



ANALYSIS OF ENGLISH TEACHER'S TEACHING IN USING MEDIA AT JUNIOR HIGH SCHOOL 31 PADANG

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Abstract: This study aimed at finding out the type of media were used by English teacher's in teaching English at Junior High School 31 Padang. This study aims to analyse the learning media used by English teachers and evaluate their effectiveness in an inclusive classroom context. The research method used is descriptive qualitative with data collection techniques through classroom observation, in-depth interviews, and questionnaires. The results show that teachers use a combination of traditional and digital media, such as whiteboards, textbooks, PowerPoint, learning videos. Digital media is considered more engaging and able to increase student participation in general, but its effectiveness with students with special needs depends on its form, duration and presentation. The main barriers faced by teachers include limited facilities, lack of training and preparation time. Nevertheless, teachers show initiative to However, teachers show initiative to adjust teaching methods flexibly. This study recommends continuous teacher training and improved technology facilities so that learning media can be optimised to meet the needs of all students.

Keywords:

learning media, English, special needs, inclusive classroom, digital learning

A. INTRODUCTION

Media is one of the important tools for English teaching by using media (Dila et al., 2024), it is to make it easier for students to understand the materials presented by the teacher. It can increase students' concentration and interest in learning so the students will not feel bored in the class. Teachers' creativity in using learning media was needed (Madayani & Muhassin, 2020). In addition, by using media in teaching English, the learning would be clear, and then students wouldn't think abstractly and enhanced to real goals (Marpaung, 2017).

There are so many teaching media that can be used by teachers in the teaching-learning process, such as videos, pictures, songs, a projector, etc. It depends on the teachers' strategy and how the teachers choose and use those media (Fajri, 2019). In the teaching and learning process, the teacher plays an important role, for he or she is the most inspired person in the classroom, and students mostly pay attention to their teacher (Tileston, 2004).

States that most of the discipline problems in the classroom are caused by such factors as boredom, not understanding the relevance of the information, and incorrect modalities for learning (Bekker et al., 2023)(Zeng et al., 2024)(Özerk, 2020). Those are the barriers for teachers in delivering materials for the students, and this will result in a gap between teachers and students' motivation because it was one important parts of success in the learning process (Mupa & Chinooneka, 2015).

Media was commonly used by English teachers in the learning process. It can be the link or key to transferring the teacher's concept of certain material to students' understanding. The teaching and learning process in class, especially in junior high school, should be designed around meaningful activities. One of the ways to teach English is by presenting material by using media (Indiana et al., 2023). This will make the teaching and learning process interesting and enjoyable. Students will receive various activities delivered by the teacher. Therefore, teachers should be creative in creating and using media based on student needs on the learning material. Using media requires the teacher to step outside of the traditional teaching method and facilitate learning by encouraging students to learn through the media. The use of media helps the teacher to connect learners with events that are culturally relevant. As a result, a positive consequence of utilizing media is that instructors must keep their materials and examples up-to-date. As the concept of media in the teaching and learning process, the teacher has to select the media carefully before they use it (Dewi, 2020). There are some criteria in selecting and using media during the teaching and learning process, namely: determine the exact type of media, determine or take into account students with appropriate, presents the media appropriately, put or pay attention to the media at the right time, place and situation (Dewi, 2020).

There are some types of media, such as audio media, visual media, and audiovisual media. Audio media is media that involves the sense of hearing; for example, they are recording players in the foam tapes, cassette tapes, compact disks (CD), and radio acts. Visual media is media that involves the sense of sight. There are two types of messages contained in the visual media, namely verbal and nonverbal messages; they are pictures, graphs, diagrams, charts, maps, comics, posters, visual boards, and magazines. And the last is audiovisual media. It is a means of communication transmitted to both the sense of hearing and the sense of sight. They are video compact disks, television (Nicolaou & Kalliris, 2020) and youtube (Nabilah et al., 2024)

In fact, most of the teachers have already known the function and the advantages of using media. However, they rarely use them in the class for some reasons, such as lack of ability and understanding in using or operating media for example; LCD, computer, multimedia room, etc. The previous research conducted. (Wahyuni, 2009). Based on the previous researches proved that the problems were that teachers spent more time to prepare the media, lacked of ability to create interesting media for big number of students in the class. On the other hand, there were teachers that use one type of media during teaching process. This is proved. (Wahyuni, 2009).

Previously, a study in Payakumbuh also showed that teachers actively used visual and audio media in listening lessons to enhance student engagement (Susanti & Mahaputri, 2023). A study at SMPN 3 Tinambung, for example, revealed that teachers used various media such as textbooks, whiteboards, worksheets, answer keys, and even mobile phones to make the teaching process clearer and more engaging (Indiana et al., 2023). Meanwhile, a study at SMP Muhammadiyah 2 Malang highlighted the use of digital media, which successfully increased students' motivation and attention, although it sometimes also posed challenges in maintaining their concentration (Wirawan, 2020).

