies that specifically intends to evaluate students' reflecting on media use in English class. The use of media is very rarely used by teachers in the classroom so that the use of media is less exposed by teachers and students. In addition, teaching media are contained picture, poster, card, et al, unfamiliar with students since the students always using media technology. Therefore, this study seeks to investigate students' reflections on media in the classroom during teaching pre-service teacher in one of vocation schools in Kendari.

RESEARCH METHODS

This qualitative study was conducted in Kendari. The teaching media introduced the students and teacher in giving some knowledge about teaching media. To fulfill this research in doing so, the researcher focused on students' reflection on the use of media carried out in the classroom. The researcher wants to know how students' reflection on use of teaching media used by pre-service teacher in the classroom. The participants of this study are the students in one of the vocation schools in Kendari. This study was conducted in two months following by 34 students consist with 29 females and 9 males.

The data submitted through several methods, firstly, the observation method carried out in the classroom at each meeting. This observation supports the research to be clear. Secondly, the reflection given is a reflection in the form of questions related to the research topic. Reflection is given directly to students and students answer the reflection questions. Provision of reflection to students 3 times, the first reflection is reflection that is not related to the topic of researchers and reflections 2 and 3 are reflections related to the topic. Reflections related to learning done by students in class. In reflection, students answer media questions that lead to students' responses to the media used in class. Thirdly, Documentation is one of the method uses in this research. This documentation was carried out only to prove that this research had been out in school. The last is coding data. In analyzing the data, it used steps proposed by Creswell (2014) which are: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper (Sukmahidayanti, 2015). Coding does not constitute the totality of data analysis; however it is a method to organize the data to underlying messages portrayed by the data may become clearer to the researcher. The kind of coding data is use the coding the text for themes and description to be use in the research paper. Coding data is done when students' reflections have been collected on the teacher. Students' reflection is made in the form of data and decoded according to many questions about the media.

RESULT

The finding of this study described about the use of media in English class by pre-service teacher. This study analyzed the EFL students' reflection on use media in the English class.

EFL Students' Reflection to Media use in the English Classroom

This study analyzed the EFL students' reflection on using media in the English classroom. There are 5 (five) questions. There are 5 aspects described in this study about use of teaching media in the classroom, they are: students' responses through of teaching media in English class, the benefits of learning media, the weakness of learning media, the advantages of learning media, and students' suggestion of learning media in English class.

Table 4.1. The Result of Students Reflection through on Media use in English Class

	Reflection Questions	Students Answer	
1.	How do you perceive toward the use of media in the classroom?	- Students interest of teaching media	88,5%
		- Students wish other kind of teaching media	11,5%
2.	What is the benefit do you get from the use of media conducted by pre-service teacher in the class?	- The teaching media can make the students understanding material	62,2%
		- Operating teaching media can extend students' English knowledge	24,3%
		- The teaching media create interesting atmosphere	13,%
3.	What is the weakness do you think from the use of media conducted by pre-service teacher in the classroom?	- Infocus	57,6%
		- Game	9,1%
		- Nothing	36,4%
4.	What is the strength do you think from the use of media conducted by pre-service teacher in the classroom?	- The students can understanding the material when use teaching media	59,4%
		- The teaching media create interesting atmosphere	31,3%
		- The students feel the teaching media is complete	9,4%
5.	Give you suggestion to the use of media in the classroom provided by pre-service teacher.	- Students wish other kind of teaching media	67,9%
		- The teaching media create interesting atmosphere	17,9%
		- Students need more explanation	14,3%

The table showed the aspect of students' reflection on use of media in English class. The first aspect discussed about students' responses in teaching media in English class. From the presented data, it shows that students have different responses to the learning media. There are 88.5% of students are interested in the use of instructional media in the classroom. They were interested in learning when the teacher tough by using media in the classroom. The instructional use of media programs were designed intentionally to make the teaching-learning environment more interesting and effective. In contrast, 11.5% of students wanted other media in learning. It average students did not felt enough with the media used by the pre-service teacher in the classroom.

The second aspect discussed about the benefits of learning media. From the data that has been presented, it shows that students got different benefits from use the media by the pre-service teacher in the classroom. By using media showed pictures and having the students heard music; the students gave more

attention to the teachers. Benefits were obtained by students were they could understand material (62.2%), some students got media in classroom could giving knowledge (24.3%), and about 13.5% of students felt not bored in receiving lessons in class since they were given learning accompanied by interesting media.

