

THE IMPLEMENTATION OF MEDIA IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

This study which was conducted at SD Islam Laboratorium Neuhen, Mesjid Raya is intended to figure out how the implementation of media in English language teaching to the six levels. The study was conducted case study research design. The population was 44 and the sample was taken by using nonprobability sample that is convenience sampling was 22 students and 1 English teacher. The research problems are: (1) what kinds of media are used by the teacher in teaching English? (2) how does the teacher implement media in teaching English? (3) what are the obstacles faced by the teacher in teaching English by using media (4) what are students' responses toward using media in English language teaching? The data were collected by using instruments, namely: observation checklist sheets, questionnaire sheet, interview guidelines, and documentations.

Based on the data analysis, it was found that (1) the English teacher at SD Islam Laboratorium used (a) smart phone as audio media (b) visual printed media such as book, magazine and newspaper (c) visual display media such as picture, flashcard, poster, realia/model/mock up, puzzle and blackboard (d) teacher herself as model (2) the teacher did three phases in using media. They are: (a) preparation; learning curriculum and syllabus, the teacher matches the basic competences with appropriate media, preparing the media, bring the media to the class, recognizing the types of the students (b) core activity; students' question about media, student-centered in learning process while using media, good interaction in using media, cognitive-affective-psychomotor of the student in using media (c) closing; summarization of using media, motivation/moral value of using media, giving homework. In addition the teacher did positive performance in using media (3) some difficulties faced by the teacher in the implementation of media in English language teaching, they are: designing lesson plan and preparing appropriate teaching materials as media (4) the students' responses toward the implementation of media was very positive. The findings show that 90% of the students like to study English by using media. So, it is suggested that English teacher should use the media, because they are the effective tools in English teaching-learning process.

Key words: *English Language Teaching, Media*

INTRODUCTION

Teaching English to young learners is different from teaching English to adult. It is because the way of children learns a foreign language is different from the way of adult learns. The children learning process need something realistic. Young learners also learn when they get motivation in their interest or in the activities which are relevant to them. In other words, in learning English as foreign language children learn and understand the language better by treating and applying it into actual activities. Teaching Basic English to the young learners in primary level has important role. The English teacher has to understand much more about young learners in choosing methods, techniques and media based on the students' ability, need and interest.

The objectives of English language teaching to the young learners are to introduce English as second language to them, build the basic knowledge of English and give them motivation in English learning process by making rewards for their need and interest of this language in the future. For example the teaching English by using media to the six levels students at SD Islam Laboratorium, Neuheun, Mesjid Raya, Aceh Besar. The teacher asked the students to bring their small favorite things from home, than the teacher discuss it in learning vocabularies by asking the English meaning to the students.

Media are very important to help students in understanding English as the foreign language. There are many kinds of

media which can be used by the teacher in English teaching learning process, but the teacher should be selective on choosing the media, especially in teaching English to the primary school students. As recommended by Richard and Rodgers (1986: 87) that students are supposed to study second language enjoyably. It means the role of the teacher is very important in motivating the students' interest in English teaching-learning process and also the relationship connection between teacher and students.

Clearly, there are many kinds of media that can be used by the teacher in English teaching-learning process to the young learners such as audio media, visual media, audio-visual media and the teacher herself as a model. In this study, the researcher hopes to English teacher in order to teach English by using various instructional materials as media, therefore the teacher can make the students interest to study English language everywhere, in classroom or outside the classroom, over all SD Islam Laboratorium has applied English from first levels till six levels as local content subject.

Research Problems

The problems of the study that the researcher considers important to be searched as the following:

1. What kinds of media are used by the teacher in teaching English at Six Level of SD Islam Laboratorium Neuheun?

2. How does the teacher implement media in teaching English at Six Level of SD Islam Laboratorium Neuheun?
3. What are the obstacles faced by the teacher in teaching English by using media at Six Level of SD Islam Laboratorium Neuheun?
4. What are student's responses toward using media in English language teaching at Six Level of SD Islam Laboratorium Neuheun?

