

THE IMPLEMENTATION OF MEDIA IN TEACHING ENGLISH FOR YOUNG LEARNERS (EYL)

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Abstract: *Media is everything which can bring the message from the sources to the receivers or from the teachers to the students. The purposes of this study are to know what kinds of media for teaching EYL, how the teachers implement it and how the students' responses toward that media.*

This study used descriptive qualitative research because the researcher intended to describe the students' responses toward the media which is used by the teachers in teaching EYL of 5th grade at the University of Muhammadiyah Malang. The subjects of this research were 20 persons as EYL teachers of 5th grade and 29 young learners. This study also used interview and observation as data collection technique.

The results showed that there were seven types of media used by the EYL teachers such as power point, pictures, flash card, real object, video, word cards, and prezi. The teachers implemented them by showing one by one in pre-teaching for brainstorming and whilst teaching for delivering the materials clearly. The students gave positive responses toward that media.

Keyword: *Teaching media, EYL, Students' respons*

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INTRODUCTION

Curtain and Dahlberg (2004) as cited by Ara (2009) stated that the amount of time spent for learning the language is the main factor for building foreign language proficiency. The language learning also will take long time, need more practice and experience, and will be greater fluency and effectiveness if it begins earlier. Moreover, the early introduction of second language/ foreign language teaching is better than adult. Cameron (2001) said, "Children can learn a second language particularly effectively before puberty because their brains are still able to use mechanism that is assisted by first language acquisition".

Teaching English as a Foreign Language (TEFL) for young learners is not as easy as teaching English to adults because young learner will be impressed by real experiences as they interact with their environment. Isbell and Exelby (2001) stated that young children try to understand the world in which they live, the visual images and concrete objects in their environment which this learning takes place. They will interact with their environment which can enrich and expand the quality of children's experiences and learn how the world works through the unique and concrete experiences. Therefore, the teachers should create real environment and concrete experiences by using resources in the most effective way.

According to Isbell and Exelby (2001), young learners' environment must be attractive, exciting, and placed where they can work and play by using appropriate resources, material, and tool. The environment which is created by the teachers should

support and encourage them because they learn by exploring and investigating. Besides, the most effective classroom activity such as fun activities songs rhymes and games should be used for children in the language class (Ara: 2009). It means that teaching English for Young Learner (EYL) is not simple. The enjoyable activities such as learning with singing, playing games, storytelling and the implementation of media and tools should be conducted in process of teaching learning EYL. All of them are conducted by the teacher in order to deal the materials to the learners and take the goals of learning English with interesting media in English teaching learning activities.

Media is something which can deliver information and support English teaching learning activity effectively. Smaldino, et.al (2011) stated that media is a mediator or everything which brings all of information from the sources to the learners in order to make communication and study easier. It consist of text, audio, visual, manipulative, and person. Besides, the effective teaching learning activity, the teacher should choose the appropriate media which related to the material in order to deliver it to the young learners. Moreover, young learners will be interested in joining teaching learning process and know about the material by using media which is used by the teacher. According to Moon (2000) as cited by Shin (2005) stated that creating the visuals which related to the material will engage learners in the learning process. It will make the learners to fell interested, invested, and take better care the materials of the lesson.

Media becomes important aspect in teaching learning process. It is not only to make the young learners interested and to know more with the materials but also give them a psychological

and motivational effect. Based on the journal by Khoury (2010), visual media of colored paper (Booklets) gives positive impact to the young learners in certain skill of language learning. She found that media could be an important factor for the quality of writing produced in a more conventional writing task because the whole the young learners said that they like to write on colored paper.

The result of previous research by Kurniawan (2009) in SMP 111 Jakarta showed that students' achievement average before learning descriptive writing through media "picture" was 62, which classified into enough standards. Meanwhile, after using picture their outcome average in learning descriptive writing was 84 and it can be classified into good standard. From that result it can be conclude that students gave positive response to the media such as pictures which was used in teaching writing. It means that by using media, the teaching will get learners' response to the materials. As a result, the teacher can deliver the materials to the learners easily by using media which is related to the material in an appropriate skill of language. While in research by Hapsari (2007), the teacher of EYL has to use teaching media to guide students' mindset in order to have experiences the real concept. The result of the research which is designed as quantitative research showed that the visual media is the effective media for teaching vocabulary to young learners because the students' vocabulary achievement using visual media was good.

