

## **A Case Study on the Used of Visual Media in English Instructional Process at State Islamic Secondary School 1 Malang**

**Gusmaizal Syandri**

*Muhammadiyah University of West Sumatera*

---

**Abstract:** *This study was aimed at describing the use of visual media in English classes of State Islamic Secondary School 1 Malang. This study was a descriptive study. There were observation sheet, questioner, and interview guide used in this study. The finding showed that first the English teachers at State Islamic Secondary School 1 Malang use visual media in their instructional process. Second, the English teachers use flash cards, charts, pictures, and real objects because they were easily available. Third, those visual media used by the English teachers as means for attracting the students' attentions, giving the students spirit to ask questions, and helping the teachers explain the materials. Fourth, all the students have positive attitudes towards the used of visual media in the instructional process because they can understand the materials better and were not bored during the instructional process. Fifth, in terms of operating the visual media, the English teacher uses the visual media by demonstrating and drawing. Sixth, all the English teachers have made the visual media by themselves. The last, sometimes the English teachers have problems or difficulties in providing and making the visual media.*

**Keywords:** *Visual Media, English Instruction, State Islamic Secondary School.*

---

### **I. Introduction**

English is used as a means for communication and it plays an important role in the people's life, either in written or oral forms, such as in books, newspaper, magazine, television, radio, and internet. There are many books, especially textbook for university student, which are written in English. In order to be able to read the books and other written materials, people should master English. However, to master is not always easy for everybody.

English as the first foreign languages is officially taught at secondary school and high school in Indonesia. The Ministerial Decree No: 372/1993 dated December 12, 1993 as stated in the 1994 basic course outline for the Islamic secondary school that English is the first foreign language that must be taught in Indonesia. English is considered important to broaden knowledge and develop technology, art, and culture. Besides, English is important as a means of international relationship.

Since fifty years ago, in Indonesia educational system, English has been taught as school subject at secondary school, and high school. As mentioned in the 1994 curriculum, the objective of teaching English at secondary school is that the secondary school graduates will master listening, speaking, reading, and writing skills with emphasis on reading skill, with vocabulary mastery about 1000 words, and using appropriate grammar (Ministry of Religion, 1994).

To achieve the objective of teaching English at secondary school require the involvement of many factors. Kasbolah (1993:3) states that teacher, materials (textbooks), media, student, curriculum, and society are needed to support the teaching and learning process. But to handle all those factors is not easy.

According to my experience when some of my colleagues and I are teaching English in the classroom, it appears that teacher have an important role because teachers are the most influent people in the classroom and in case student will learn by the help of the teacher. In other words, students depend on the teacher. Teachers have to motivate the student to learn English well in class. Therefore, teacher has to be able to select and use good instructional materials and appropriate media in order to motivate and attract the students. Finocchiaro (1973:155) states that it was what we as the teacher to promote a friendly environment in the classroom, to create and organize materials, to overcome shortcoming in the textbooks, to stimulate and maintain interest through varied practice activities, to emphasize enjoyable aspect of learning, and to give students' necessary feeling of success which will determine their growth towards communication.

From the statement above, it can be seen that teachers should have good and interesting technique in teaching so that the students are interested to learn the subject, especially English. One of the good techniques to motivate and interest student is by using instructional media.

Instructional media are very useful for teaching English. One of the roles of the media is to attract the students' attention and deliver information (Kasbolah, 1995). Media can make the class atmosphere more alive (Finocchiaro, 19973) because the students feel interest and more active in attending the class.

Media attract the students' attention. It becomes supplementary verbal information and illustrates relationships in a way that is impossible with words. Media can be interesting to watch challenging, and reinforcing (Davies, 1980:193).

The use of instructional media in instructional process is intended to make the instructional process more effective and efficient, so that the quality of instruction can be improved. Media can be used to make explanation clearer, give stress on the part of explanation, and give variation in the way of teaching, and it is a better way on giving information (Utomo and Ruijter, 1994). Besides, instructional media is one of the learning resources that can distribute messages and overcome difficulty in instructional communication (Suleiman, 1985). By using media, the students can be active. Similarly Brown et al. (1983:64) state that, "media activate students, and the teacher can enjoy their teaching progress".

One of the main causes of failure of having efficient way of learning and communicating is that human forgets everything easily. If people only get and learn everything orally, it will be difficult for them to remember. Therefore, they should find their own way to retain the information. Audio-visual aids (media) do not only give effective way of learning in shorter term, but also help to retain the information better and longer (Suleiman, 1985).

