Utilization of Learning Media by the English Teachers in Teaching English at MAN Kemantan

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Abstract: *Yafrizal. 2019. "Utilization of Learning Media by the English Teachers in Teaching English at MAN Kemantan". English Education Section. The Graduate Program. Faculty of language and art. Universitas Negeri Padang. The aims of this research was to find out how the utilization of learning media in English language teaching. Approach on this research was conducted as qualitative by using ethnography method. The informant of this research was three English teachers of MAN Kemantan. The research problems are: (1) what kinds of learning media are used by the teachers in teaching English? (2) How do the teachers utilize the learning media in teaching English? (3) What are the teachers' problems in utilizing of learning media? The data were collected by using instruments, namely: observation checklist sheets, interview guidelines, and documentations. Then they are analyzed qualitatively. Based on the data analysis, it was found that (1) the English teachers at MAN Kemantan used (a) recorder, smart phone, and cassette as audio media (b) visual printed media such as book, magazine, newspaper, and mail (c) visual display such as picture, slide, realia/mock up, and graphic (d) audio visual media such as computer and video (e) teacher herself as model (2) the utilization of learning media by the teachers includes 3 main activities namely preparation before using the media, activities during using the media, and follow-up activities (3) The problems faced by the teachers in utilizing learning media are the standard guideline in using the learning media is not available, the teachers have difficulty in designing syllabus of learning by using media, the time allocation is not enough to utilize the learning media in English teaching process. From the explanation above, it can be concluded that the English teacher at MAN Kemantan need to improve their knowledge of the utilization of the learning media in language teaching. The researcher hopes this research could be a useful input for the English teachers in teaching by using the learning media.*

Keywords: Development, utilization, Learning Media

1. Introduction

Learning media is one of elements which is have important role in learning process. Learning media as one of learning sources may help the teachers in enriching the students'concept. Various types and kinds of learning media used by the teachers also become sources of science for students. Therefore, In conducting the study, every teacher should have a medium of learning.

Learning media is a component that includes learning materials and equipment. The using of learning media in teaching-learning process can increase the students' new desire, interest, and the stimulation of learning activities and even brought the psychological effects toward students. The use of learning media in the learning orientation will greatly help the effectiveness of the learning process and the delivery of the message and the content of the lesson.

Some practical uses of media usage study are media of learning can clarify the presentation of messages and information so as to facilitate and improve the processes and outcomes of learning. In addition the media can improve learning and direct the attention of learners so as to cause the motivation to learn, more direct interaction between the learners and the environment, and possible learners to independent study in accordance with ability and interest. Learning media can also overcome the limitations of the senses, time and space.

According to Heinich, Cs (1996) in "*Instructional Technology and Media for Learning*" stated that Media are means of communication. Derived from the Latin *medium* ("between"), the term refers to anything that carries information between a source and receiver. Furthermore given the example of this media such as film, television, diagrams, printed materials (printed materials), computers and the instructor. Examples of such media can be considered as a medium of instruction, if bringing messages (messages) in order to achieve learning objectives. Learning media could be said to be a Messenger of the technology used for learning purposes.

Learning Media of teaching English are very important to help students to acquire new concepts, skills and competences of English. There are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher has to be selective when choosing them. Generally, there are three kinds of media, they are: visual, audio and audio-visual media. Visual media is the media will simply be seen, an example would be photos, pictures, posters, cartoons, graphs etc. Audio media is the media which will simply be heard alone, an example would be audio tapes, mp3, radio. And Audio visual media is media which will be heard in addition as seen, an example would be : videos, TV, sound slides. For teachers media had function as helper, supporter, and mediator in teaching learning process. The success of teaching and learning process by using media is depend on how far the teachers can utilize the media itself.

Utilization of learning media, especially in classroom setting, the utilizing process should be combined with the classroom teaching and learning process to achieve the goal. The teacher should pay attention to the learning goal, the supporting material and the appropriate learning strategies. In this study, the researcher hope to English teacher in order to teach English by using various media, therefore the teacher can make the students interest to study English in the classroom. Overall MAN Kemantan has used various learning media in English learning in the classroom from tenth grade till twentieth grade.

