LEARNING MODELS AND MEDIA EMPLOYED BY 7th GRADE ENGLISH TEACHERS

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Abstract

Learning media and model are increasingly available in this 21st century era. However, many English teachers have not devised the sophisticated tools for learning.The aim of this study is to highlight the learning media and models used by English teachers to the 7th grade students in SMP Negeri 2 Sungailiat in the aspects of planning, implementing, and evaluating. Descriptive qualitative was used to get the data.The participants of this study were three teachers of SMP Negeri 2 Sungailiat who taught the 7th Grade Students. The instruments used were documentation, observation, and interview. The instrument of were adapted based on the Teacher Competency Assessment Tool (*Instrument Penilaian Kemampuan Guru*), and the result of documentation and observation were classified into four criteria. The findings showed that the teachers used learning model such as direct learning model and cooperative learning model. Meanwhile, the learning media used by the teachers were pictures, real object, whiteboard, textbooks, and example of written texts. The result of data analysis of documentation were classified that the three teachers made a learning plan included in the Good category with the final score 68%, and the result of observation were classified that the three teachers in carrying out learning activities included in the Good category with the final score 60%.

Keywords: learning models, learning media, english teachers.

Introduction

Along with the development of science and technology, teachers as the main components in the world of education are required to be able to compensate and even exceed the development of science and technology that develops in society. One of them is that teachers are required to create effective and innovative learning processes, including the use of learning media and models that are carried as effectively as possible in a pleasant and passionate, and also meaningful atmosphere. Likewise, in English Education in Junior High Schools, teachers are required to understand more about how to use effective and innovative learning media and models. This is all aimed at getting good learning outcomes. Teachers are the key in improving the quality of education and they are at the central point of any educational reform effort directed at quality changes. It is argued that very effort to improve the quality of education such as curriculum changes, development of teaching methods, provision of facilities and infrastructure will be meaningful if it involves the teacher (Erwinsyah, 2017; Shirrell, Hopskins, & Spillane, 2019; Plessis & Mestry, 2019)

Learning media and model are increasingly available, giving teachers many choices in selecting learning media and models that are certainly adjusted to the expected learning objectives. The learning media and model will be very useful in the learning process if it is used appropriately. Indrawati and Setiawan, (2009) put forward that conceptual

frameworks of learning models are that describe systematic procedures in organizing learning experiences to achieve certain learning goals and serve as guidelines for learning designers and instructors in planning teaching and learning activities. The types of learning model according to Suprijono (2010) consist of direct learning models, cooperative learning models, and problem based models, while the types of learning models according to Joyce, Weil, and Calhoun (cited in Sutirman, 2013) describe the teaching model into four namely social interaction model, personal model, information processing model, and behaviour system learning model. Meanwhile, Sadiman, et al. (2011) explain the use of learning media is the first to clarify the presentation of messages, overcome the limitation of space, time, and sense power, overcome passivity, so the students become more enthusiastic and more independent in learning, and provide the same stimuli, experiences, and perceptions of learning material. Harjanto (2010) states that there are several types of media that are commonly used in the learning process, including graphic media, three-dimensional media, projection model, and the use of environment as learning media.

Based on a preliminary study conducted by the researchers by interviewing the teachers, the real problem in the school, precisely at SMP Negeri 2 Sungailiat, is that English teachers was still less in utilizing learning media and models which were in line with the expected goals of a learning process. The tendency of selection by teachers in the using of learning media and models in the learning process is usually seen from the ease of learning media and models used during the learning process, without thinking about whether the media and

models are in line with the objectives to be achieved in the learning process.

To most higher education teachers in Indonesia, using tools or devices in delivering materials is usually implemented by taking in-focus and laptop as the way to involve technology during the learning process to facilitate the students to catch the materials faster. It seems that the teacher is simply eased to finish the subject not in the monotonous way because from the device such as connecting the computer to the in-focus there are many things can be shown: PowerPoint slide of a subject, giving pictures or showing video. Nevertheless, in-focus and laptop are not the only technology devices suitable for this era. Using both tools one semester only for delivering material is also the monotonous way of teaching in this digital world. More modern media can be utilized in line with the use of tools such as internet and social media (Inderawati, 2017; Inderawati, Petrus, & Jaya, 2019).