Research Objective

There are four objectives of study that the writer wants to know:

1. The kind of media in teaching English at Six Level of SD Islam Laboratorium Neuheun.
2. The English teacher implementing teaching-learning process in using media at Six Level of SD Islam Laboratorium Neuheun.
3. The obstacles faced by the teacher in teaching English by using media at Six Level of SD Islam Laboratorium Neuheun.
4. The student's responses toward using media in English language teaching at Six Level of SD Islam Laboratorium Neuheun.

THEORITICAL REVIEW OF LITERATURE

1. English Language Teaching to Children

Teaching English as foreign language to children is easy, enjoyable and fun. But in reality, it is difficult to be done by some teachers, because they do not mastering the ways in teaching English to children. To successfully teach children a second language requires specific skill and intuitions that differ from those appropriate for adult teaching. So that, teaching children is not only teaching language development, but also understanding of their environment, their mental process which used in thinking, remembering, perceiving, recognizing, and classifying the utterances. It means that the methodology applied and the material given when teaching English to children should be suitable with all those factors on children's perspective. Children use English genuinely, learning something new and developing character as whole people as well. Moreover, children aged 7-12 are still dependent and need security. If English lesson becomes frightening for them or they become frustrated, mother tongue sometimes may be use.

The teacher has to be aware of children's characteristic in teaching-learning process. McGLothin (1997: 8) in his article *A Child's First Step in Language Learning* corroborated that children have their own strategies in learning. They are not interested in language for its own sake, however, they also are not disturbed by the language he does

not understand. It means that they have more pay attention to things that are easy to understand and they also have basic interest to help them in learning English. For example, by listening, imitating and repeating the model performed. Children imitate the sounds or patterns which they hear or see around them and receive positive reinforcement for doing something. Actually, they are like to find something new to help them in learning by having parents' or teachers' supports in involving their education.

2. The Types of the Students

In language skills, the teacher should be identified the different types of the students emphatically. It can be helped the teacher in running the activities of English teaching process, and also help the student in acquiring their abilities. Besides that, skill's integrations also need to know by the teachers to increase their ability in classifying the types of the students in teaching English by using media.

The interaction between the use of media and characteristic of students' learn can be determined the result of students' learns. It means that the students will get the significance advantage when they learn by using media according with their characteristics, types and their learning style. The researcher can be gave the example on it. Visual students will be more obtain to get the advantage when studied through visual media, like picture, diagram, video, or film. While audio students are being helped by learning with the audio media, like radio, voice record, or teacher's discourse. However, audio-visual students are going to be

attained the purpose of English learning by using both kinds of media, audio media and visual media.

As Nunan (1999: 57) mentioned about learners types and learning preferences. He explained as below:

Type 1. Concrete learners

These learners tend to like games, pictures, films, videos, using cassettes, talking in pairs, and practicing English outside class.

Type 2. Analytical learners

These learners likes studying grammar, studying English books and reading newspapers, studying alone, finding their own mistakes, and working on problems set by the teacher.

Type 3. Communicative learners

These students like to learn by watching, listening to native speakers, talking to friends in English and watching television in English, using English out of class in stores, trains, and so on, learning new words by hearing them, and learning by conversations.

Type 4. Authority-oriented learners

These learners preferred the teacher to explain everything, liked to have their own textbook, to write everything in notebook, to study grammar, learn by reading, and learn new words by seeing them.

3. Teacher's Roles in Teaching English by Using Media to Children

In teaching English to children by using media, teacher conduct as a model, facilitator, controller, assessor, organizer, participant and prompter. As clearly says by Harmer (2007: 260-261) that well prepared teachers need to know about the job they are

going to do before they can start successful plans. In his descriptions, he mentioned there are six major areas of necessary knowledge, namely:

1. The language for the level.
2. The skill for the level
3. The learning aids available for the level
4. Stages and techniques in teaching
5. Systematical activities
6. Classroom management skill
7. Rapport establishment
8. Praise and criticism's balance
9. Energy generation

4. Curriculum, Syllabus and Lessons

Plan in Using Media

Curriculum, syllabus, and lesson plan are important components in language teaching. Especially English, the teacher have to plan what and how to teach, what methods, strategies and media that can be used, how to combine the connection between the steps in teaching according curriculum, syllabus, lesson plan with the methods, strategies and media that will be used in teaching learning process. And also how to achieve the goal of the English teaching programs.