2. Research Problems

This research is conducted to reveal the following questions

1) What kinds of learning media are used by the teachers in teaching English?
2) How do the teachers utilize the learning media in teaching English?
3) What are the teachers' problems in utilizing of learning media?

3. Research Objectives

This study will be carried out to achieve the following objectives ;

1) To know what kinds of learning media are used by the teachers in teaching English.
2) To know how do the teachers utilize the learning media in teaching English.
3) To know what are the teachers' problems in utilizing of learning media.

4. Literature Review

a) Definition of Media

According to Sanaky (2011: 135), media as a tool of communication in learning process can be used by teacher to transfer the information to the learner in order to gain the goal of study. Media is a tool used by teachers when teaching to help clarify the subject matter presented to students and prevent the occurrence of verbal self-student.

Media are important to use in classroom especially for language teaching. Alex (2008:25) says that media are the instruments used by teacher in teaching and learning process to make learners understand the material given. Media are excellent source for discovering a new place and make students competent increased. Media which is designed by the lecturer should be enjoyable and meaningful for the students.

According to Akmala (2011:22), medium is any person, material, or event that establishes condition for the learners to identify or describe something in order to gain knowledge, skill and attitude. It means that a medium will help to establish the condition for the learners to identify or describe something in order to gain knowledge, skill and attitude. Furthermore, Sharon et al (2007:6) state that media are the plural of medium, are communication means. The term refers to anything that brings information between sender and receiver. From the opinion above, it can be infer that media is related to communication and learning. Media are the means for transferring or delivering massages.

Sharon et al (2007:6) categorize media into five types: text, audio, visual, video, and people. The purpose of media is to facilitate communication and learning. The commonly used medium is text. It can be displayed in any format book, poster, chalkboard, computer screen, and so on. Furthermore, Carol et al (2010:19) divide media as popular media and educational media. Popular media refer to media that are used by large numbers of people, and include television, radio, films, newspaper, magazines, advertisement leaflets, bill-board, and internet. Their major purposes are to entertain, inform, and persuade. While educational media refer to media developed specifically for education purposes.

b) The types of media

Media or material is software (software) containing messages or educational information are usually presented by using the equipment. Equipment or hardware (hardware) is a means that may display the message contained in the media (AECT, 1977)

Bretz (1997), identifies the main characteristics of the media into three main elements, namely sound, visual and motion. Visual divided into three namely images, lines (line graphic) and the symbol as continuum of forms that can be captured by the sense of sight. In addition, Bretz also divides between broadcast media (telecommunications) and the recording media (recording) so that there are eight classifications of media, they are Motion audio-visual media, Silence audio-visual media, Semi-motion audio media, Motion visual media, Silence visual media, Semi-motion media, Audio media and Print media.

Briggs's taxonomy is more directed to the characteristics according to the stimulus or stimuli that may result from their own media, namely the stimulus conformity with students' characteristics, learning tasks, materials, and transmission. Briggs (1977), identified 13 kinds of media are used in teaching and learning. They are Objects, Models, Direct voice, Audio, print media, Programmed learning, Blackboard, Transparency media, Movie frame, The film frame, Film, Television and Picture.

Gagne (in Arsyad, 2002:4) made seven kinds of media grouping. They are Objects to be demonstrated, Oral communication, Print media, Still images, Motion pictures, Sound film, and Machine learning.

c) The utilities of educational media in teaching and learning

In general, educational media has the following utilities:
1) To clarify the presentation of the learning material in order not to be so verbal (in the form of written or spoken).
2) To overcome the limitations of space, time and the power of the senses, such as:
3) The Using of appropriate and varied educational media can overcome the passivity of students. In this case the educational media is useful for:
   a) To stimulate learning;
   b) To allow more direct interaction between students with the environment and reality;
   c) To allow students to learn on their own according to their ability and interest.
4) With the unique character of each student and the different of environment and experience, while the curriculum and educational materials are determined the same for each student, the teacher faced many difficulties when they should be solved themselves. It will be more difficult when the environmental background of teachers and students are also different. This problem can be overcome by educational media, by its' capacities to:
   a) Provide the same stimulus.
   b) Make the same experience.

c) Inflict the same perception.

d) The functions of Learning Media

According to Levie and Lentz in Arsyad Azhar (2005: 16), there are the four functions of the media, especially visual media, namely:

- Attention function.
  Attention function of visual media is a core that can persuade and direct the students to be pay attention to the contents of subjects relating to the meaning of the visual which is displayed or attached to the lesson material.