For this reason and different from that case, the writer would like to study about the implementation of media by the teacher in teaching EYL. The teachers are the students whose concentrate in EYL. They will apply and practice their knowledge which is gotten from EYL 1. This study is conducted

in EYL course of 5th grade which is conducted by English Department at University of Muhammadiyah Malang. EYL consists of 6 classes. It is from 1st grade until 6th grade which have 10 meetings and different topic in every meeting. At 5th class, they take complete facilities such as creating real students' experiences and interactive classroom media. Because of considering the importance of media in language teaching learning process to young learners, this study is urgently to be conducted to get a clear description about the implementation media in language teaching learning process.

This study has three research questions: 1) what kinds of media are implemented in teaching English for Young Learners (EYL) of 5th grade? 2) How is the implementation of media in teaching English for Young Learners (EYL) of 5th grade? And 3) What are the students' responses toward the implementation of media in teaching English for Young Learners (EYL) OF 5th grade?

TEACHING ENGLISH FOR YOUNG LEARNERS

According to Cameron (2001: 212), children who are taught foreign language will learn it with their curiosity and eagerness to make sense of the world. They will be enthusiasm and willingness to do all of task. It means, children who are taught a foreign language in starting of lowering age will increase their skill of language. As a result, they can take many benefits for learning foreign language in early age. While, teaching English for Young Learners is not only delivering the materials itself, but also encouraging and stimulating young learners to think

creatively. According to Horner and Ryf (2007:109), as a creative English teacher, he/ she should create creative activities which identify and build on their early language and literary experiences in order to encourage children to use their imagination. Stimulating young learners to think creatively is not simple, the teacher should set powerful classroom, students' environment and media which can introduce the materials to the young learners and lead them to think creatively.

Teaching English as a Foreign Language to young learners is different from others. Many aspects such as material, setting of classroom, fun teaching learning activities and the characteristics of young learners itself which are should considered and given attention by the teacher in order to make the enjoyable teaching learning activities. Smutny and Fremd (2010: 16) said that in some ways, primary teachers have an advantage in that many of them already have features of a differentiated classroom in place: ways to discover the learners' special abilities and characteristics, a variety of work areas in the classroom, a diversity of resources, and an active class of eager students who are used to doing different thing.

It means that before teaching, the teacher should integrate between students' environment and their need of the lesson. Then, Setiawati (2012) in her journal of *A Descriptive Study on the Teacher Talk at EYL Classroom* stated that providing young learners with a new tool for doing many thing and using words and symbols for organizing information become essential in learning language. To sum up, it will be better if the teacher combine and match the materials, strategy, media, and students' environment in order to deliver the materials.

A lot of atmosphere in the class can be created by having a few toy animals. They can be used for practicing with dialogs, for personalizing language targets, or just to add a bit more fun to the class. Puppets also wonderful to have around because it can add a lot to dialog practice. The best puppets are usually ones made by the children. They can make such as simple finger puppets, paper puppets stuck on pencils or chopstick. A puppet of children belongs to them and they feel a much greater sense of ownership both of the puppets and the language the puppets produces during activities.

TEACHING MEDIA

Sadiman et al. (2010:7) stated, "Media is everything which can be used to deliver message from sources to receiver or from teacher to students. As a result, it can stimulate thought, sense, attention, and interest of student to conduct teaching learning activity." According to Arsyad (2010) media is a tool which deliver messages of learning. It can be concluded that media is a tool which can bring the messages or information from sources to the learners.

Knowledge can be got from interaction between old and new experiences. Arsyad (2010) stated that the process of teaching in getting knowledge will be success if the students are asked to use their five of sense. The teacher also try to show the stimulus which can be processed by sense. Based on Dale's Cone of Experience, the result of students' learning are gotten by real experiences (concrete), imitation things, and verbal symbol (abstract). The cone is started from the concrete information (real

experience) to abstract information (symbol). The real experiences will give image and meaningful information in that experiences and should involve five of sense that is known by learning by doing. All of students will mixed up and participate in activity in order to get knowledge by doing by themselves. As a result, they will understand and get knowledge easily because of the explicit information.

Media can make students interest in language teaching learning process. The teachers can use several of media in order to support their teaching activity. According to Suyanto (2007: 102) there are three kinds of media: visual media which involve eyes sense, audio media which involves ears sensory, and audio visual media which involves seeing and hearing sensory.

1) Audio Media

Because of t`he audio media involves ears sensory, it can be used by the teacher to check students' competence of listening comprehension. Tape recorder and radio are included of audio media.

2) Visual Media

Visual media is media which involves eyes sense, so they can gain the information by their eyes sense. There are several kinds of visual media such as pictures, flash cards, puppets, and real object.

3) Audio Visual Media

Audio visual is the complete media of teaching. The students not only can hear, they also can see the media. The

information of the lesson will be gain by both of hearing and seeing sensory. Because of there are sound and illustration, the teaching learning will be not tedious. It also can deliver the material clearly. As a result, the students will understand the lesson easily. There are several examples of audio visual media such as televisions and filmstrips.