In the instructional process, especially in a class of English as a foreign language, visual media are very useful because there are many differences between a foreign language and a native language (Kasbolah, 1993). By using visual media, such as pictures and films, teachers can show what are the pictures or films without showing the real things. By using visual media, teachers can give information to the students more easily and the students can understand and get the information more easily too, because the teachers can show what they are talking about and the students can see directly what the teachers mean. In relation to this, Suleiman (1985:17) states that "if someone sees something he needs, he will be interested and it will be a motivation to know more. Visual media give people support and motivation to know and observe, and finally it can give better understanding".

Visual media can also prevent misunderstanding since they can see and touch what the teachers mean. The student are being given chance to see and touch, it will easier for them to understand and remember the lesson (Latuheru,1988).

There is an old proverb saying that "I hear I'll forget; I see I'll remember; I get involved I'll learn". It means that if teacher always give the material or the information orally, it is difficult for the students to remember and understand the information. Although, in the instructional process materials are given by using interesting visual media, such as pictures, miniatures, maps, cards, charts and real objects, it will be easier if the students are given chance to do or touch the things.

The latest situation, however, indicate that inappropriate techniques are applied can make the teaching of English in secondary school is fail. Suleiman (1985) states that the teachers are often neglect instructional resources. They prefer to explain the material verbally. Therefore, they decide not to use them. It also indicates that most teachers think that visual media are playful and wasting time. So, they do not want to depend on complicated instructional resource, society, real object, and various demonstrations in their instructional process since the textbook provides pictures and exercises.

Sugiarto (1994:47) indicates that only few English teachers in secondary school in Malang used visual media in their instructional process. They said that there was no media and they did not have much time to prepare picture or to draw. Some of them state that visual media are needed whenever they fail to motivate the students. Some others argue that visual media are wasting time because there are so many pictures in the textbook that can be used.

It is mentioned in the Secondary School Curriculum 1994 that English teachers are supposed to use some kind of media which can stimulate the instructional process. It can be pictures, flashcards, flannel boards, flip cards, charts, transparencies, maps, recording, and real object.

Abdullah (1980) indicates that most teachers do not use media because (1) they do not realize that actually visual media are potential in stimulating and influencing learning. (2)if they realize, they do not have

the ability and skills to develop or make effective kinds of visual media which can really stimulate instruction. So many times the writer has heard that most students in secondary school feel that English is difficult subject. Further, they are not motivated to learn the languages because the class is boring. They only hear what the teacher talks about without knowing and comprehending what it means.

These facts make the researcher wants to know whether the same thing happens in qualified secondary school such as State Islamic Secondary School 1 Malang. Particularly, the researcher wants to know the used of visual media in State Islamic Secondary School 1 Malang because this school is considered the best Secondary school in Malang.

Media are considered as instructional media when they carry messages with instructional purpose, i.e., to facilitate communication (Hinich, 1993). Hamijoyo as quoted in Latuheru (1998) states that instructional media are the media whose function is integrated in the instructional objectives states in the syllabus. Moreover, Sulaiman (1998) asserts that instructional media are the media that bring information or messages from the information resources/senders (teacher) to the receivers (students). He further states that the instructional media are intended to increase the learning outcome.

The role of media in instructional atmosphere according to Heinich (1993) is for supplement of the "live" instruction in the classroom. This function is in line with the statement of Finocchiaro (1993) media can make class atmosphere more alive. The class can be more alive since the media can interest student and attract students' attention. Then, the students will give responses to the interesting things.

Instructional media can enhance and promote learning and support a teacher's instruction. Media can also be used effectively in formal education situation when the teacher is not available. It means that media replace the teacher when he must leave the class for certain purpose, and the class has to go on. The students can study through the media. Besides, media can help the teacher become a creative manager of the learning experience (Heinich, 1993). According to Dale (1996) there are several things instructional media can do in the teaching process such as a) heighten motivation for learning; b) provide freshness and variety; c) appeal the students of varied abilities; d) encourage active participation; e) give reinforcement; f) assure order and continuity of thought; and g) widen the range of students' experience.

Encyclopedia of educational media communications and technologies (1978) claims that we can get greater learning results when media are integrated into the learning process; that equal amounts of learning are often accomplished in less time by using educational media; and media can generally facilitate learning and preferred by the students when compared with traditional instruction. Media can increase interest, comprehension and retention; it is based on the hypothesis that the more abstract the context of messages, the more difficult is to comprehend. Thus it can be said that media have the ability to add concreteness to any learning atmosphere.

Instructional media not only give concrete experience needed by the receivers (students) but also help the students to integrate the previous experience. Information which is given to the receiver should be formed direct experience through iconic description to symbolic. The steps of the experience from the direct symbolic are drawn by dale (1969) and it is called Dale' cone of experience. Concrete and direct experience will make students study more easily to, get, know, remember, and use abstract symbols.