- Affective function.
  Affective function of visual media can be seen from the comfort level of the students when they learn (or read) the text by image.
- Cognitive function
  Cognitive functions of visual media seen from the findings of research which revealed that a visual symbol or picture expedite achievement of the goal to understand and remember the information or messages contained in the image.
- Compensatory Function
  Compensatory function of teaching media can be seen from the results of research that the media provide a visual context to understand the text, to help students' weakness in reading, to organize information in text and remember it again.

In other words, the functions of teaching media is to accommodate students who are weak and slow to accept and understand the content of subjects presented with the text or presented in verbal.

Meanwhile, Dayton, and Kemp (1985: 3-4) in Arsyad Azhar (2005: 22) stated that some results of research that shows the positive impact of using media as a primary teaching directly as follows:

- The delivery of lessons to be more basic.
- The teaching and learning process can to be more interesting
- The Learning to be more active by applying learning theory and principles of psychological principles received in the case of student participation, feedback and reinforcement.
- The teaching duration that is required can be shortened as most media require only a short period of time to deliver messages and content of the lessons in a rather large number of possibilities and can be absorbed by students.
- The quality of student learning can be improved if the integration of word and picture as learning media can communicate the elements of knowledge in a way that have good organization, specific and clear.
- The learning can be given where and whenever desired or needed, especially if the media is designed for using individually.
- Positive attitude of the students toward what they learned and the process of learning can be improved.
- The role of teachers can be changed to a more positive direction.

e) Lesson Plan

Based on *PP 19 tahun 2005 pasal 20* stated that: "lesson plan includes the syllabus and lesson plan containing at least the learning objectives, teaching material, teaching method, learning resources, and assessment of learning outcomes ". In accordance with *Permendiknas nomor 41 tahun 2007* about processing standards explained that the RPP verified from the syllabus to direct learning activities of students in an attempt to reach basic competence. Every teacher on educational units shall be obliged to draw up a lesson plan completely and systematically so that learning flows interactively, inspiring, fun, challenging, and motivate the students to participate actively, as well as provide space enough for the initiative, creativity, and independence in accordance with their talents, interests, and physical and psychological development of students (Eka, 2009).

Lesson plan is guide the steps that will be performed by the teacher in the learning activities that are arranged in the activities scenario. Lesson plan is the handle for teachers in implementing the learning in the classroom, laboratory, and field or for any basic competence. Learning activities scenario developed from the formulation of learning objectives that refers from indicators to achieve learning result based on learning curriculum. Steps of learning (Syntax) that is developed focus on improving the quality of learning, i.e. to meet the completeness of learning through achievement of the learning result indicators based on curriculum.

The important components that exist within the lesson plan include: standard competency, basic competency, learning outcomes, indicators of the learning result achievement, learning strategies, tools and materials, the steps of learning activities, and evaluation (Trianto, 2010).

f) Utilization of learning media

1) Media utilization patterns

There are several patterns of utilization of learning media. The following patterns are utilization patterns of learning media that can be applied. They are:

- **The utilization of the media in classroom situation (classroom setting).**
  In the order (setting), the learning media is utilized to support the achievement of a specific goal.it is combined with the teaching-learning process classroom situation.

In planning of that media utilization, the teachers have to look at the goals will be achieved, the learning materials that support the achievement of that goal, as well as appropriate teaching and learning strategies to achieve that goal. Learning media that shall be selected must appropriate with these three things, which includes the goals, materials, and strategies the lesson.

2) Utilization of media outside the classroom situation.

Utilization of learning media outside of the classroom situation can be differentiated into two main groups:

- **Utilization freely**

Utilization freely is that media is used without any control or regulated. The making of the media program of distributing media program in the user community, either way sold or distributed freely. It was done in the hope that media will be used by people and sufficiently effective to achieve the goal.

