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The Use of Aids in TEFL (Teaching English as a Foreign Language): A Case Study at the MTs SA Al-Istiqomah in Ciheulang, Cianjur, West Java, Indonesia

ABSTRACT: In Indonesia, the Ministry of Education and Culture has been decided that English becomes one of the first foreign languages taught in various levels. It is taught at school as compulsory subject in both Junior High School level and Senior High School level. In order to make the teachers teach well, proper, and the students feel interested in learning the subject, he or she should apply teaching aids. This paper has related to the use of aids in teaching English in Junior High School, there are students of MTs SA (“Madrasah Tsanawiyah Sekolah Agama” or Junior High School for Islamic Religion) Al-Istiqomah in Ciheulang, Cianjur, West Java, Indonesia, at the 1st A grade, 1st B grade, and 2nd grade, female and male. The research method that the writer uses for this report are descriptive, comparative, questioners, and library research. The problem over this paper consists of the importance of using aids in teaching English. Based on the analysis, it shows that the use of aids in teaching English make the students interest to studying English and can lose their boredom. So that, teachers can teach the students to be more interest to study English than before with using aids.

KEY WORD: Teaching-learning process, teaching techniques, media, students’ ability, audio, visual aids, teachers, and interesting to study English.

IKHTISAR: “Penggunaan Alat Bantu dalam PBIBA (Pengajaran Bahasa Inggris sebagai Bahasa Asing): Studi Kasus di MTs SA Al-Istiqomah di Ciheulang, Cianjur, Jawa Barat, Indonesia”. Di Indonesia, Kementerian Pendidikan dan Kebudayaan telah memutuskan bahwa bahasa Inggris menjadi salah satu bahasa asing pertama yang diajarkan di berbagai tingkatan. Ianya wajib diajarkan di sekolah, baik di tingkat SMP (Sekolah Menengah Pertama) maupun SMA (Sekolah Menengah Atas). Agar guru mampu mengajar dengan baik, tepat, dan siswa merasa tertarik untuk belajar, guru harus menggunakan alat-alat bantu. Makalah ini berkenaan dengan penggunaan alat bantu dalam mengajar bahasa Inggris di SMP, yakni para siswa MTs SA (Madrasah Tsanawiyah Sekolah Agama) Al-Istiqomah di Ciheulang, Cianjur, Jawa Barat, Indonesia, pada Kelas I-A, I-B, dan Kelas 2, perempuan dan laki-laki. Metode penelitian yang penulis gunakan adalah deskriptif, komparatif, kuesioner, dan studi pustaka. Masalah dalam makalah ini adalah pentingnya menggunakan alat bantu dalam mengajar bahasa Inggris. Berdasarkan hasil analisis menunjukkan bahwa penggunaan alat bantu dalam mengajar bahasa Inggris membuat para siswa tertarik untuk belajar bahasa Inggris dan bisa menghilangkan kebosanan mereka. Sehingga, para guru dapat mengajar para siswa agar menjadi lebih menarik untuk belajar bahasa Inggris, daripada sebelumnya, dengan menggunakan alat bantu.

KATA KUNCI: Proses belajar-mengajar, teknik mengajar, media, kemampuan siswa, audio, alat peraga, guru, dan menarik untuk belajar bahasa Inggris.

INTRODUCTION

Language is the expression of thought, with the translation of notions into words being the act of understanding. The understanding of an idea can be improved by simplifying the words

used to express the idea. The understanding of an idea can be improved by shortening the number of words used to express the idea. The exercise of improving the expression of an idea is the improvement of the understanding of

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that idea. The more plain the use of language, the more clearly an idea is revealed. The more clearly an idea is revealed, the better the understanding of that idea. If an idea cannot be expressed in plain English, it cannot be understood (Atkinson, 1997).

Refer to the matters above, teaching English as a foreign language has to be implemented carefully and planned properly. In Indonesia, the Minister of National Education has been decided that English becomes one of the first foreign languages taught in various levels. It is taught at school as compulsory subject in both Junior High School level and Senior High School level.

Most of English teachers understand that the teaching of foreign languages is not easy, and there is no strict rule because language is arbitrary. In order to make the teachers teach well, proper, and the students feel interested in learning the subject, he or she should apply teaching aids, such as: flash charts and modern aids as well as radio, tape recorder, television, DVD player, etc.