The teacher thinks more about how to quickly complete the delivery of material in the learning process without thinking about whether the objectives of learning are achieved or not. Of course, this condition will make the classroom tend to be not conducive and students become less passionate and motivated to follow the learning process which will ultimately impact on the results of education itself (Ramadhany, Koryati, and Deskoni, 2015)

Some previous studies support this current study. Firstly, a study entitled "An Analysis of Instructional Media Used by The English Teacher in Relation to Students' Learning Interest and Motivation in SMP Laboratorium Undiksha" by Sanjaya, Batan and Myartawan (2018), where this study intended to investigate the types of instructional media used by English teacher in relation to the students'

learning interest and motivation, and the problems encountered by the English teacher in using instructional media in SMP Laboratorium Undiksha. This study showed that the English teacher used six types of instructional media, such as Slides of PowerPoint, Real Object, Motion Picture (Video), Drawing, Map, and Internet. There was a general problem encountered by the English teacher in using instructional media that is maintenance of the tool that is used to help the English teacher to show the instructional media.

Furthermore, this study is also supported by the study entitled "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade of Junior High School 1 of Wonomulyo" by Sarjan and Mardiana (2017). This study is aimed to identify the strategies of English teacher in teaching reading comprehension and to identify the implementation the strategies of English teacher in teaching reading comprehension. It showed that two strategies that the teacher used, such as Scaffolding and Question and Answer Relationship, and the teacher is able to know students' understanding on doing the task after read the text that has been given and the students guided to more focus on the text and understand the context of the text.

Therefore, this study is aimed to elaborate the learning media and models used by English teacher to teach 7th grade students at SMP Negeri 2 Sungailiat in aspect of planning, implementing, and evaluating of English learning. This study is to discover learning media and models mostly used by the teachers to teach the 7th Grade students at SMP Negeri 2 Sungailiat, and also to find out the reason of the teachers utilize such certain learning models and media.

Methodology

In this study, descriptive qualitative study was employed. Qualitative research method is a method done by reporting the result by means of detailed descriptions, direct quotes from interview, and interpretative commentary.

The participants of this study were all of the English teachers of SMP Negeri 2 Sungailiat who taught 7th Grade Students. At SMP Negeri 2 Sungailiat, there are three teachers who taught the 7th Grade Students, namely SKI, FRD, and SPR.

In order to get the data about the information of the learning media and models used by the teachers, the researcher used the documentation, observation, and interview. The documentation data were needed in this study as the benchmark of learning planning made by teachers in the form of Lesson Plan (*Rencana Pelaksanaan Pembelajaran*) using learning models and media used by teachers. The instrument sheet of documentation made by the researcher is based and guided by the Teacher Competency Assessment Tool (*Instrumen Penilaian Kemampuan Guru*). There were four criteria to give score the data, 1 for Poor, 2 for Enough, 3 for Good, and 4 for Excellent.

The observation data were also needed in this study to get the information about the implementation of learning media and models used by English teachers which includes the preparation stage before using the learning media and models, the activities during use learning models and media, and follow-up activities from the use of learning models and media in each meeting. The instrument sheet of Observation made by the researcher is based and guided by the Teacher Competency Assessment Tool (*Instrumen Penilaian Kemampuan Guru*). There were four criteria to give a

score the data, 1 for Poor, 2 for Enough, 3 for Good, and 4 for Excellent.

Interview is data collection technique that is carried out to know the respondents' matter more deeply. Interview that the researcher used was the structured interview, which is used when the researchers already know for sure about the information to be obtained. The related participants included the three English teachers who taught 7th Grade Students at SMP 2 Sungailiat. The researchers gave 27 questions to the participants about how the learning models and media used by English teachers to teach 7th grade students at SMP Negeri 2 Sungailiat.

To analyze the data of documentation and observation, the formula based on Purwanto (2004) to calculate the average score from the documentation and observation made were used.

$$NA = \frac{S}{SM} \times 100\%$$

Information :
NA = Final Result Value
SM = The maximum score of all indicators
S = Average score from observation

After calculating the average score from the documentation and observation, it would be classified based on Arikunto (2002) into four criteria, namely Excellent, Good, Enough, and Poor.

Table 1. Percentage Classification

Information	Percentage
Excellent	80%-100%
Good	60%-79%
Enough	40%-59%
Poor	20%-39%

The interview was analyzed by describing what was found about the learning media and models used by English Teachers to teach the 7th Grade Students at SMP Negeri 2 Sungailiat.

Results and Discussions

a. The Results of Documentation

From the results of the documentation in the form of Lesson Plan by the teacher in this research, the following results can be obtained in this table 2.

Table 2. Learning Model and Media used by English Teacher based on Lesson Plan.