5. Methods and Techniques Used in Teaching English to Children

1. Audio-Lingual Method
2. Total Physical Response (TPR) Method
3. Silent Way Method
4. Story Telling Technique
5. Song, Music and Dance Technique

6. Game

6. The Overview of Media

Learning and teaching a foreign language needs a lot of patience, energy, time, creativity and competence. The success of the teaching and learning of foreign language skills including English is determined by a number of factors such as the students, the teacher, the methods, material and media or aids used.

Media supported the primary school students in mastering basic English. As declared by Heinich, et al. (1996: 4) that using materials as media in teaching English as foreign language can be helpful to the teacher. It is a tool to support the learning that is used as medium in instruction to deliver the materials to the learners.

A. Definition of Media

Media are being used to send messages to the students and stimulate them to learn, as Gagne et. al. (1992: 8) defines that media are various components in learners' environment which support the learners learn. This may include traditional materials such as handouts, book, newspapers, magazine, charts, slides, overheads, real objects, flash card and videotape or film, television, and radio, as well newer materials and methods such as computers, internet, and interactive video conferencing. And also blackboard, which is being used by a teachers to inform learners about what they are teaching, at the same time we also talk about instructional media and

teaching aids. The board is teaching aids and what is on the board is instructional media

Media are considered as the way of communication used to carry messages with an instructional purpose or intent, for example to facilitate communication. Latuheru (1988) as cited by Kasbolah (1995: 10) states that instructional media are the media whose function is integrated in the instructional objectives stated in the syllabus. It can say that media bring information or messages from the information resources, here teacher as sender to the student as receivers which intended to increase the learning outcome and to attain certain educational objectives which can be specified in different ways. As Sadiman et al, (2010; 14) stated that media is a guideline which can be stated about media. Media is anything used to send message(s) from the sender(s) to the receiver(s), so it can be aroused the learners' thought, feeling, and interest to gear the students' learn.

The researcher can be summed up that media can be used in the teaching of English, because they can activate and stimulate the students' interest in studying English, lessen verbalism, and make the acquisition of the result of learning. However, it must be remembered that in the use of media, it is important for the teachers to have certain ability and skill to use media effectively and efficiently. On the other hand, media are used by teachers to impart and emphasize on information, stimulate interest, and facilitate the learning process. It can be aural, audio, visual, or audio-visual media. In a language teaching, teaching materials which involves

the use of different kinds of media such as visual and printed media are sometimes known as multi-media or mixed media. There are various kinds of media, but visual aids are the appropriate media for learners, particularly children. The visual aids which are commonly used for teaching English are book, newspapers, magazine, pictures, realia or real objects (mock up), posters, cartoons, and flash cards.

B. Why Use Media in English Language Teaching

Media is very useful in learning the English language. The teacher and students are helped by using media to achieve the learning goals. So that, the teachers should apply the media in teaching - learning activities because:

1. Media can be solved the lack of the learners' experiences. Learners have different background such as areas, family life, society, social economic, etc.
2. Media can be reached everything out of the class. There are so many things around the learners that cannot be reached by them, such as: bacteria, virus, etc. To know and see those tiny things, we must use a microscope as a media. We use a picture to present things which cannot be brought into the classroom such as: markets, stations, harbors.
3. Media are created the possible direct interaction between the learners and their environment.
4. Media are produced some observation. The learners' observation can be directed into

the important things based on the teacher's aims.

5. Media can be kept the basic, concrete and real concepts of the teaching.
6. The learners' motivation is aroused by using media in learning.
7. Media are integrated the experience from the concrete things to the abstract ones.

According to Ruis et al (2009: 4) there are some advantages of using media in teaching-learning process. Those are;

1. To increase the learners' motivation.
2. To avoid the learners bored.
3. To make the learners easy to understand the instructional material.
4. To make the teaching learning process more systematic
5. To achieve the learning goals.

It can say that media are arisen the learners' interest, stormed the learners' brain to think creatively and concretely in understanding English effectively.

C. Roles of Media

Media can make the information more attractive. Picture and real objects are easily processed to catch and hold children's attention. Kasbolah (1995: 14) states that instructional media have several roles. Three of them are attention role, communicative role, and retention role. Attention role of media is to attract the students' attention, to heighten the students' curiosity, and to convey the information. Particularly, the role of media in an instructional situation is for supplemental of the live instruction in the classroom. This is in line with the statement of Finocchiaro

(1973) in Kasbolah (1995: 16) stating that media can make a class situation more alive since the media can interest students and attract students' attention.