It is expected that the result of the report will be helpful for teachers at MTs SA (*Madrasah Tsanawiyah Sekolah Agama* or Junior High School for Islamic Religion) *Al-Istiqomah* in Ciheulang, Cianjur, West Java, Indonesia, in teaching English. In this case, the writer tries to provide information for their knowledge about new teaching techniques that can help them to improve and to develop their way of teaching English.

The report is limited to the audio visual aids, since there are some kinds of modern visual aids that are not quite expensive to get and they are not difficult to use. The modern visual aids are Tape Recorder, Radio, Television, DVD Player, etc. The report also limits its discussion of traditional and visual aids, because the students' interest using the traditional and visual aids, and how the traditional and visual aids are use. Emphasize to especially pictures, puzzles, flash charts, games, etc.

The writer collects the data using questioner and observing at I-A and I-B grades and II grade. Audio visual aids as instruments and the writer tries to combine, reasoning with intellectual activity and some composition test.

THE INSTRUCTIONAL MEDIA AND LANGUAGE LABORATORY

The use of media in presenting teaching and learning process might seem to indicate that using media is a part of strategy for giving instructions (Heinrich, Molenda & Russel, 1993). Actually, there are many kinds of media to support teaching and learning in English, whether traditional or modern media.

Traditional media are things, like pictures, blackboard or whiteboard, and flash charts. While modern media are things, like television, tape recorder, audio, overprojector, and many others electronic things. All of them play key roles in the design and use systematic instruction, especially in communication between students and their teachers.

According to Amir Hamzah Sulaiman (1985:2), instructional media are the media that bring important information message from information resources (teachers) to the receivers (students). This statement was not quite different from other statements, which states that instructional media are the media that the use of which is integrated to the instructional objectives stated in the syllabus. The instructional media are intended to increase the learning outcome.

Figure 1 explains that teachers, as resources, give information to the student as receivers through media, he/she uses in explain something by using their way (method). Media can make class situation more interesting, live it, and active (cf Finocchiaro, 1975; and Ohm, 2007).¹ In relation to the function of media, C.N. Caudlin states that:

If the purpose of English teaching is to enable the language learners to understand communication in all its modes as a way of priming his/her own utterances, it is not longer sufficient only to reproduce written text in course book. We have brought in audio visual means of communication, so that all the learners' interpretation and expression abilities can develop (Caudlin, 1981:53).

The statement above is suitable with the fact that most teachers like teaching without other facilities except the blackboard. Teachers have to use media, so that students

¹The class can be more alive since media can interest students and attract students' attention. Then, they will give response to the interesting things.

can develop their interpretation and expression.

There are several things that instructional media can do in teaching: (1) Heighten motivation for learning; (2) Appeal to the students of varied ability; (3) Encourage active participation; (4) Provide freshness and variety; (5) Give needed reinforcement; (6) Assure order and continuity of thought; and (7) Widen the range of students' expression (Dale, 1969).

Media are used earlier as an integral part of classroom instruction, or as the principle means of direct instructional (Kemp, 1985). By using instructional media, according to Jerrold E. Kemp, *firstly*, the process of giving to the students can be more standardized. A media presentation gives some messages to each student who is seeing and hearing it. The instructional media can be more interesting. Instructional media that can arouse the students to pay attention, laugh, or be thoughtful. The student can get coherence and clarity of a message. Besides that, the instructional media can result in change images, the use of special effect, and the impact of ideas.

Secondly, the length of time require for instruction can be reduced. Most media presentation requires a short time to transmit their messages. *Thirdly*, the quality of learning can be improved. With suitable study effect of the students and appropriate follow-up activeness, learning can be expected to reach an acceptable competency level. *Fourthly*, the instruction can be provided when and where desired or necessary. And finally, *fifthly*, the positive attitude of the students toward what they are leaning and learning itself can be enhanced (cf Kemp, 1985; and Djauhari, 1996).

According to Jack C. Richards (1990), instructional media have three roles, they are: (1) *Attentive role*; (2) *Communicative role*; and (3) *Retentive role*.