The Name of The Teacher	Research Aspects	
	The Name of Learning Model	The Name of Learning Media
SKI	• Scientific Approach • Cooperative Learning • Direct Model Learning	• Laptop • Example of Written Interactions • Example of Written Text • Picture and Realia • Internet and other resources • The environment around the school
FRD	• Scientific Approach • Cooperative Learning • Direct Learning Model	• Laptop • Example of Written Interactions • Example of Written Text • Picture and Realia • Internet and other resources • The environment around the school
SPR	• Direct Learning	• Laptop • Example of Written Interactions • Example of Written Text • Picture and Realia • Internet and other resources • The environment around the school

Table 3. Recapitulation of IPKG percentage value in learning planning at SMP Negeri 2 Sungailiat.

Indicator(s)	SKI	FRD	SPR
1. The Formulation of Learning Objectives	11	11	11
2. The selection and organization of teaching materials.	11	11	11
3. The selection of Learning Models.	14	14	14
4. The selection of learning sources / media	14	14	14
5. Learning scenario/activities	11	11	11
6. Learning outcomes assessment techniques.	12	12	12
Amount Obtained	73	73	73
Total Score	80	80	80
Final Score	91.25%	91.25%	91.25%

$$NA = \frac{0.91 + 0.91 + 0.91}{4} = 68\%$$

Based on table 2, it was discovered t what learning models and media used by English Teachers in the lesson plan they have made. Furthermore, in table 3, the researchers got the data that was equipped with an documentation sheet, obtained an average score of each indicator as follows. From the elaboration of indicators and descriptors on this

research, the learning model and learning media used by the 7th grade English teacher at SMP Negeri 2 Sungaililiat using documentation data collection technique, SKI, FRD and SPR got the same score with 91.2%. Therefore, from all teachers, an average score of documentation is 68% , which means that the learning model and learning media used by the teacher in the lesson plan are included in the Good category.

b. The Results of the Observation

From the results of the observation in the form of the implementation of learning media and models used by English teachers which includes the preparation stage before using the learning media and models, the activities during use learning models and media, and follow-up activities from the use of learning models and media in each meeting, the following results can be obtained in this table 4.

Table 4. Learning Model used by English Teachers when the learning process activities took place

Learning Model	SKI	FRD	SPR
1st Observation	Cooperative Learning	Cooperative Learning	Discussion
2nd Observation	Discussion	Cooperative Learning	Discussion
3rd Observatiom	Discussion	Cooperative Learning	Direct Learning
Learning Media	SKI	FRD	SPR
1st Observation	Textbook, Whiteboard	Textbook, Whiteboard	Textbook, Whiteboard
2nd Observation	Textbook, Whiteboard, Example of Written Text	Textbook, Whiteboard, Example of Written Text	Textbook, Whiteboard
3rd Observatiom	Textbook, Whiteboard, Example of Written Test	Textbook, Whiteboard, Example of Written Test	Textbook, Whiteboard

Table 5. Recapitulation of Observation data during the learning process at SMP Negeri 2 Sungailiat

Indicator(s)	SKI			FRD			SPR		
	1	2	3	1	2	3	1	2	3
1. Preliminary Activities									
1.1. Class Management	2.67	2.33	2.67	2.67	2.33	2.67	2.67	2.33	2.67
1.2. Attracting students' attention	4	3.67	3.67	4	3.67	3.67	3.67	3.67	3.67
1.3. Providing initial motivation	3.5	2.75	2.75	3.75	3	2.5	3.5	2.5	2.5
1.4. Giving apperception	4	4	3	4	4	3	4	4	3
1.5. Providing reference to the learning material provided	3.75	3.5	3	4	3.5	3	3.5	3	3.25
2. Core Activities									
2.1. The Using of Learning Models	3.86	3.57	1.86	3.86	3.57	1.86	3.86	3.57	1.86
2.2. The Using of Learning Media	3.83	4	3	4	4	2.83	4	3.17	2.67
3. Closing Activities	3.17	2	2.83	3	2.67	3	3	2.17	2
Amount Obtained	29	26	23	29	27	23	28	24	22
Total Score	96			96			96		
Final Score	84.3%			82.3%			77%		

Based on table 4, the researchers got what learning models and media used by English Teachers during the first observation until third observation. Furthermore, in table 5, the data that was equipped with an observation sheet, obtained an average score of each indicator as follows, including preliminary activities, core activities, and closing activities were obtained. From the elaboration of indicators and descriptors on this research, the learning model and learning media used by the 7th grade English teachers at SMP Negeri 2 Sungaililiat using observation data collection techniques, SKI got the score of 84.3%, FRD with 82.3%, and SPR with 77% . Consequently, from all teachers, an average score of observation is 61% , which means that the learning model and learning media used by the teachers in the implementation of learning are included in the Good category.

c. The Results of Interview

In the first sub-variable of this study is Learning Planning. In the learning planning, the three teachers gave an answer about how they make the steps in formulating the learning objectives that you made in the Lesson Plan (RPP), and the selection and determination of the learning model carried out by the teacher as the following table 6.