By looking at the cone of experience, we can see directly about each division represents a stage between the two extremes, between direct purposeful experience of the base of the cone and pure abstraction or verbal symbols of the top extremes. If it travels upward from the base, it moves in order of decreasing directness.

Richard (1990) states that instructional media at least have 3 roles are attention role, communicative role, retention role. Media should attract the attention of the students, heighten the students' curiosity, and deliver information. Media can enhance comprehension and assist the learners in understanding the messages. They can increase the communicative power of the instruction by explaining the message in the instruction. Media should concern retention of information presented in the instruction. Retention media give their effect later on when the times comes to remember the information. Instructional media assist learners in remembering the important concept of a lesson.

Wright (1989) mentions some considerations in selecting media. First, it should be easy to prepare. If it is difficult to prepare, the teacher should not do it. But if it takes a lot of time and teachers can use it many times with different classes, it is worth the effort. Second, it should be easy to organize in the classroom. The teacher

has to decide whether the effort of organizing in complicated activity is worthwhile. He has to consider that many activities require organizational time and energy. Third, it should be interesting to the students and the teacher. If the activity of the teacher is considering unlikely to interest his students, then he will ask whether it is worth doing. Fourth, the language and the way the teacher wants the students to use the media will be authentic to the activity. The students will get more if the language they use is vital to the situation. Fifth, the activity must rise to a sufficient amount of language in order to justify its conclusion in the language lesson, if it does not, the teacher should not do it.

In choosing and using kinds of media, a teacher should also consider the importance of the media in attaining the objectives of the work, the availability of the media as compared with other media and the effectiveness of the media as compared with other media, and the effectiveness of the media as compared with other media. It means that in using the media, the teacher must be sure that the media used are rarely important, good, and suitable with class condition and material given.

After the teacher feels sure that the media have fulfilled the requirement above, the teacher can use the media in class. But, it is also important to the teacher have to know that he/she cannot use the same media too often, because it makes the students feel bored. So, the teacher has to have the kinds of media in teaching since the students need to have variations in learning so that they feel interested and motivated in learning the lesson. It does not matter for the teacher to find and have other kinds of media, because there are still many kinds of media that can be used for teaching.

In general, there are three kinds of instructional media, audio, visual, and audio visual media. Audio media are media that can be listened, while visual media are media that can be seen. The instructional media that can be seen and listened are audio visual media.

Finocchiaro (1973) mentions some examples of the media for each types. The visual media may include blackboard, textbook, real object, picture file, chart, pocket chart, flash card, word card, number card, flannel or felt board, magnetic board, opaque projector and transparency, slide, filmstrip, and miscellaneous materials.

Finacchio and Bonomo (1873) also suggest that every classroom should contain the fill pictures which can be used to give interesting, meaningful practice of a foreign language. The file should contain three kinds of pictures (1) pictures of individual persons and of individual object; (2) picture of situation in which persons are doing something with object and in which the relationship of the subjects or people can be seen; and (3) a series of pictures on one chart. The audio visual include record player, tape recorder, and language laboratory. The last, audio visual media cover film, television, and programmed instruction.

## **II. Research Design**

This study was a descriptive study. It was conducted to describe the used of visual media in English classes of State Islamic Secondary School 1 Malang. Therefore, it can be considered as a case study. This study was conducted at State Islamic Secondary School 1 Malang because of some reasons. First, this school has a lot of achievements in the regional level. In 1995, when the "Porseni" (sport and art competition for student) held in east java, this school got the first championship. Second, in 1996, it was the winner of athletic competition in Malang Regency. Third, when the Olympiad Secondary School competition held by LKM integral 2000 Malang in August 1998, this school was the winner in Math and English. Fourth, in September 1999, this school was the first runner-up in speech contest 1999 and reading news held by regional government Malang. Fifth, the original grades of National Examination achieved by its graduates were generally high, so that they were accepted to continue their study at some favorite high schools in Malang and outside Malang.

There are three instruments were used in this study. They are observation sheet, questioner, and interview guide. The data obtained from classroom observation were categorized in term of the activities during the class activities in using visual media and checking with the appropriate theories concerning the use of visual media. The data obtained from students' questionnaire were computed and described in percentages. The teachers' questionnaires were not analyzed by using percentages since the number of the teachers was small. The teachers' questionnaires were described based on the teachers' responses. The data collected through interview were used to obtain the data which could not be obtained through the other instruments.