D. Kind of Media

a. Audio Media

Audio media offer a wide range of opportunities for group or individual use that can deliver instruction involving verbal information and guiding the learning of intellectual and motor skills. Example: (cassette recorder or tape recorder) song, music, reading story, etc. with the same examples, Kemp and Smellie (1989) in Onasanya (2004: 130) defines that audio aids are media that can be listened to.

1. Tape recorder and cassette recorder
2. Radio
3. Smart phone

b. Visual Media

1. Book or textbook
2. Magazine or newspaper
3. Flashcard, picture or poster.
4. Real object/Realia/Model/Mock up
5. Puzzle
6. Blackboard or whiteboard
7. Stick figure

c. Audio-visual Media

The instructional media that involve the senses of sight and hearing are named: audio-visual media (Kasbolah, 1995: 19). In language teaching, Richards, et al (1985; 21) defines that audio-visual media is a great help in stimulating and facilitating the learning of a foreign language. The examples of audio-

visual media are: television, and computer, video, etc.

RESEARCH METHODOLOGY

This study is qualitative in nature with observational, interview and questionnaire research techniques. Qualitative methodology allows researchers to focus on perceptions behaviors and experiences (Bodgan & Biklen, 1998: 55). Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research by providing the real people in real situation. Cohen, et al (2005: 181) defined that case study is a specific instance that is frequently designed to illustrate a more general principle. Further, they said that case study provides a unique example of real people in real situation, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles.

Based on the objective of this study, the research conducted the study in the form of investigation intended to obtain information on the use of media in English language teaching at SD Islam Laboratorium Neuheun.

This study tries to collect the information on the use of media in English language teaching at SD Islam Laboratorium Neuhen. More specially, the data gathered on what media used by the teacher in teaching English and the obstacles faced by the teacher

in teaching English by using media at SD Islam Laboratorium Neuhen by using observation check list, interview guidelines, questionnaire and documentation. This study also investigated what are student's responses toward of using media in English language teaching for Primary School Student at SD Islam Laboratorium Neuheun. The target population of this study is all of six level's students of SD Islam Laboratorium Neuheun, Mesjid Raya. By using convenience sampling as a procedure to get sampling unit according to the research need, the sample is 23, which were 22 students and 1 English teacher.

RESEARCH FINDING AND DISCUSSIONS

1. The Kind of Media in Teaching English at Six Level of SD Islam Laboratorium Neuhen

Table 1. Kind of Media in English Language Teaching

Kind of Media	Medium	Yes	No	Basic Competency				Vocabulary	
				Reading	Writing	Listening	Speaking		
Audio	Cassette Recorder		√						
	Tape recorder		√						
	Radio		√						
	Smart Phone	√			√	√	√	√	
Visual	Printed	Book	√		√	√	√	√	√
		Magazine	√		√	√		√	√
		Newspaper	√		√	√		√	√
		Mail		√					
	Display	Picture	√		√			√	√
		Flashcard	√		√			√	√
		Poster	√		√				√
		Slide		√					
		Graphic		√					
		Photography		√					
		Realia /Mock-up	√		√	√	√	√	√
		Puzzle	√		√	√	√	√	√
		Blackboard	√		√	√	√	√	√
Stick figure	√		√	√	√	√	√		
Audio-Visual	Television		√						
	Vidio		√						
	Computer		√						
Teacher		√		√	√	√	√	√	

Based on the table 4.1, it was found that the teacher used several media from each variable of media that could be interpreted as follow;

1. Audio media. The teacher did not use all of media in this variable, she used smart phone almost for all competence of teaching-learning process, and these are writing, listening, speaking, and vocabulary.
2. Visual media. In this variable divided into two: printed and display. In observation

of printed media, the teacher used course book for all competences, magazine and newspaper used in reading, writing, speaking, and vocabulary. In informal short interview of the using printed media, the researcher asked to the teacher about her reason why she did not use magazine and newspaper in teaching listening, but actually in case, the teacher could read the articles from magazine and newspaper loudly, so that the students listened carefully. From the teacher

explanation, the researcher could received her reason that she could not used magazine and newspaper in listening because of her ability in reading of high level language which used in the articles. The other item of display media which is fun for the student is puzzle. The students were done the puzzle in all competences. The last medium in visual (display) variable is blackboard. The teacher used it to explained the hard words by wrote the meaning of words and some time drew sticky figure on blackboard.