Teaching media can help the teacher deliver the materials easily. It also gives many advantages for the learners. There are many kinds of media which can be used for teaching. The teacher can use more than one media when teaching because it will help them to keep students' attention. While, when the teacher uses it in teaching, he should select the appropriate one which relate to the material at that time.

According to Santyasa (2007), there are 15 functions of teaching media. Among others are:

1. Seeing the things or phenomenon which happened in the past by picture, slide, film, or video.
2. Observing the things or phenomenon which is difficult to visit because of the distance, risky, and forbidden.
3. Getting clear illustration of things which is difficult to see because of the dimension.
4. Listening to the voice which is difficult to be listened by ears directly.
5. Observing accurately the animals which are difficult to be observed because of not easy to be caught.

Media is important in teaching learning process. It gives many advantages both of to the teacher and learners. The result of study which is conducted by Brezigar (2010) showed that visual media of puppets give positive impact the use of English. She stated on her journal that children like the puppets and believe they are alive and can help them to speak English. It can be said that media can motivate children to learn and bring them to the real situation.

RESEARCH METHOD

This study used descriptive research because the writer intends to describe kinds of media which were implemented by EYL' teachers and the students' responses toward the media. So, qualitative research can help the researcher to interpret and understand the complex reality. Additionally, it provides complex textual description of how people experience in a research issue. The research subjects are EYL of 5th grade and the EYL teachers of 5th grade at the University of Muhammadiyah Malang. The number of young learners is 29 and the number of the teachers is 20 who teach in pair in different meeting. In this study, the researcher used observation and interview as the data collecting technique.

FINDINGS

It was found that the teacher used the visual media and audio visual media such as power point, pictures, flash card, real object, video, word cards and prezi. The media could provide message and deliver the materials clearly. Moreover, by using that media the students got experiences as a real situation. As a result, they comprehended the materials easily.

The teachers of EYL used media for helping them to present the materials easily. There were different way of each teacher, topic, media and meeting when implementing teaching media. But, most of them implemented it in pre-teaching and whilst teaching. The teachers implemented teaching media in pre-teaching for stimulating, motivating, and brainstorming students to learn English. On the other hand, they implemented different media in whilst teaching. They implemented it by showing first and stimulating the students to be active in learning English. They used different media and different way in order to make students interested in the materials and keep their attention.

The research finding showed that the students of EYL of 5th grade were interested in teaching media which were used by the teachers. Based on the observation check list and interview, they gave good responses toward teaching media used by the teachers in teaching EYL. They were not only excited, enthusiastic and interested in teaching media but also gave good responses as follow:

1. The students showed active participation to the lesson.
2. The teaching media of power point, pictures, and flash card, real object, video, word cards, and prezi made the students happy and enjoy learning English.
3. The students asked question and gave comment about the media.
4. The students responded when the teachers were making a statement.
5. The students answered when the teachers were asking the question.

The teaching media which were used EYL' teachers were appropriate and suit with the materials and young learners' thinking stage. It can made students for keeping their attention in order to participate and gave responses toward it. They showed open-ended/ students-initiated responses toward teaching media of EYL by expressing their feeling and ideas enthusiastically. In conclusion, the teaching media which were used by EYL' teachers could produce students responses successfully and create teaching learning English actively.

CONCLUSION

It can be concluded that the teachers of EYL used several media for teaching EYL. They were power point, pictures, flash card, real object, video, word cards, and prezi. They had several reasons of using that media. They used media for teaching EYL in order to present the materials easily. Then, by using teaching media, the students of EYL would be interested in teaching learning English. Moreover, the teaching media was effective for providing message and information clearly, attracting students' attention, and giving them experiences as a reality. As a result they would comprehend the materials easily.

The teachers of EYL implemented different teaching media in pre-teaching and whilst teaching. They used the teaching media in pre-teaching for brainstorming and building knowledge. While, they used the teaching media in whilst teaching in order to make the students interested in both of the materials and the media, and make them to comprehend the materials easily. They showed for each media to students one by

one. They also involved students' five of sense when implemented it. In brief, the teaching learning of EYL ran well.

When the teacher implemented teaching media in teaching EYL, each student gave different responses. Some of them gave comment, asked about the materials and teaching media, and answered some question of the teachers. They became active participation to the lesson. Generally, they showed open-ended/ students-initiated responses toward teaching media of EYL by expressing their own idea enthusiastically. In other word, the implementation of teaching media in teaching EYL was very effective. By using teaching media the teacher can present the materials easily and also it can improve the students' comprehension. As a result, the teaching learning of EYL will be run actively.

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