### III. Findings

#### a. The Used of Visual Media by The Teachers

Based on data obtained from observation, it is known that the first, the second, and the third class of English teachers use visual media in their English classes depends on the topic or the materials given.

#### b. The Kind of Visual Media Used by the Teacher

Based on the data obtained from questionnaires, it is known that the first class English teacher, the second class English teacher, and the third class English teacher stated that they use media, such as pictures, real objects, flash cards, and charts. They use the pictures on activities such as the boys are playing football, the students are studying, the students are reading, and the teachers in the classroom. The flash cards used are about the activities such as the boy is reading, the teachers is teaching, Ahmad is playing guitar, etc. meanwhile the charts are about the object such as pen, book, pencil, ruler, dictionary, monkey, cow, hen etc. Two teachers said that they often use real objects and pictures. While one teacher states that he uses pictures more often and use real objects because they are easy to produce, to find, and available at school. Meanwhile charts and flash cards are rarely used.

From the observation, it is known that the first class of English teacher uses pictures such as the boy are playing football, the students are studying, the students are reading, and the teachers in the classroom. The second class English teacher also uses pictures in his instructional activities. The pictures were used about the picture of individual object such as dictionaries, books, pens, pencils, rulers; students are used by the second and the third class of English teacher.

#### c. The Function of Visual Media

The data were obtained from the observation show that when the teachers use visual media (pictures and real objects), the students are interested in the lesson. This can be seen from classroom activities. Therefore, all the students pay attention; they even ask some questions and give comments on the visual media before the teachers explain the lesson. They all listen to what the teacher say about the visual media. When the teacher gives them some questions based on them, the students answer quickly and loudly, they compete with each other.

In addition, the data were obtained by interviewing to the three English teachers show that the visual media are very helpful and effective for them. They do not need much time to explain certain material since the students have already caught the idea of the materials from the visual media. They also use visual media to motivate, to save time, to make the students happy and interested. The students can really understand about the material given.

#### d. The Students' Attitude towards the Used of Visual Media

The data were obtained indicate that 118 students (100%) like to have visual media in their English classes. From the data above it was known that 35 respondents (29.7%) state that their teachers' explanation about the material given is more understandable and 28 (23.7%) state that they understand and do not get bored with the teachers' explanation when they use visual media. Twenty five respondents (22.9%) state that they are more active, they understand better, they do not get bored, and also they are more concentrated with the teachers' explanation. Twelve respondents (10.2%) answer that they are more active and they do not get bored and 9 respondents (7.6%) state that they do not get bored. Five respondents (4.2%) however, respond that they are more active and they do not get bored in class and only 2 respondents (1.7%) state that they are more active, they do not get bored, and they can be motivated with the teachers' explanation using visual media.

#### e. The Teachers' Strategies of Operating Visual Media

The first observation in the first year class teacher use pictures in teaching the *present continuous tense*. The activities are as follow:

- 1) The teacher sticks some pictures on the board and ask the students to see the pictures;
- 2) The students pay attention and try to tell about the picture (before teacher asks them) in English;
- 3) The teacher points to each other picture and give the question based on the picture;
- 4) Some students answer the teachers' question orally, but some of them cannot answers because the students at the back rows cannot see the pictures clearly;
- 5) The teacher checks and corrects the students' answers and asks the students to repeat what the teacher says;
- 6) The teacher gives some sentences based on the pictures. For example when she points at the picture number one showing some the boys are playing football, she said "the boys are playing football";

- 7) The teacher asks the students to make their own sentences like the examples given;
- 8) Some students write their sentences on the board, for example: "I am sitting now". "I am studying now" etc.;
- 9) The teacher gives an example in the negative form: "I am studying now". Then, the teacher asks the students to change the sentence into negative forms on the board;
- 10) Some students compete to write sentence in the negative forms on the board. For Example "they are not playing football". "I am not studying biology", etc.;
- 11) The teacher gives an example of an interrogative sentence. For example "is she drinking tea"? Then the teacher points at the picture again and asks the students to make a sentence based on the picture. For example "is she drinking tea"? "are they playing football"? etc.; and
- 12) The students are enthusiastically answering the teachers' question and they can answer the teachers' question correctly.