3. Audio-visual media. The teacher did not use all item of audio-visual variable at all.
4. Teacher. The teacher functioned as media in all competence of English teaching-learning process. She was done all of her responsibility in English teaching-

learning process as a teacher and as medium on it.

From a short informal interview that the writer did after the class ended, it was found that the reason that the teacher only used very few media because firstly, it was due to the teacher's qualification in using media. The teacher had no special trainings that added her knowledge about the strategy in teaching English by using media. Secondly, it was due the limit facilities that the school had related to English teaching material or media for the students.

2. The teacher Implements Media in Teaching English at Six Level of SD Islam Laboratorium Neuheun

Table 2 The Teachers' Steps in Using Media

Phase	Items	Yes	No
Preparation	Learning curriculum and syllabus	√	
	Matching the basic competences with appropriate media	√	
	Preparing the media	√	
	Checking the electricity available		√
	Bringing the media to the class/put the media on the place	√	
	Recognizing the students (audio student, visual student, audio-visual student)	√	
	Opening	Explanation of the media that will use	
Core Activity	Systematic in using media		√
	Students' question about media	√	
	Student-centered in learning process while using media	√	
	Good interaction in using media	√	
	Cognitive-affective-psychomotor of the student in using media	√	
Closing	Summarization of using media		√

	Motivation/moral value of using media	√	
	Giving homework	√	

Based on researcher's observation, the teacher's weaknesses were on the preparation of media, like model or mock up which is the same and only from library, the teacher did not prepare the new model by her own. From the above table, it could be seen that the teacher was not being good in opening phase. In the classroom, the researcher found that the routine activities were almost the same done by the teacher and students. After the teacher came to the classroom, the students would greet to the teacher. Then, the teacher would check the attendance of the students. After that the teacher would review the previous subject to refresh the students' mind about last lesson.

In the preparing phase, the teacher learns more the curriculum and syllabus to see the topic which will teach to the student, and then she matches the basic competencies according to the curriculum, syllabus and topic with the appropriate media. Preparing the media is the next step that the teacher do in preparation phase.

In the core activities phase, the teacher did not do the phases systematically. It was hard to do because the teacher did not have the systematically lesson plan on using media. She used the guide from textbook in using media (what media presented on the textbook). Some of students did not patient and directly asked to the teacher about media which was presented in front of the classroom or on the wall of the classroom. Some students came to see closely the media too. Consequently it

would be little bit hard for the teacher to manage the classroom. Nevertheless, the teacher would get the students' enthusiasm and students' questions about media. The classroom was crowded by the time. The teacher asked the student to be quit and back to their sit.

In the next steps, the teacher asked to the students to make some groups to analyze the media which was presented. The student-centered built up the spirit in the classroom, which students were more active than the teacher. The teacher was done monitoring of all groups and helps them if needed. The teacher has good interaction with the students, and also gave the other realistic example for the lesson that the students could easy to understand. The teacher in this session also used blackboard and chalk to stick figure the thing to explain it to the student. The Taxonomy Bloom is also included in aspect of learning process in using media; they are cognitive or mental skill (knowledge), affective or the growth in feelings or emotional area (attitude), and psychomotor or the manual or physical skills (skills).

In addition, in closing phase, the teacher did not summarize the lesson as the feedback for them. Actually, summary is very needed for the students to memorize the lesson that they learned. Before gave the homework, the teacher motivated the students at the end of the class to keep leaning at home.

In conclusion, it can be said that the teachers' performance were good, though there was still a little thing to improve by the teacher such as built up the own lesson plan in using media. It is needed to making the class run systematically as planned. The teacher also should be aware of problems that might happen during the teaching-learning process.