Based on the description, the researcher is interested in studying the media used by teachers in teaching English at SMPN 31 PADANG. Based on his preliminary observation, interview, and documentation, the teacher stated that English had become one of the most difficult subjects, and most students in the school got below the average score. This was also supported by students' testimony, who said that they had difficulties in understanding the teacher's explanation. As a matter of fact, SMPN 31 PADANG is a junior high school with two inclusive seventh-grade classes in which there are five inclusive students in the A class and four inclusive students in the B class and also in every class who need special attention. Some of the students have hearing impairment (including deafness), speech or language impairment, visual impairment (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or other specific learning disabilities. The

students do not receive special treatment because the teachers have treated them as normal students. The teacher can choose a suitable medium for normal students and students with special needs for the delivery of learning materials in the learning process.

This research is interesting to study, because media has an important role as a bridge between the concepts conveyed by the teacher and students' understanding in the English learning process. Media helps teachers convey messages effectively, and through this study, the author can also enrich knowledge in the use of learning media. The focus of this study is to analyze the types of media used by English teachers and describe the procedures for using media in teaching English skills at SMPN 31 Padang. Based on this focus, the problem formulations studied in this research includes: what media are most frequently used by teachers in teaching English skills at SMPN 31 Padang, and how English teachers carry out teaching using media at the school. The purpose of this study is to describe the media most frequently used by English teachers and explain the procedures for using them in teaching each English skill. The results of this study are expected to provide information to readers and teachers regarding the media commonly used in English teaching, as well as how they are used effectively for each English skill.

B. METHODOLOGY

This research use a descriptive qualitative approach to understand the phenomenon of media use in English language learning by teachers' at SMPN 31 Padang. This approach was chosen because it is naturalistic and allows researchers to explore teachers' and students' behaviors, experiences and perceptions of media use in the learning context (Golafshani, 2003). The research subjects consisted of two experienced English teachers, Mrs. Yunilawati, S.Pd and Mrs. Efrida, S.Pd, and 10 students of class VIII A, who were selected through purposive sampling technique. The main instruments used were observation sheets and semi-structured interviews to obtain information on the types of media, usage procedures, and challenges faced by teachers in implementing learning media (Mishra & Alok, 2022). Observations were conducted in three stages: pre-teaching, main teaching, and post-teaching, focusing on teacher-student interaction, learning activities, and student engagement when using the media.

Data collection was conducted through direct observation and in-depth interviews, in accordance with the principles of qualitative methods that emphasize active participation in a natural environment and deep understanding of the context (Marshall & Rossman, 2014). Data analysis techniques followed the Miles and Huberman interactive model, which included data reduction, data presentation in narrative form, and conclusion drawing and verification (Huberman & Miles, 1994).

C. FINDING AND DISCUSSION

This chapter presents the results of the research that was conducted from April 28, 2025, to June 28, 2025, at SMPN 31 Padang. The finding reveals that the English teacher used some media for teaching English.

1. Media is mostly used by the teacher at SMPN 31 Padang

The result observation and interviews on media mostly used by teachers showed that there was visual media, including real objects or models, posters, audio, books, and boards. Besides, the teacher also used the boards and books that the school has to give more precise explanations of the material and used them when the teachers did not have another instructional medium to give the material.

Media Used by English Teacher in Teaching at SMPN 31 Padang

NO.	Kinds of Media	Example
1	Human Media	Teacher as a media
2	Visual Media	Book, Poster, Worksheets, Boards
3	Audio Media	Speaker active

a. Media for Teaching Speaking Skills

Based the result of observation, that teacher used power point for teaching speaking. And then the teacher asks the student the meaning of material so that students can improve their speaking skills because they practice them directly in front of the class with their friends; it can also make students enjoy it more because the other person is their peer.

b. Media for Teaching Reading Skills

In teaching reading skills, the media that teachers often use are textbooks, resource books owned by students, or worksheets (visual media). The teacher usually asks students to read the text in the book about the biography text, and then the teacher will ask the students to determine the generic structure of the biography text.

c. Media for Teaching Listening Skills

In teaching listening skills, the media that teachers often use is the barcode provided in the textbook, and the teacher will scan the barcode and will play several conversations from the audio telling someone about a fun trip. And the students listen to the audio from the speakers brought by the teacher as a medium for learning listening in the classroom; after that, students will be asked to describe the contents of the audio or retell the experience from the audio.

d. Media for Teaching Writing Skills

In teaching writing skills, the media that teachers often use are textbooks, articles, and magazines (visual media). The teacher asks students to write down the points obtained from the text.