The next meeting is observing the second class teacher who is explaining about "comparative degree". The teacher draws some picture on the boards in different sizes. The pictures include cars, bicycles, human body. He also uses real object such as books, pens, and his students. The activities are as follows

- 1) The teacher draws three cards, three bicycles, and three people. Each of the pictures is in different size;
- 2) Before explaining about the pictures, the teacher takes three books in different sizes and shows them to the students. Then, the teacher says "this book is thick", and "this books is thicker than that one", then "this book is the thickest one";
- 3) All of the students pay attention to the teacher's explanation.
- 4) The teacher points the picture and gives some sentences based on the picture. For example "car A is cheaper than car B". "Car A is the cheapest", "Ana is taller than Ani", etc.;
- 5) Some students read the sentence were written by the teacher on the blackboard. They also try to make sentences orally without being instructed by the teacher;
- 6) The teacher asks three students to stand in front of the class, and he compares them. He says, "Syaiful is tall", "Anton is taller than Syaiful", and "Joko is the tallest";
- 7) After giving some examples using demonstration strategy the teacher asks the students to make their own sentences in the blackboard based on the picture;
- 8) The students compete to make the sentence on the blackboard. Even some of them make two sentences;
- 9) The teacher checks and corrects their sentences together and most of the sentence are correct;
- 10) The teacher reads the sentences written on the blackboard, asks the students to repeat after him. For example: "-cheap- cheaper - cheapest";
  - "Bicycle A is expensive than B"
  - "Bicycle B is more expensive than A"
  - "Bicycle is the most expensive".

Then, the researcher observed the third class. The teacher also teaches on the topic "comparing things" and he uses real object in his teaching, such as pens, pencils, books, rulers, and dictionary. The activities are as follow

- 1) The teacher asks the students to open their "packet book" and the students open their books;
- 2) The teacher read some sentences in the "packet book" such as
  - a) This chip is small
  - b) This computer is big
  - c) This chip is smaller than that computer
  - d) This calculator is smaller than the computer.
- 1) The students pay attention while the teacher is reading some sentences are stated in the "packet book". They can compare and understand because there are pictures in the book.
- 2) The teacher borrows and collects some real objects from the students such as pens, pencils, books, dictionary, and rules (the teacher comes to the students' desk to get them). Then, the teacher compares and gives examples by showing the things to them. The examples are as follows
  - a) This ruler is long  
This ruler is longer than that ruler  
This ruler is the longest.
  - b) This book is thin

This book is thinner than that book

This book is the thinnest.

- 1) The teacher reads the sentences and asks the students to repeat after him. (the students repeat and all of them are enthusiastic);
- 2) The teacher asks the students to do the exercise;
- 3) The students do the exercise;
- 4) The teacher asks the students to read their answer, then the teacher checks and corrects them;
- 5) The teacher asks the students to come in front of the class and compare them. Then, he gives question such as who is high, who is higher? who is the highest? Meanwhile many students do not understand about what he says and they cannot answer his questions because his explanation is too difficult to understand and besides his pronunciation is not clear. Then the teacher uses "bahasa Indonesia" to explain it again.
- 6) The teacher asks the students to fill in the blanks in the exercise in "packet book".
- 7) The students fill in the blanks to complete the sentences;
- 8) The teacher asks the students to read the sentence about what they do, and the teacher checks and corrects them (the students can fill in the blanks). At last, the teacher reads some words and asks the students to repeat after him (all the students pay attention and repeat loudly).

The last observation is done in the second class when the teacher draws the human body on the black board to teach "parts of the body". The teaching activities are as follow.

- 1) The teacher draws the human body on the black board. Then, the teacher gives a song about parts of the body (all students look at him while he is singing) the songs such as follow.

My eyes, my ears

My Nose, my mouth      2x

We all clap hands together

- 2) The teacher asks the students to look at him, and then he points parts of his body while mentioning the names for example, "eye", then, the students say "eye", etc.;
- 3) The teacher asks the students about the function of parts of the body, such as, nose, mouth, etc.;
- 4) The students answer the teachers' question orally and the teacher checks and corrects the students' answers.
- 5) The teacher asks one students to stand in front of the class. Then, the teacher asks him to point at parts of his body and his friends mention the names for example, while he points at his "head", his friends say "head", etc.;
- 6) The teacher says while pointing his body, and then all the students repeat together;
- 7) The students can mention what the teacher points;
- 8) The teacher gives a song again about parts of the body and they sing together while pointing the parts of the body. The song such as follow.

My eyes, ears  
My nose, my mouth  
We all clap hands together

My hands, my arms  
My shoulder, my head  
We all clap hands together

My toes, my knees  
My face, my hairs  
We all clap hands together

#### **f. How the Teacher Gets the Visual Media**

From the questionnaire given to the teachers it is known that the visual media used by the teachers are mostly made or provided by the teachers themselves. The teachers also have some visual media which are bought at the bookstore. They also ask the students to make the visual.