3. The Obstacles Faced by the Teacher in Teaching English by Using Media

Based on the data collected through short interview to the English teacher, it can be sum up that the teacher got difficulties on

some aspects in implementing media in English language teaching. The result is based on the assumption that the teacher still has some difficulties on implementation of media in English language teaching, they are about designing lesson plan and preparing appropriate teaching materials as media.

The following table delineates the description of teachers' difficulties on implementation of media in English language teaching at SD Islam Laboratorium Neuheun.

Table 3. Teacher's Problems on Designing Lesson Plan and Preparing Materials

No	The Difficulties About Lesson Plan and Material Resources	Yes	No
1	Formulating the lesson plan in teaching English by using media		√
2	Following the steps on lesson plan		√
3	Ignoring the lesson plan		√
4	The availability of materials source	√	
5	Choosing and modifying materials	√	
No	The Difficulties About Lesson Plan and Material Resources	Yes	No
6	Arranging the material systematically and accurately	√	
7	The availability of found for authentic material	√	
8	Choosing appropriate material base on students' ability, need, and interest	√	

As shown in table 4.3, it could be said that there was an important indicator of designing lesson plan of teaching English by using media. Finding showed that the teacher did not use lesson plan in English teaching-learning process by using media. The researcher assumed that she got difficulties in arranging the lesson plan. The result was based on the assumption that the English teacher at SD Islam Laboratorium Neuheun

had adjusting to the syllabus and text book in English teaching-learning process.

From the table, it was stated that the most serious problem concerning to the English language teaching is in teaching materials preparation. In this case, the researcher assumed that the school administration should allocate some more financials for materials provision. The teacher had problem on arrange the material

systematically or accurately. This result was based on assumption that the teacher got difficulties in arrange the materials systematically. The researcher assumed that the teacher has to study or trainee more about how to arrange the lessons plan and the materials available which have to include in teacher lesson plan on English language teaching by using materials to the young learners. The others indicator that having the availability of materials sources, choosing, and modifying the materials and choosing appropriate materials based on the student's ability, need and interest. The result gave the researcher assumption that English teacher of SD Islam Laboratorium Neuheun got difficulties on the indicators mentioned previously. It mean that the teacher had to got more training or study more about the cases in order to reduce their weaknesses on the aspects. Besides, she should be supported by the effective and continuous workshop to improve her knowledge and competence.

4. The Students' Responses Toward Using Media in English Language Teaching at

Six Level of SD Islam Laboratorium Neuheun

Like teacher, students are also very important part in teaching-learning process. Moreover, for primary school students, their reaction are still considered by the teacher in order to know how their responses in English teaching-learning process. To obtain the data on the students' responses towards of the using media in English language teaching, the researcher distributed a questionnaire to 22 students of six levels. The questionnaires were distributed in order to know the students' opinion or attitude whether or not they feel positive towards in using media in English language teaching. The students were asked to circle the words that best represented how they felt about the things related to the implementation of using media in English language teaching.

Table 4. Students' Answer for Every Question

No	Questions	Option	Respondents	%
1	Learning by using television is fun	a. strongly agree	18	81,9
		b. agree	4	18,1
		c. disagree	-	-
		d. strongly disagree	-	-
		Total	22	100
2	Listening song from smart phone/radio/cassette recorder add the motivation in learning	a. strongly agree	17	77,3
		b. agree	4	18,1
		c. disagree	1	4,6

		d. strongly disagree	-	-
		Total	22	100
3	I more feel balmy learning vocabulary by using picture / flashcard.	a. strongly agree	12	54,5
		b. agree	9	40,9
		c. disagree	1	4,6
		d. strongly disagree	-	-
		Total	22	100
4	By using realia, improving my ability in learning English	a. strongly agree	8	36,3
		b. agree	9	40,9
		c. disagree	5	22,8
		d. strongly disagree	-	-
		Total	22	100
5	I easier read in English after learning by using course book/magazine/newspaper.	a. strongly agree	10	45,5
		b. agree	10	45,5
		c. disagree	2	9
		d. strongly disagree	-	-
		Total	22	100
6	Poster use make me easy to work along with the classmate in learning English	a. strongly agree	19	86,4
		b. agree	3	13,6
		c. disagree	-	-
		d. strongly disagree	-	-
		Total	22	100
7	Puzzle make me more self confidence for the showing my ability in learning English	a. strongly agree	10	45,5
		b. agree	8	36,3
		c. disagree	4	18,2
		d. strongly disagree	-	-
		Total	22	100
8	By using video can easily me to explain the lesson to the classmate	a. strongly agree	9	40,9
		b. agree	4	18,2
		c. disagree	9	40,9
		d. strongly disagree	-	-
		Total	22	100
9	Media make me easier in finishing examination problem	a. strongly agree	7	31,9
		b. agree	15	68,1
		c. disagree	-	-