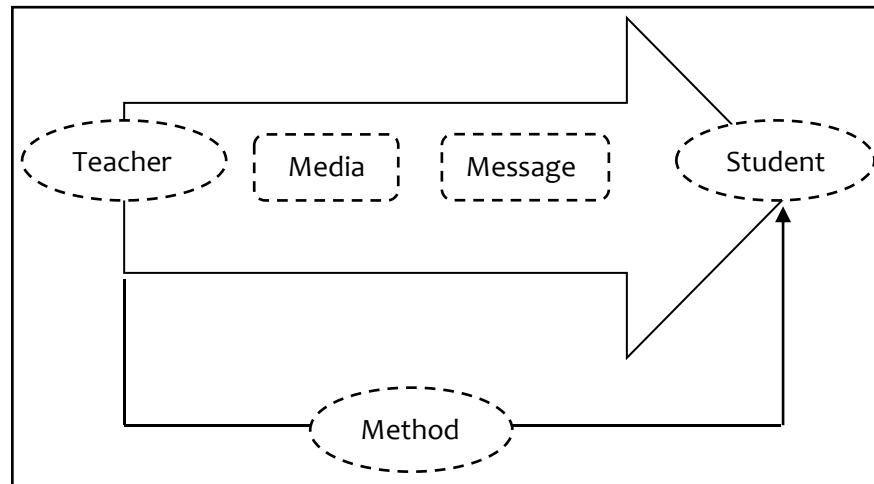


Figure 1:
 The Definition of Instructional Media

About the *Attentive role* is to attract the students' attention, to heighten the students' curiosity, and deliver the information. Media can make the information more attractive.

In its *Communicative role*, media can function to enhance comprehension and assist students in understanding the messages. Instructional media can increase the communicative power of the instruction by explaining the message contained in the instruction. In other words, the communicational role of media is a way of clarifying the message by making explicit certain concepts of lesson.

About the *Retentive role* of instructional media gives their effects later on when the time comes to remember the information. Instructional media are to insist students in learning and in remembering the important concepts lesson (Richards, 1990).

Functions of media, according to Ivon K. Davies (1980), are as follows:

First, Aids to instruction. Media serves to help the teacher and instructor using instruction more efficiently. Media assist teachers to communicate more efficiently and take over the operation role of instruction from teachers and instructors.

Second, Aids to learning. Media serves some to help students learning more efficiently. Media promote understanding assist in the master of training, and assist in assertiveness. Media can be used assessing

mastering performance.

C. Wetzel, P. Radtke & H. Stern mentioned that the main considerations of instructional media are: (1) It is easy to prepare, if it is difficult, does not use it. However, if it takes a lot of time to prepare and teachers can use the media in different classes, it is worth doing. They can use many things for many different activities; (2) It is easy to organize in the classroom; (3) It is interesting to the students and teachers; (4) It is meaningful and authentic; and (5) The activities conducted with the use of the media provide a sufficient amount of language (Wetzel, Radtke & Stern, 1994:3-4).

Basically, a language laboratory is a language classroom in which the students are isolated from each other by gab. The result of this should be that a whole class of students could practice speaking at the same time, instead of one after another as in the conventional classroom.

There are three stages in the development of a laboratory from the simplest to the most complex (Kumalarini *et al.*, 2008; and Wardiman *et al.*, 2008). In the first stage, it consists of a number of soundproof booths, each containing a set of headphones connected to the microphones in the front of the teacher.

In the second stage, the teacher has earphones and is connected with a microphone in each student's booth. We now have two-way communications. The teacher and the individual students can speak to each other and the teacher can now listen to and monitor any student's production and advise them how to improve. The students can speak to the teacher and ask for an explanation of help.

The third stage of development, then, sees the introduction into each student booth of a tape recorder. Now, the student can record their practice efforts together with those of the model. They can, then, play back the result and make comparisons.

The teachers are too able to (given time) to monitor the individual work of all their class, if they wishes. To stump up so far, there have three stages of development:

Stage 1: The teacher can speak direct to all students together; and the teacher or the

recorded material can speak to all students.

Stage 2: In addition to facilities available in the stage 1, individual students can speak to the teacher and the teacher can monitor their practice; and the teacher can now speak to any student individually.

Stage 3: In addition to the facilities in stage 1 and 2, the students can record the teacher's and their own voices on their single-track tape recorders; and students can play individual tapes on their dual-track recorders and simultaneously record their own responses.

TYPES OF AUDIO VISUAL AIDS

Actually, there are many kinds of aids that many teachers use in supporting their student's education, including motion pictures, still pictures, flash card, puzzles, and so on; but, in this report, the writer discusses about the use of audio, television, tape recorder, pictures, puzzles, and games in supporting English as a foreign language on Indonesian students, especially in MTs SA (*Madrasah Tsanawiyah Sekolah Agama* or Junior High School for Islamic Religion) *Al-Istiqomah* in Ciheulang, Cianjur, West Java, Indonesia.