The data were obtained from the students' questionnaire show that 68 respondents (57.6%) state that their teachers make or provide visual media by themselves. Then, twenty-three respondents (19.5%) answer that

their English teachers borrow the visual media from the students which are available on their desks, while seven respondents (5.9%) answer that their teachers assign the students to make or bring visual media. Five respondents (4.2%) answer that their teachers use visual media provided by the school. Three respondents (2.5%), however, answer that their teachers make the visual media by themselves, and their teachers assign them to make or bring them. Only two respondents (1.7%) answer that their teachers make visual media themselves and they borrow from the students that are available on the students' desks.

**g. The Teachers' Difficulties in Providing and Making the Visual Media**

From their interview, the teachers say that they do not have problems or difficulties in operating the visual media. But they say that they have problems or difficulties in making or providing them. The teachers of both classes (the first and third year classes) say that they cannot draw the pictures by themselves, and it seems that they do not know the appropriate shapes of the visual media used, such as pictures, real object, flash cards and charts. However, one teacher, namely the second class English teacher states that he does not have any difficulty to draw pictures. He just says that he needs to discuss with his colleagues about what kind of visual media suitable used in each topics.

Through the observation, the researcher finds that two teachers do not have problems in making or providing the visual media. But the third class English teacher has difficulties in preparing the visual media. He just takes or borrows the visual media from his students' desk, such as pens, books, rulers, pencils.

#### **IV. Discussions**

**a. The Used of Visual Media**

The findings showed that the teachers use visual media in their instructional process. All of them sometimes use visual media in their teaching. It implies that the English teachers realize and know the important roles of visual media in their instructional process. This is in line with Kasbolah's (1993) statements that media is one of the important factors in teaching English and they may have an important role to excite the class. It has also been known that using media can improve the outcome of learning. Further, Kasbolah (1993) states that the main function of instructional media is to support the instructional interaction between the teacher and the students.

**b. The Kinds of Visual Media**

All the English teachers only use pictures, real object, flash cards, and charts in instructional process. Two teachers state that they often use real objects, and pictures, while one state that he uses drawing picture and real object often used. The reason is that they are easy to produce, to find, and to be provided at school. Meanwhile, charts and cards are rarely used.

Through the observation, it is shown that the first class English teacher use 6 pictures. Two of them are too small. Whereas, the others are big and clear enough to be seen from the back rows of the seat, since the criteria of the pictures must be big enough to see and there are clear, simple, interesting and easy to understand. As suggested by Suleiman (1985) that the pictures used easy to understand and big enough to show details. In this case, the researcher agrees with Suleiman's ideas because if the pictures we used do not represent what we want or what we mean, than the students may confused and cannot catch the massages. Moreover, if the pictures are not interesting, the students' attention may not available. In addition, if the pictures are too small, the students cannot see them clearly.

The second class English teacher uses real objects and drawing pictures. He uses the real objects to teach the "comparative degree". They are the picture of three different sizes and three students were asked to come in front of the class as the model. This demonstration clear for the students and it is easy for them to understand the concept because they can see the object directly. Their finding is in line with Gerlachand Elly (1980) that the real objects have the potential of increasing realism. The real object such as books, pens, pencils, rulers, students etc. are also used by the third class English teacher.

The drawing pictures are used by the second class English teacher to teach about "parts of the body". The drawing pictures are representing the real object drawn, they are not too small or too big either so that the students in all the rows can see and understand what the teacher means about the pictures. These pictures are in accordance with the Finocchiaro's (1983:177) idea that the effective picture should be large enough to see from all parts of the room and they must be clear and simple design.

**c. The Function of Visual Media**

One of the roles of media is to attract the students' attention and to deliver information (Kasbolah, 1995). Meanwhile Heinich (1985) states that instructional media not only provide necessary concrete experience but also help the students integrate prior experience. In presenting the materials three teachers do not always use visual media although they realize that using visual media is necessary in instructional process.

There seems to be similarities among the three English teachers in visual media they state that visual media are very helpful and effective for them, because they do not need too much time to explain the material. This statement is accordance with Brown's (1983) Idea that visual media can help the teacher to save much time. The teachers also state that the students can really understand the material given. This means that the students can have the right concept about materials. The statement is in line with Guilford's (in Ornstein, 1977:143) that the visual media are needed in order to give clear concept of information given. Thus, in this case visual media may function to give better understanding and to avoid misconception.

Through observation it is clearly seen that the students are interested in visual media. They pay much attention to them. These findings are in accordance with Wright's statements (1992:2) that the pictures and real objects are easily processed to catch and hold the students' attention. This also supported by Richard's idea that media have attention role and may attract the students' attention and raise their curiosity (Richard, 1990).