Usually, the user of media use it individually. In using this medium the user is not required to achieve a certain level of understanding. They also are not expected to provide feedback to anyone and don't need to take a test or exam.

- **Utilization of the media in controlled**

Utilization of the media in controlled is that the media was used in a series of activities that are arranged systematically to achieve a particular goal. If the media was in the form of learning media, target students (audience) well-organized.

Usually the target learners are organized in study groups. Each group is leaded by the leader of the Group and they are supervised by a tutor. Before utilizing the media, learning objectives that will be achieved is discussed or determined in advance. They can learn from the media that are in a group or individually. Members of the group are expected to interact well in discussions and work together to solve problems, deepen understanding, or complete certain tasks.

The results of their study are evaluated on a regular basis. For the purposes of this evaluation, the program media makers need to provide the evaluation tools. The implementation of evaluation can be set by the tutor. The assessment can also be done by the tutor by using key answers that had been provided by the manufacturer of the program.

- **Utilization of media individually, group or bulk**

The Media can be used individually. It's meant, it was used by individual only. A lot of media that is designed to be used by individual. Such a Media is usually comes with a clear utilization instructions, so people can use it independently. If in a room there are a few people who learn to use media individually, it will be better if each of them occupy the *karel* so they will not disturb each other. *Karel* is a study desk which is given the bulkheads to be part of a small part, just enough to sit up alone. Each *karel* is completed by the media equipment, such as tape recorders, film projects frame, earphones, the small screen and so on.

The Media can be used in a group. The group can be either a small group with members 2 until 8 people. Or in the form of a large group that included 9 until 40 people. Media which are designed for used in a group also requires the user's Guide. This guide is normally addressed to the leader of the group, tutor or teacher. The advantages of learning to use media in a group is that the group can conduct discussions about the material being studied. Media used in a group must meet several requirements:

- **Sound that is presented by the media it should be loud enough so that all group members can hear it.**

Drawing or writing in the media it should be large enough to be seen by all members of the group.

Its need the presentation tool to amplifies sound and enlarge the image.

The Media can also be used in form of bulk. The number of person that reach dozens, hundreds, even thousands can use the media together. Such a Media are designed usually are broadcast through the transmitter, such as radio, tv, or used in a large space such as 35 mm film.

3) Utilization Strategies

Sadirman, et.all (2007:197), there are 3 main steps that have to follow in utilizing learning media as follow :

- Preparation before using media.
  First of all learn the manual provided. Then we follow it's instructions. When on the instructions we are advised to read the book or other learning materials in accordance with the objectives to be accomplished, it would be wise to make it easier for us in learning by using that media. The necessary equipment to use the media that also need to be prepared in advance. Media equipment need to be placed properly so that we can see or hear its program well.
- Activities during using the media.
  That needs to be maintained as long as we use media is an atmosphere of tranquility. Disturbances that can interfere attention and concentration should be avoided. If writing or make a picture or make a brief note, try to make it does not interfere concentration. There are possible for the use of the presence of the media goes, we are asked to do something, for example, pointing to the image, making the line, answering questions and so on. Commands that should be run quietly, not to interfere other friends.
- Follow-up Activities.

The meaning of follow-up activities is to explore whether the objective has been achieved. In addition to establishing an understanding of instructional material delivered through the media.

5. Research Methodology

Approach on this research was conducted as qualitative, which involves exploration from researcher to respondents' point of view related to research issues in real context. Gay (1987) states that qualitative research involves collection of data in order to test a hypothesis or to answer questions concerning the current status of the subject of the study. The method used by the researcher in this research is Ethnography. The researcher intend to describe all phenomena occurs relate of the reserach questions, Spradley (1980), ethnography as an approach used by the researcher when they want to look at culture, for 'what people do (behaviors), what they say (language), the potential tension between what they do and ought to do, and what they make and use (artifacts). The reseracher will use ethnography method not only aimed to describe or find out the behaviorsm but also language used in classroom teaching. This research is expected to describe how the teachers utilize the learning media in teaching English in the classroom at MAN Kemantan

Then, the informant of this research were 3 English teachers. The researcher was observed the teaching and learning process and conduct the interview to looking for important information related the research problem.