The third aspect is the weakness of learning media. The findings of this study showed that all students saw weakness in learning media. 57.6% of students saw the weakness of media in the form of electronic media namely projector. They saw the teacher never using projector media in the classroom therefore students said that it is one of the weaknesses of the media. Besides, students saw that the teacher rarely gave games in each meeting therefore that it was a lack of learning media (9.1%) and other students already felt sufficient with learning media (36.4). This means that they already felt that the learning media was good and complete and following the learning material in the classroom.

Another aspect is about the advantages of learning media. In general, the media always has advantages for students. The media can motivate, provide, and stimulate the student and made him or her want to pay attention. Before students assess learning media, they sew and analyze how the media was used. There were 59.4% of students about the advantages of media, namely, media could make them understand learning. 31.3% saw the advantages of learning media which was entertaining and interesting for students. 9.4% of students felt that learning was complete and good therefore they sew it was an advantage of the learning media used by the teacher in the classroom.

The last aspect is about the advice of the learning media used by pre-service teacher teachers in the classroom. There were 67.9% of students suggested that learning media in the classroom could be added and improved again. They want other media to be used in the classroom because they felt they were not enough with the media used by pre-service teachers in the classroom. 17.9% of students suggested that pre-service teacher could be more fun and exciting in teaching. They wanted to play games in every meeting since the game is one of the entertainment media. Besides, 14.3% of students suggested that they clarified explanations more when explaining and giving more explanation on the media used and the media must be following the material provide. Students, have to more encouraging advice to teacher since it can help the pre-service teacher teachers to improve the teaching quality about use of the teaching media use in classroom.

DISCUSSION

This study describe the extend of teaching media is needed by students to help the students to understand foreign languages, especially in ~~of~~ English, however in this case the teacher must be selective in choosing media, especially in teaching English to students (Rahmi, 2014). With the teaching media, the students interested in learning when the teacher taught them by using media in the classroom. The use of teaching media programs were designed intentionally to make the teaching-learning environment more interesting and effective. Teaching media can make the students interested in learning English in class since the students can enjoy the teaching media.

Demonstrated the advantages of learning with electronic media, it plays big role in receiving. The teaching media did not enough used by the pre-service teacher in the classroom. By using media showing pictures and having the students heard music, the students give more attention to the teachers, and moreover, their curiosity is increasing towards the subject (Aini, 2013). Students saw that the teacher rarely gives games in each meeting therefore that it is a lack of learning media and other students already felt sufficient with learning media. This means that they already felt that the learning media is good and complete and following the learning material in the classroom. The complete media in classroom can improve students' motivation in learning since the teaching media is a message and information between teacher and students (Jun, et al, 2018).

In general, the media always has advantages for students. The media can motivate, provide, and stimulate the student and make him or her want to pay attention (Aini, 2013). The advantages of learning media can motivate, provide, and stimulate the student and make him or her want to pay attention. Before students assess learning media, they saw and analyze how the media is used. The media can make them understand learning, entertaining and interestingto learning English. The students feel that learning is

complete and good so they see it is an advantage of the learning media used by the teacher in the classroom.

One of the interesting media is game since the game is one of the entertainment media. Game is a method that is familiar to students and can stimulate their interest (Caussanel and Soulier, 2009). The students wanted the game in every meeting since the game is one of the entertainment media. Game is a method that is familiar to students and can stimulate their interest. 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 (Caussanael and Soulier, 2009). 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.

CONCLUSIONS

The use of teaching media in English class created an interesting atmosphere of teaching and learning. since with the teaching media there are many activities doing in English class that interesting activities. By using the media, the students will come in front of the class and play games together. As a result, students become more enthusiastic and got better understanding in learning English. Based on the students' reflection, teaching media produce good impact for the students to reach the goals of the learning language; it means the teaching media is one of the effective strategies in English teaching. It implies that the teacher can encourage the students to work enjoyed and responsibility. The use of teaching media in English class created an interesting atmosphere in teaching and learning since with the teaching media there were many activities does in English class. As a result, students become more enthusiastic and got better understanding in learning English.

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