Questions	Answers		
	SKI	FRD	SPR
In the implementation of learning, do you use the learning model and learning media in accordance with the Lesson Plan (RPP)?	Of course!	Of course!	Of course!
How is the application of learning models in the implementation of learning? Is it in accordance with the learning objectives, learning materials, and students' abilities?	Insha Allah, it is it in accordance with the learning objectives, learning materials, and students' abilities	The application is in accordance with the material and ability of students, which uses 5M,	Yes, it is. The application is by guiding students, after that we ask whether it is clear or not, and then we see whether there are difficulties or not or are there things that are asked
In using learning media, do you use instructional media in accordance with the Lesson Plan (RPP)?	Yes, I do.	Of course!	Of course!
In the implementation of learning, do you pay attention to the principles of using learning media? If so, what are the principles?	Yes, of course, it is adjusted to the level of difficulty, whether or not students can understand it.	Yes, the first is understandable, then clear, then in accordance with the material presented.	Yes, of course. It must be in accordance with the material being taught, and so that it can make students interesting.
How is students' activities in the learning process use the learning media that you choose and determine?	The response was very good, able to accept well what was said.	They are more enthusiastic in participating in learning, and they understand more in following the learning.	Students become more interesting and passionate in understanding the material presented.

Meanwhile, in the second sub variable namely the learning process, the three teachers gave an answer about how they implemented the learning models and media in the learning process.

Questions	Answers		
	SKI	FRD	SPR
In preparing the learning plan, do you include a learning models and media that you will use in learning activities?	Of course!	Of course!	Of course!
If so, what kind of models and media have you used?	The learning model that I usually use are the cooperative learning model and the discussion learning model. For the learning media, I usually use like written text, blackboards, drawings, paper, markers, etc.	That is the discussion learning model and the 5M-based cooperative learning model such as observing, asking questions, gathering information, communicating, and associating. For the learning media that i have used, First is laptop, second is written text, third is image, and fourth is realia or the original object	I use the discussion learning model and the direct learning model. For the learning media, I use like real media like the person himself, then the picture
Are there basic considerations in the selection and determination of learning models and media?	Of course. It is conditioned by the conditions of the students and also the conditions of learning that make it possible to bring the material delivered	Yes, there are. For the learning model, I adapt it to the applicable curriculum, one of them is the 5M that I mentioned earlier. For the learning media, the media used is contextual so that students understand more about the material and directly touch it into everyday life	Yes, there are. For the learning model, it is adapted to clear learning material. As for the learning media, it is adapted to the learning material

Based on the results of the interview data analysis conducted by researchers to the three teachers, it was found that in the learning planning, the teacher has made the lesson plan as a prerequisite in a learning process activity by adjusting the syllabus, the relevant source. Teachers also in listing and linking components of learning models with lesson plans have been implemented well and are known based on interviews with three 7th grade English teachers, they have sought to vary learning by using learning models and learning media so that students do not get bored in the learning process. The learning model that has been used by the teacher is the direct learning model, discussion learning model, and the cooperative learning model, while the learning media used by the teacher are textbooks, laptops, pictures, real objects, etc. Other learning media are examples of written texts that have involved students in their use and use during the learning process, and the use of whiteboard as learning media. Furthermore, in the selection of learning models and instructional media, teachers consider learning material, student conditions, learning conditions, and existing curriculum. While implementing learning, the teacher said that they had used the learning model in accordance with the lesson plan, learning indicators, learning material, syntax or overall pattern and flow of learning activities, the allocation of learning time according to proportions, the processing system and the learning environment, and varied uses. Furthermore, learning media have also been adapted to lesson plans, conformity to learning material, have skills in the use of instructional media, and teachers said that using instructional media can increase student attention in learning activities.

The teacher is one part that has a very important role in education. The existence of teachers in the education process is vital because the task of teachers is not only teaching, but also

educating, guiding, directing, and assessing and is demanded to be able to compensate even beyond the development of science and technology that develops in society (Davies & Ellison, 1992). Lang and Evans (2006) make the criteria for effective teachers, which are "good speakers, understand learners, appreciate differences and use a wide variety of teaching skills and activities. They should be able to design learning that not only touches on the cognitive, but also develops the skills and attitudes of the students. Thus, they must be individuals who are able to transform the rich experience of students in various ways.