The data of this research was the result of observation, interview and documentation. Observation was done when learning activity is conducting by the teachers in English classroom. Interview was done after learning activity. The researcher was observed and recorded the learning process particularly when the teachers utilize the media in learning as documentation and finnaly asked the teachers about the problems that they faced in utilizing the learning media itself.

The sources of data in this research are informants who always take place in community setting which has some relevance to the research questions. So, the source of data was taken from the English teachers of MAN Kemantan. There are 3 English teachers who was being informants of this research. The informant was taken in purposive sampling technique. According Patton (1990:169), in purposive sampling, the participants will choose by considering whether they have a great deal about issues of central importance to the purpose of the research.

The research was conducted by using two main instruments to gather tha data. The first instrument of commonly called the key instrument was the researcher herself who collected,

interpreted and described the data from the beginning to the end. The second instruments used were the observation guideline, interview transcript, and field note. Patton (1990) says

> Qualitative method consists of three kinds of data collection 1). In depth, open-ended interview, 2) direct observation, and 3) written documents. The data from interview consist of direct quotation from people about their experiences, opinions, feelings, and knowledge. The data from observation consists of detailed descriptions of people's activities, behaviours, actions and the full range of interpersonal interactions and organizational processes that are part of observable human experience. Document analysis in qualitative inquiry yields accepts, quotation, or entire passages from organizational, clinical, or program record; and reports, personal diaries and open-ended written responses to questionnaire and surveys.

To support the observation process, the researcher used the observation guide and field note. The observation guide contained a list of observation checklist which was based on the principle of utilizing learning media. Meanwhile, field note was also used to note. Additionally, interview guidelines were also used in this study to answer the quetions about what are the problems faced by the teachers in utilizing learning media in teaching English. The interview was done individually face to face between teacher and researcher two days after the observation process.

6. Research Finding and Discussion

1) The kinds of learning media in teaching English at MAN Kemantan

Table 1: Kinds 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	√		√			√	
		Plashcard		√					
		Poster		√					
		Slide	√		√	√		√	
		Graphic	√		√	√			
		Photography		√	√			√	
		Realia/Mock-up	√		√			√	
		Puzzle		√					
		Blackboard		√					
		Stick figure		√					
Audio-Visual		Television		√					
		Video	√				√	√	
		Computer	√		√	√	√	√	
Teacher			√		√	√	√	√	

Based on the table 1, it was found that the teachers used several media from each variable of media that could be interpreted as follow;

a) Audio media. The teachers did not use all of media in this variable, they use cassette, recorder, and smart phone

for one of competence of teaching-learning precess, and it is listening.

b) 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 mail in reading and writing, and newspaper in reading. The other item is display media, the teachers used picture in reading and speaking, slide and graphic in reading, writing, and speaking.

c) Audio-visual media. The teachers used video in listening and speaking, and computer for all of competence in teaching-learning process includes reading, writing, listening, and speaking.

d) Teacher. Teacher functioned as media in all competence of English teaching-learning process. They was done all of their responsibility in English teaching-learning process as a teachers and as medium on it.

2) Utilization of learning media in teaching English at MAN Kemantan

In order to utilizing the learning media, Sadirman, dkk (2007:198) stated that there are three sequences activities that should be done by the English teacher. They are includes preparation before using media, activities during using the media, and follow-up activities. Based on the observation result toward three English teachers at MAN Kemantan in utilizing learning media in teaching English at MAN Kemantan, the researcher found that the teachers have done that activities in utilizing the learning media. That activities done by the English teachers identified into three activities. They are preparation before using media, activities during using learning media, and follow up activities. Each indicators of utilization of learning media are discussed below:

3) Preparation before using media

Table 2: The teachers' activities in preparation before using media

Sub-Indicator	Teacher								
	One			Two			Three		
	Meeting								
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
• Learning the curriculum and syllabus	√	√	√	√	√	√	√	√	√
• Adapting the basic competences with appropriate media.	√	√	√	√	√	√	√	√	√
• Checking the electricity available.	√	√	√	√	√	√	√	√	√
• Preparing and determining the media based on students' need	√	√	√	√	√	√	√	√	√
• Trying the media (check it out).	√	-	√	√	-	√	√	√	√
• Puting the equipment of media on appropriate place.	√	√	√	√	√	√	√	√	√
• Learning the available guideline of learning media usage.	-	-	√	-	-	-	√	-	-
• Preparing the syllabus and lesson plan.	√	√	√	-	√	-	√	√	-
• Telling the aims.	-	√	√	√	√	-	√	√	-

This phase was done by all English teachers in teaching English. The data shown that all the teachers learned more the curriculum and syllabus to see the topic which will teach to the students, then adapting the basic competencies according to the curriculum, syllabus and topic with the appropriate media, in this case they used several of learning media as facilitator to convey the materials. Then, they checking the electricity to make sure that it's turn on and connected to device, tried to play the media and show the materials to be taught for tried it out to make sure that the media are understood by the students. Then, they paid attention to the position of media and took it in appropriate position. Then, preparing the syllabus and lesson plan and took them on her table as guideline so that the materials will not out of the context. The last, they telling the aims that will be achieved. However, in some meeting in the classroom the teachers was not being good in this preparation phase especially in trying the media before use it in the main learning activities, learned the available guideline of learning media usage, and also in telling the learning aims.

4) Activities during using learning media

Table 3: Activities during using learning media

Sub-Indicator	Teacher								
	One			Two			Three		
	Meeting								
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Initial Activities									
• Opening the learning activity and manage the classroom (check the students' attendance, praying and centralize the students' attention)	√	√	√	√	√	√	√	√	√
• Giving apperception	√	√	√	√	-	√	√	√	√
• Giving motivation	-	√	√	√	-	√	√	√	√
• Preparing the learning media that will used	√	√	√	√	√	√	√	√	√
• Explaining step by step of activities that will be done	-	-	√	√	-	-	√	√	√
Core Activities									
• Conditioning the students to be ready to witness and using learning media that shown	√	√	√	√	√	√	√	√	√
• Presenting the material through media	√	√	√	√	√	√	√	√	√

• Explaining the essential of material that contained in media used	√	√	√	√	√	√	√	√	√
• Integrating the appropriateness of media essential with material which is explained	√	√	√	-	√	√	-	√	√
• Leading and monitoring the students along using learning media	-	√	-	-	√	√	√	√	√
End Activities									
• Leading the student to conclude the material which is learned	-	√	√	-	√	√	√	√	√
• Giving evaluation in form of questions	√	√	√	√	√	√	-	√	√
• Showing the reflection of media to refresh	√	√	√	-	√	-	-	-	√
• Closing the learning activity	√	√	√	√	√	√	√	√	√
• Training the students to be responsible by checking the equipment of media so that it's as before and save in available place	-	-	√	√	-	√	-	-	-

This phase was done by all English teachers in teaching English. The data shown that all the teachers begin the teaching process by opening the learning activities and manage the classroom includes check the students' attendance, praying, and centralize the students' attention. The teacher opened the learning by greeting and asked the students. Then, they checked the students' attendances by mentioning the students' names one by one and asked them to rise their hand. Then, they invited all of students to praying together before start the lesson. And then they centralize the students' attention by write the title of material that will be discussed on whiteboard. They further gave apperception by telling the students about the importance of material that will discussed in academic need or in another situation. It was done by the teacher to increase the students' curiosity to learn the topic has been discussed. Then, they gave the motivation to the students in form of personal short story related the topic. Then, they prepared the media that will be used to facilitate the learning process based on the materials that will be taught. they further explained step by step of activities that will be done during the available duration of learning.

The teachers begin the core activities. First of all, they condition the students to be ready to witness the media. They begin to play the media. Then, explained the essential of material that contained in media by identifying the component materials. Automatically, they were integrating the appropriateness of media essential with material which is explained. The teacher also lead and monitor the students along using the media.