		d. strongly disagree	-	-
		Total	22	100
10	School have to providing of new media, because learning English by using media is compatible for student which still lower English	a. strongly agree	13	59,1
		b. agree	7	31,9
		c. disagree	2	9
		d. strongly disagree	-	-
		Total	22	100

In general it can be summed up that the average mean score of students' responses toward the implementation of media in English language teaching was between 2.1 up to 3 and 3.1 up to 4 which belongs to criteria agree and strongly agree. This means that students' responded positively toward the implementation of media in English language teaching.

CONCLUSIONS AND SUGGESTIONS

The study investigated a number of issues as presented in the findings comprising the media which are used by the teacher in English language teaching according to the basic competences in primary school, how is the teacher implementing the media in English language teaching, what are the problems faced by the teacher in implementing media in English language teaching and also students' responses toward the implementation of media

Besides, from the study it also found that there are two obstacles faced by the teacher in teaching English by using media at SD Islam Laboratorium Neheuen Aceh Besar, they are in designing lesson plan and preparing

materials. The first problem faced by the teacher was being in designing lesson plan of using media. The teacher cannot designed the lesson plan on it because she had not been has the guideline to prepare all the role that should be put in the lesson plan on the using media in English language teaching. But she only uses the general lesson plan in whole English teaching-learning process. The lesson plan was designed according to the syllabus.

The most important to discuss is about teaching materials problem. The majority of teaching materials adjusting from text book by the teacher, it was hard to the teacher to arranged the materials systematically and because she did not have ability on how to arrange the materials as media. The teacher also has the problem on how choosing and modifying the materials and choosing materials absed on the students' ability, need and interest.

The English teacher had adjusting to the syllabus and text book in English teaching-learning process. In solving teaching materials preparation problems, the school administration should allocate some more financials for materials provision, and also the teacher should get more training or study more

about the cases in order to reduce their weaknesses on the aspects.

The students respond positively toward the implementation of media in English language teaching. It was proved based on the data obtained from questionnaire; they totally selected the options of strongly agree and agree on the questionnaire sheet that the media has the important role or good way to improve their ability in basic competencies and enrich their vocabulary.

5.1. Suggestions

The value of materials as media in English language teaching has been extensively discussed but there is still room for more analysis and creativity regarding the use of media in English language teaching generally. The teacher needs to increase her ability to find the useful of the other media to create teaching objectives from media. She also has to design instructional materials to help students to better understand a foreign language in this case is English.

To achieve the goals of implementation of media in English language teaching to be optimal, the researcher would like to give some suggestions:

1. The teacher is expected to maximize in improving the ability of the students' competencies by introducing the sufficient media for each competence (skill) in order to motivate the students in every condition through using the real object and interesting media for them to keep trying and learning.

The teacher also can enrich her ability in create the instructional materials by

accessing the website for find out a lot of way to produce the interesting media for young learners or searching for the other sources of teaching materials.

2. In teaching process, the teacher should follow the steps of teaching stated in the lesson plan. In the other words, the lesson plan is a guide for teaching but not just for completing the administrative requirement. So that in implementation of media in English language teaching also has to follow the lesson plan as the guideline. The teacher hoped to start to arrange the lesson plan on it.
3. The function of media are to improve the ability of the students, so that, the good facilities in the school can help the teacher to do interactive teaching-learning process to develop the students aware in learning English as second language. In viewing, the language learning is to make easy in communication. The School has to provide of new media as the facilities that can help the teacher to do interactive teaching-learning process to develop the students aware in learning English as second language.
4. There are many assumptions that the implementation of media in English language teaching is suitable for young learner. But actually the case is teaching by using media also can applied for adult beginners. It was researched by some expert which researcher read.

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