2. The Procedure of using media by the Teacher's at SMPN 31 Padang

a. Speaking Skills

The first step is that the teacher scans the barcode in the textbook, then the teacher displays it in the form of a video and shows the video. After that, the contents of the video are two people who are dialoguing about their personal experiences. After the video is finished, the teacher will tell two students to write their own dialogue with their friends and will be told to dialogue in front of the class with their friends

b. Reading Skills

The teacher usually asks students to read the text in the textbook, and then students are asked to find the main idea of the text they have read. Sometimes the teacher also photocopies a text and then distributes it to each student in the class, and the teacher asks students to read the text of the photocopied sheets. In addition, the teacher also told all students to pay attention to the reading of friends who read the text, and the teacher also checked the students' reading, and the teacher also gave some vocabulary in the text.

c. Listening Skills

The teacher instructs or asks students to listen to the audio with a focus on what is being discussed in the audio. The teacher displays audio of native speakers who are having a dialogue, and then students are asked to listen carefully. And the teacher gets the audio from the scanned textbook and plays it through the speaker, and after that the teacher will ask the students what the content of the audio is.

d. Writing skills

The teacher explains the material about recount text and gives an example of a recount text that tells about an experience on the board. After that, the teacher will ask the students to create a text telling about each student's experience in their respective assignment books.

D. DISCUSSIONS

This part presents the discussion of the research findings. There are two questions raised in this study. This discussion focuses on finding the two research questions raised. The first discussion is the media mostly used by English teachers in teaching English. The second discussion focuses on the way English teachers used the media in teaching English for each skill.

1. Media Mostly Used

A learning medium is anything that sends a message that stimulates the thoughts, feelings, and desires of a student so that it enhances the student's learning process. Learning media are also tools, methods, and techniques used to make communication and interaction between teachers and students more effective in the learning process.

Media is also interpreted as a person, thing, or event that enables a student to acquire knowledge, skills, or attitudes. The use instructional media in the teaching process are: Learning media can clarify the wording of the message so that the message is not too verbal, Learning media transcend the boundaries of space, time, and meaning and Appropriate and diverse use of educational media can overcome passive attitudes in students and foster a passion for learning. Teachers mostly used the media, including teacher as a media (human media), textbooks and worksheets (visual media), speaker active (audio media), and PowerPoint (audio-visual media).

2. The Procedure of using Media by Teacher's at SMPN 31 Padang

The procedure of using media by the teacher's is, of course, different depending on what material is being discussed at the time. The medium used by the teacher is related to the subject matter being discussed, which is, of course, interrelated. First of all, the teacher takes attendance in the classroom and pays attention to the cleanliness of the classroom, at the main teaching stage, the teacher check the assignment given at the previous meeting, and asks again if there is still someone who does understand the material, after that the teacher enters the text material, namely biography of the hero of the discussion in the recount text material, the media used by the teacher here is the textbook, the the teacher tells the student to read the text related to the hero's biography in turn, and the teacher pays attention to the occasional reading of the student and correct how to read the text, the teacher mentions and teaches some vocabulary contained in the reading text.

The media used by teachers in the school are textbooks obtained from *the kurikulum merdeka*, which are used in 1 year; besides that, there are several media used by teachers, namely active speakers, which are taught in listening materials, and the audio obtained can be scanned from the book, and a conversation appears from the audio and is listened to by students in the classroom.

In displaying media, it is not uncommon for teachers to experience some obstacles or difficulties, both from the outside and from within. Obstacles from the outside, for example, when displaying media in the form of PowerPoint or short videos that require electricity and a projector. Sometimes the light goes out, so the projector cannot be connected. However, the teacher does not run out of ideas; this

is where the teacher is required to be on standby to prepare other alternatives if things like this happen. Teachers have other media that can still be displayed without the need for an electric current, so that the learning process is as it should be.

E. CONCLUSION

Based on the discussion in the previous chapter, the following conclusion can be drawn. The teaching media used by English teachers in teaching English at SMPN 31 Padang can be concluded to be The teacher mostly used the media, including teacher as media (human media), textbooks and worksheets (visual media), speaker active (audio media), and video (audiovisual media). Then, for the media used by English teachers, the steps are: first of all, the teacher does brainstorming with students; after that, at the observing stage, the teacher displays the media to students, and students are asked to record things that are considered important; then, students display dialogue with their friends in front of the class.

In SMPN 31 Padang English Teachers use these media for several reasons including: Students are enjoying to understand and enthusiastic about the video, Conversations are more about sharpening students to talk with their friends, Books and worksheets are easier to use for the students than others, Teachers as a media are mostly used by the teachers to make students more focused and understand. Related to the current digital era known as "generation Z," as we know they are very literate in technology. So that it is not uncommon for them to understand more about the use of technological media that is currently developing. At this stage, the teacher can also share with students without feeling superior to them.

DECLARATION OF CONFLICT INTEREST

The authors have no conflict interest on writing this article.

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