In the end of learning activities, the teachers leaded the students to conclude the material which is learned by asking the students to write and identify the component of material that have been discussed. Then, they evaluated the students by giving questions related the materials and asked the students to answer. After that she gave such interlude to refresh the students by to make students to be more relaxes for while. Then, they closed the learning activities. The last, they train the students to be responsible by checking equipment of media. However, in some meeting in the classroom the teachers was not being good in this preparation phase especially in explaining step by step of activities that will be done, integrating the appropriateness of media essential with material which is explained, leading and monitoring the students along using learning media, leading the students to conclude the material which is learned, showing the reflection of media to refresh the students, and also trained the students to be responsible by checking the equipment of media.

5) Follow-up Activities

Table 4: Follow-up activities

Sub-Indicator	Teacher								
	One			Two			Three		
	Meeting								
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
• Giving occasion to the students to discuss and ask the question related media showed	-	√	√	√	√	√	√	√	√

This phase was done by all English teachers in teaching English. The data shown that all the teachers giving occasion to the students to discuss and ask the question related the media showed.

The problems faced by the English teachers in utilizing learning media at MAN Kemantan

The interview was used as a direction for the researcher to acquire information from three teachers MAN Kemantan about problems faced in utilization of Learning Media in Teaching English. The interview items to English teachers concerned with the activities where the utilization of Learning Media was implemented in teaching and learning process. It was done to get responses of the findings and experiences from the English teachers in utilization of Learning Media in teaching and learning process.

Based on the finding of observation supported by the interview to the three English teacher, the researcher found that the teacher have done all of steps in utilizing learning media. But in some of activities, they did not do optimally especially the first, the teachers did not learn the guideline of learning media usage because there is not available standard guideline that can to be guide in media usage so the teachers just did what they known related media usage. The second problem is they did not use lesson plan in English teaching-learning process by using media. The researcher assumed that they got difficulties in arranging the lesson plan. The result was based on the assumption that the English teachers at MAN Kemantan had adjusting to the syllabus and text book in English teaching-learning process. The third problem are the teachers did not explain step by step of activities that will be done in using media because the time allocation is not enough to do it so they directly skip that step and continue to the next step. The forth problem are the teachers did not lead and monitor the students optimally along teaching learning process by using learning media because they felt that the class that have to covered is so large meanwhile they have to taught and did many other activities related utilizing the learning media. The last

problem are the teacher did not train the students to be responsible by checking the equipment of media and save in available place in the end of activities because of time limitation also.

7. Conclusions and Suggestions

7.1 Conclusions

Based on findings and discussion of the study, several conclusions can be drawn, they are:
1) The English teachers used various media in teaching English includes audio (cassette, recorder, and smart phone) , visual (book, magazine, newspaper, mail, picture, slide, graphic, realia/mock-up) and also audio-visual (video and computer).
2) The utilization of learning media done by the English teachers identified into three main activities. They are preparation before using media, activities during using learning media, and follow-up activities. The teachers have done all of the steps in utilizing learning media although in some activities still not optimally yet.
3) There were 5 problems faced by the teachers in utilizing learning media. They are the first, there is not available standard guideline that can to be guide in media usage. The second they got difficulties in arranging the lesson plan. It can be seen from the English teachers at MAN Kemantan had adjusting to the syllabus and text book in English teaching-learning process. The third problem are the time allocation is not enough to explain step by step of learning activities by using media so the teachers directly skip that step and continue to the next step. The forth problem are the teachers felt that the class that have to covered is so large meanwhile they have to taught and did many other activities related utilizing the learning media.. The last problem are the time allocation was not enough to train the students to be responsible by checking the equipment of media and save in available place in the end of activities.

7.2 Suggestion

Based on the research findings, the researcher states insightful suggestions at this point. The suggestion can be given to :
1) All of the English teachers have to understand the utilization of learning media because it is one of key of teaching and learning process and it is part of their important role in teaching. By understand it; the teachers will realize that their task to come to the class is not simple job but complex job.
2) The English teacher hopefully able to understand about utilization of learning media in teaching and learning process. Since, the good implementation of utilization of learning media will increase the students achievement and also students motivation in learning.
3) The English teachers of MAN Kemantan as the guidance for them how to utilize the learning media.
4) Other researchers to conduct a further relevant research in order to find out the best implementation of utilization of learning media in teaching English.

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