

THE IMPORTANCE OF ENGLISH LEARNING MEDIA IN IMPROVING LEARNING ACHIEVEMENT

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Abstrak

English teachers play a crucial role in daily learning activities at school, as they are responsible for designing, managing, implementing, and evaluating learning activities. Additionally, the role of English teachers in the learning process is highly strategic and decisive. This is because teachers determine the depth and breadth of the subject matter, as they select and choose the materials, methods, and media to be presented to students. English teachers indeed play the most important role in the learning process, so they are regarded as central figures or key players in the world of education.

Kata kunci: English learning media

INTRODUCTION

The skills that an English teacher must possess in carrying out the learning process include reinforcement skills, questioning skills, explaining skills, mastery of subject matter, skills in using English learning media, and skills in opening and closing English lessons. Various components of English teacher mastery in practicing the learning process supported by learning media and technology are assumed to improve students' English learning achievement. The educational media and technology referred to here encompass all tools that can be utilized to achieve learning objectives. These achievements may manifest in cognitive, affective, or psychomotor aspects. Students' learning achievements are not only evident within the school environment but also applied in their daily lives. Classroom learning activities are of great value to students. With various components of lesson material that have different purposes and functions, it is necessary to make careful lesson plans so that the process is effective, efficient, and enjoyable. However, during the learning process in the classroom, students often exhibit attitudes or behaviors that can be disruptive during learning activities. To prevent such disruptive behaviors from occurring, English teachers should strive to utilize the potential of the classroom, focus their attention on understanding each student individually, and provide specific services that serve as a form of support from the school community. In addition, English teachers give students assignments and activities in the form of worksheets with the aim of making students more active in learning activities, rather than the teachers being the dominant active participants. These efforts are part of creating conducive, active, creative, innovative, optimal, and enjoyable learning conditions so that the learning process can run effectively and efficiently, thereby maximizing learning objectives and academic achievement.

English teachers, as one component of the learning process, play a decisive role in the success of learning, because their main function is to design, manage, implement, and evaluate learning. In addition, the position of teachers in the learning process is also very strategic and decisive. Strategic because the teacher determines the depth and breadth of the subject matter, while decisive because the English teacher selects and chooses the materials, methods, and media of instruction to be presented to the students. English teachers indeed play the most important role

in the learning process, earning them the title of central figure. The learning process is an activity between English teachers and students aimed at achieving learning objectives. The success or failure in achieving learning objectives depends on the English teacher, as teachers do not merely deliver lessons but go beyond that. English teachers must guide students who are growing and developing physically, psychologically, attitudinally, and in other skills. English teachers must be able to create a joyful learning environment, enabling students to learn effectively. Given the significant responsibilities borne by an English teacher, they must recognize that they are educators who directly implement education and serve as the vanguard of educational success. In nurturing students' abilities, they must undoubtedly possess their own unique skills. The competencies possessed by an English teacher include the ability to supervise, nurture, and develop students' competencies, both personal, professional, social, and managerial. However, to date, English teachers have not performed their duties well in accordance with public expectations due to various obstacles. One of these obstacles is the teachers' own abilities, which are not sufficient to carry out their duties. The abilities of English teachers referred to here include the use and provision of English language learning media technology. The arguments above motivate the author to analyze the importance of educational media in improving students' English learning achievements.

DISCUSSION

The Use of Educational Media in Improving English Learning Achievement

Development of science and technology has brought about significant changes to various dimensions of human life, including economics, social, cultural, and educational aspects. In order for education to keep pace with these developments in science and technology, adjustments are necessary, particularly those related to teaching factors in schools. One of the factors related to teaching is educational media, which teachers need to study and master so they can deliver lesson materials to students effectively, efficiently, and successfully. The term "media" originates from the Latin word "medius," which literally means "middle," "intermediary," or "conveyor." Teaching media is defined as anything that can be used to convey messages or lesson content, stimulate thoughts, feelings, attention, and abilities of students, thereby encouraging the teaching and learning process. In the 1950s, media was referred to as audio-visual aids, because at that time the role of media was solely to assist teachers in teaching English. However, it later became more popularly known as teaching media or learning media. Various forms of media can be used to enhance learning experiences in a more concrete way. Teaching with media is not just about using words (verbal symbols), so it is hoped that learners will gain more meaningful learning experiences. Understanding the value of each type of media is important because, in the educational process, teachers must choose the right media so that the desired goals can be achieved in learners. Research results have shown that media has demonstrated its superiority in helping English teachers convey learning messages and make them easier and faster for students to understand. Initially, educational media served solely as visual aids in learning activities, functioning as tools to motivate students, clarify and simplify abstract concepts, and enhance comprehension. With the advent of technology, various audiovisual aids emerged that emphasized the use of concrete experiences to avoid verbalism. Media can provide experiences that are integral and concrete, extending to the abstract.

The Function of English Language Learning Media

The use of English language teaching media during the orientation stage of teaching is very important in helping to make the learning process and the delivery of messages and lesson content more effective. Media is one of the tools for improving the English language learning process. The diversity of media, each with its own distinct characteristics, necessitates careful and appropriate selection to ensure their effective use. From a historical perspective, two functions of educational media (now referred to as learning media) can be identified as follows:

1. The AVA (Audiovisual Aids or Teaching Aids) function serves to provide concrete experiences for learners. Since language is inherently abstract, English teachers need to use aids such as images, modules, and real objects when presenting an English lesson, so that students can understand what the English teacher is conveying. This is the first function of media, namely as a tool to clarify what is conveyed by the English teacher, because without media, the English teacher's explanations would be very abstract.
2. Communication Function: In this case, the function of media is in the middle between two things, namely those who write and create media (communicators or sources) and those who receive (read, see, hear). Those who read, see, and hear the media in communication are called receivers or audiences. Meanwhile, the media created (written in the form of modules, films, slides, OHPs, and so on) contains the message to be conveyed to the recipients. In face-to-face communication, the speaker directly faces the recipient in conveying the message without the use of intermediaries. This is the second function of learning media in terms of its historical development, namely as a means of communication and interaction between learners and the media, and thus an important source of learning. The use of media to stimulate discussion is often referred to as a springboard, taken from the relatively brief presentation to a group of learners, followed by discussion. The presentation is left open-ended, with no conclusions drawn or problem-solving tools provided. The conclusions or answers are expected to emerge from the learners themselves through their interaction with the leader or with one another.

CONCLUSION

Educational media is important in improving students' English learning achievements. Educational and learning media can serve as tools for delivering standardized lesson materials, making the learning process clearer and more engaging, fostering interactivity in the learning process, improving efficiency in terms of time and effort, enhancing the quality of students' learning outcomes, enabling learning to take place anytime and anywhere, cultivating positive attitudes among students toward the subject matter and the learning process, and transforming the role of teachers toward more positive and productive directions. The learning process is characterized by overall behavioral changes involving cognitive, affective, and psychomotor aspects. The process of change can range from the simplest to the most complex, involving problem-solving, and the importance of personality in the process and outcomes of English language learning.

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