When the teachers give some questions based on the visual media that researcher see that the students answer quickly and loudly. This situation is in line with Finocchiaro's (1993) idea that media can make the class atmosphere more alive.

#### **d. The Students' Attitude Towards the Used of Visual Media**

The findings imply that visual media can make students more active. This statement is accordance with Brown's idea that media can activate students in joining the lesson and can give better results (Brown, 1983).

The findings also show that by using visual media the students not get easily bored. They have more concentration, and it is easier for them to have better understanding, so that the class becomes more interesting. This is in line with the Fiocchiaro's (1973)statement that media can make the class atmosphere more alive.

All the findings above imply that visual media are really important in the teaching of English to the secondary school students. Therefore, the teachers are expected to be able to create visual media with appropriate situation in which the students can learn as it is hoped.

#### **e. The Teachers' Strategies in Operating Visual Media**

The English teachers of secondary school 1Malang use several kinds of visual media in their instructional process. While the researcher conducted the observation, the first and the third class English teacher was only use one kind of visual media. While the first class English teacher also uses some pictures and their teacher uses some real objects. Meanwhile, the second class English teacher uses both kinds namely pictures and real objects.

Concerning the strategy of using visual media the teacher sticks all the pictures on the blackboard and gives a question for each picture. It would be better for the teacher, in order to make the students pay more attention or concentration, he show them one by one. Before showing them to the students the teacher says "*I have nice picture. Do you want to see them?*" then, the teacher takes one and tells the students "well, everybody. Do you know this picture?" (The teacher shows the back side of it). It sure the students try to guest. Then, the teacher shows it, and then the teacher gives question such do you know this picture? What are they doing? How many boys are playing football? Where are they playing football? etc. by give some questions, the students can practice and improve their English. As suggested by Gutchow (1981) that by using the media, the students' mother tongue can be avoided.

The drawing pictures and real object are used by the second class English teacher to teach grammar on the topic "Comparative Degree". The teacher draws the picture himself. Although it is only the teacher drawing, it is clear, simple, and easy to understand. It is in line with the Brown's idea that the picture is not necessarily the work of art (Brown, 1983). The use of the real objects used also understood by the students. Then, the teacher takes three different sizes of real objects and shows them to the students. They understand the teacher's explanation clearly and easily because they can compare those things.

The real objects are also used by the third class English teacher to teach the "comparing things". There are three rulers and three books with different sizes. All of them are understood by the students because the teachers' explanation is easy for the students to understand. After the teacher shows them to the students, he writes his sentences on the blackboard. Suleiman writes (1985) that using media correctly and perfectly cannot be called "wasting or becoming playful technique" because the effectiveness of using visual media for language teaching has been acknowledge. While he asks three students standing in front of the class as a model, he does not do it correctly and clearly because he is "high" instead "tall". This implies that the teacher does not know how to use word "high" and "tall" for people. The teacher may ask the students about their height. For example *how tall are you?* and write the answer on the blackboard such Andi is 160 cm, Ahmad is 166 cm, and Yoga is 165 cm. Then, the teacher may "ask who is taller" and "who is the tallest" by looking at their friends standing in front of the class.

Concerning the material given by the second class English teacher who is using drawing picture of part of the body, the teacher teaches the students a song about part of the body. It is known that while the teacher is singing a song about part of the body, all the students pay attention to the teacher. It is in line with Hildebrand's idea that a song, a poem, a finger play, a puppet, or new picture can serve quite children and gain their attention (Hildebrand, 1986). Firstly, the teacher draws a part of the body and then he sings a song about parts of the body. Secondly, the teacher points his part of the body while mentioning the names and asks the students about the function of each. Then, in order to make it alive and create the situation, the teacher asks one student coming in the front of the class as a model. While the student standing in front of the class, he points his part of the body and then his friends mention it. Thirdly, the teacher also asks the students to repeat some words after him, and the teacher corrects their pronunciation. Finally, the students can memorize the song and remember the names of parts of the body because when they sing, they also point at parts of their body. This activity is appropriate with the secondary school students' characteristic that they like to play song, and move their body because they are still energetic.

Using visual media, the three teachers teach all language skills (reading, listening, speaking, and writing), grammar, and vocabulary items to the students. This is in line with the Wright's idea (1976) that visual media can be effectively use for teaching reading, listening, speaking, writing, grammar, culture and for testing as well. For reading, the teacher asks the students to read their answer of the exercise and pronounce some words. For listening and speaking, the teacher reads some words and asks the students to listen and repeat after him. They also ask their students to answer the question orally, for example what are you doing now? and he/she answer, I am studying now. For writing, the teacher asks the students to fill in the blanks and write some exercises in their books and on the black board.