Instructional design is also an important part of teaching according to Young, Whitley, and Helton (1998), who state that effective teachers manage their classrooms with procedures and they have to think about what they want students to do and how it should be done. When teachers tell students from the beginning how they expect the students to behave and learn in the class and the teacher asserts her authority, then the students will be serious in learning.

Solanki and Shyamleel (2012) and Gilakjani (2017) supported the view that language teaching method has been changed due to technology. Technology is being used in the 21st century where teaching and learning occurs and when the education should be developed with some variation of teaching strategy (Inderawati, Petrus, & Jaya, 2019). It becomes the key component of sophisticated classrooms; nevertheless, it will be being nothing in the teaching and learning process if both teacher and students do not apply it. It means that technology is not worth if it is not being touched and used by the teacher and the students. It is such a cyclical process where they are constantly being dynamics to shift and change overtime

(Inderawati, 2017). The use of technology in teaching-learning activities has been advantageous for teachers and students. Inderawati (2011) puts forward that the students are being well-motivated to increase their literacy due to the technology. Inderawati, Sopendi, Purnomo, Vianty, & Suhendi (2019) also state that technology is used as a tool for teaching and learning where teachers and students can share each other. The role of technology in teaching and learning activities is absolutely as medium or facilitation. Through the use of technology in the class, some researchers have found that students' motivation increase and teachers get some ease in teaching.

Learning media are media that contain messages or information that lead to goals or assistance goals (Manggo & Ismaniati, 2018). This greatly helps the teacher in teaching and makes it easy for students to accept and understand the material. Learning media are media that contain messages or information that lead to goals or assistance goals. This greatly helps the teacher in teaching and making it easy for students to accept and understand the material (Sudiarta & Winata, 2019)

The current condition of the learning process is still not ideal, in which the teacher still provides an explanation to students so that there is a lack of interaction between the teacher and students (Rido, Nambiar, & Ibrahim, 2016). Meanwhile, today's schools contain students with varied abilities and motivations for learning. Some are academically successful, committed, and participate enthusiastically in class, while some others struggle.academically and are disengaged (Suganda, Petrus, Zuraida, & Kurniawan, 2018). Often students have difficulty in understanding the material, so it is necessary to innovate learning models that can accommodate the needs of the current

learning process, including the use of technology in order to facilitate the learning process (Trisiania, 2019).

The learning process with the system is expected to motivate students to participate actively, be disciplined and provide space that can form initiatives, creativity, and independence, according to the talents, interests and physical and psychological development of students towards positive behavioral changes. Slameto (2005, cited in Gusmida & Islami, 2017) poses that the teaching and learning process in schools will run well if the learning system or model is one of the factors that influence learning activities chosen and implemented with the right strategies and implemented by teachers who are competent in the field of teaching and education .

Based on the theories and the description above, the application of learning models and instructional media by English teachers is very important, not only has uses to facilitate teachers in carrying out the learning process activities, but will make it easier for students to be able to know and understand the meaning contained in a material using a student-centered approach. The selection and determination of learning models must also have considerations, including learning material, the level of cognitive development of students, and the facilities or facilities available, so that learning objectives that have been set can be achieved. The learning media is the same as the learning model which is in choosing learning media must be considered the characteristics of students, learning objectives, and the nature of teaching materials.

Conclusion

Based on the results of the data analysis and discussion of the learning models and media used by the 7th grade English teacher at SMP Negeri 2

Sungailiat, it can be concluded that the Learning Model used by the 7th grade English teachers at SMP Negeri 2 Sungailiat are cooperative learning model, direct learning model, and a discussion learning model. The basis for the selection is based on learning material and syllabus. Learning media used by 7th grade English teachers at SMP Negeri 2 Sungailiat are visual media such as blackboards, drawings or realia, examples of written text, and textbooks. The considerations in the selection of learning media are adjusted to the learning material and characteristics of students. In the plan of learning models and media in the form of Lesson Plan, the three English teachers had made good learning plans. Furthermore, in the implementation of learning models and media by giving a material to the students, the three teachers had carried out good learning activities.

From this study, there are some suggestions made. For teachers, it is expected to be able to increase the use of increasingly varied learning models and learning media by considering learning objectives, learning materials, and student characteristics. For school, it is expected to always be a driving force for teachers in the functioning and development of learning models and learning media to support, enrich, and develop the learning process in the school and is also expected to coordinate with all education staff in schools to improve the quality of learning in the school. For other researchers, it is expected to conduct research by trying out the development of learning media and new learning models, but it is expected that the teacher as the executor, not the researcher. This means that teachers are also involved in research and add insight into the teacher in applying the learning model and new learning media.

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