First, **Audio**. Audio is medium of instruction often taken granted teachers and students append most of their classroom hours on in either talking or listening. The audio or sound medium is familiar to the students; even primary grades students use their own radios and cassette player.

The advantages of this aid are: (1) A wide variety of records are available in every graduated level; (2) Records are inexpensive and readily available, so school can built; (3) Collection of records and teachers can acquire personal collectors at a low cost; (4) Records are easy to store and to use; (5) The operation is simple; and (6) Teaching and learning can schedule easily (Brown *et al.*, 1983).

Second, **Television**. Television can be powerful in the teaching learning process. Many schools have television that can be used to present program in the classroom and the teacher in the class can create television presentation.

Television, now with color, is bidding for a more prominent place in the fields of commutation and entertainment in English.

Here is a great communication ultimate potential for educational is tremendous, but whose present usefulness to classroom teacher is quite limited.

Aids stress a listening, speaking, reading, and writing sequence in foreign language instruction: (1) Ear training facilities speaking, articulation is dependent upon hearing sound accuracy, discriminating among sounds, and memorization of a feel for the new language; (2) Concentration on one skill at a time facilities learning by reducing the load on the students and by printing the use of material and techniques graded to the specific objectives and requirements of each skill; and (3) When students required speaking from the outset, the likelihood of errors is increased. The student's initials need more correct responses and more frequent positive reforming, less apprehension, and more rapid development of confidence in their language learning ability.

There are two basic categories of television transmission: broadcast and closed circuit.² The advantageous are: (1) Television offers a means for providing a common base of experiences for all who see a given program at the same time; (2) It brings to the classroom people, places, and events that could be not seem otherwise; and (3) Putting a large television set in the front of the classroom, so that will be able to see the procedures as you explain to them.

Third, Tape Recorder. Apparent of the tape recorder has now found its way into the majority of school and, in many ways, it seem the most useful teaching aids available to us today. It takes only few to master the technique of operating one.

So, the tape recorder offers valuable help to stimulus to booth the modern language students and teachers. The students can take an active part in what goes on in the classroom and then go off, enjoy this extension of his language study. The teacher has at his/her command two valuable and hardly adjuncts to

²A third category, commercial cable television, is often a combination of broadcast and close-circuit transmission, commercial cable television system are currently available is some large cities. Cable system is usually "that often programming not traditionally available through general broadcast". See, for further information, Kathleen Ann Ruane (2014).

any method within the school. Most teachers would agree with Gustave Flaubert (1972).³

Fourth, Pictures. Pictures are the art of painting, representation by painting. A representation of anything (as a person, a landscape, a building) upon canvas, paper, or other surfaces, produced by means of painting, drawing engraving, photography, etc., a representation in colors. By an extension, a figure, a model, teacher writes a list of some objects in schools, homes, markets, etc. After that, teacher reads and followed by the students. So, they know how to read these objects.

Fifth, Puzzles. Puzzles mean to cause bafflement or confusion. Puzzle suggests difficulty in solving or interpreting something. Puzzles are needed for students in order to stimulus their brain.

CONCLUSION

The result of the report, the writer concludes that most of the students of MTs SA (*Madrasah Tsanawiyah Sekolah Agama* or Junior High School for Islamic Religion) *Al-Istiqomah* in Ciheulang, Cianjur, West Java, Indonesia, interest to use aids in teaching and learning English. The students more spirit than before and will easy to memorized things with using aids. They interest to use aids, because they won't be flat subjects that can make them bore. But, they want to increase their English in speaking, listening, reading, and writing.

Aids (pictures, puzzles, games, DVD Player, etc.) are important in teaching and learning English. Because of aids, their enthusiasm will be rise and they also can create things as they want. They appreciate in using aids for improving their English vocabulary. So, essentially, the teachers have many ways to interest students to study English, especially using aids.

After the writer analyzes and concludes the result of the report, the writer also submits several suggestions. For English teachers, let's use aids in teaching and learning English for interest the students to study English. For

³To play in the classroom, tape recorder has made of radio or television broadcast. Whatever the ultimate fate of this, a teacher should be well advised before using in class, personally recorder broadcast materials. See, for further information, Gustave Flaubert (1972).

students, let's improve your ability, vocabulary, and others with using aids. For example, you make puzzles, pictures, on paper. Then, you stick the pictures on the wall, so you can read easily without open a book. For all of the readers, studying everything needs struggle, skill, wants, to make us not easy to bore the subjects.

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