#### **f. How the Teachers Get the Visual Media**

The teacher gets visual media by using or making visual media themselves. The teacher has the visual media by making with the students. Sometimes, they ask the students to make them. It is found that half of the students state that their English teachers provide visual media by them. A few of the students said that the English teachers take the media that are available on the tables provided at school, and made by the students. It implies that the teachers tried to have visual media by some ways in order to get the better result in their instructional process. The researcher suggests that it would be better for the teacher or school to have complete visual media for their teaching. As suggested by Finocchiaro (1973) that every classroom should contain a file of picture that can be used to give interesting meaningful practice of a foreign language. The file should contain three kinds of pictures (1) picture individual person and individual object; (2) picture of situation in which people are doing something with object and in which the relationship of object or people can be seen; and (3) series of picture on one chart.

#### **g. The Teachers' Difficulties in Providing and Making the Visual Media**

The teacher says that they do not have problems or difficulties in operating visual media. Two teachers have problems or difficulties in making them. They said that they cannot draw the picture, and they also do not know yet about the correct forms of the visual media used.

Having considered the problem faced by the teacher in drawing pictures, it seems that they can do some ways to overcome the problems. They can ask other teachers in the case English teacher or art teachers to make it. Kasbolah (1997) suggests that if the teacher cannot make the drawing pictures they may ask the students to draw on the paper and select the best ones. While Cahyono (1997) states that the teacher are not good in drawing, they can cut out pictures taken from the magazine, newspaper, postcards, and advertisement which represent the object as they are in the reality. Furthermore Cahyono says that there are three kinds of pictures as usual as an aid to teach English. However, cut out pictures is that they can be practically prepared. If a teacher has prepared the cut out pictures, it is not necessary for him to draw pictures on the blackboard anymore.

It will take time to make a file cut out picture complete. However, if it is started from now on, a complete file could be eventually gained. Material such as magazines, newspaper, advertisements, and postcards provided an inexpensive and useful source of visual materials. Meanwhile one of the teacher at the second class English teacher states that he does not have any problems or difficulties to make or to draw picture. He just says that he needs friends to discuss about what kinds of visual media that are suitable to be used in each topic.

In the observation, the researcher finds that the first class English teacher prepares 6 pictures before the lesson began. The pictures are available on the blackboard. It is known that two pictures are too small so that the students sitting at the back rows of the classroom cannot see them clearly and the others are good enough and interesting for the teacher and the students. Wright (1989) suggests that there are some considerations in selecting media. First, it should be easy to prepare. If it is difficult to prepare, the teacher should not do it. Second, it should be easy to organize in the classroom. The teacher has decided whether the effort of organizing a complicated activity is worthwhile. He has considered many activities require organizational time and energy.

Third, it should be interesting to the students and the teacher. Fourth, the activity must rise to a sufficient amount of language in order to justify its conclusions in the language lesson. If it does not, the teacher should not do it. While the teacher operates them, she has a little problem in operating small pictures. Therefore, she does not show the small one to all the students. Ideally, she should walk around them to show them.

In further observation, the second class English teacher teaches the part of the body, he draws the picture on the blackboard directly. It is simple, clear, and suitable with the topic given. It seems that the teacher concerns about the media used. This finding is in accordance with the Ernestova's idea that when selecting a picture, the following essential should be kept in mind, grammatical structure which can be practice with it, items of vocabulary which can be taught with it, size, appeal to the eye, entertainment value. It is useful and time-saving to mark each picture on reverse side and indicate the language item it can be used for (Ernestova, 1988). When the teacher operates it, the students are motivated and paid attention to his explanation and they understand the material given. It is known from the students' participation on the activities.

While the researcher conducts the observation in the classroom to the third English teacher, he uses media (real object). He just takes or borrows from the students without preparing firstly. It is known that the teacher is not prepared to use visual media and he needs time to find it. As we know that an English teacher has to prepare everything in instructional process, so that he can teach well, concentrate on what he is teaching, and does not waste the time.

One of the teachers' duties is to make teaching preparation before they teach in the classroom. As stated by Dick and Carey (1985) that the primary role of the teacher is the designer of instruction by accompanying role of the implementer and evaluator of instruction. This teaching preparation includes 1) Analysis of Instructional Material; 2) Annual Program; 3) Fourth Monthly Program; 4) Lesson Unit; and 5) Teaching Plan. Obviously, by preparing the material given well, in this case media, the teacher will not waste the time, so that he knows what he wants to teach and at the end of his teaching, he gets good results.

## V. Conclusions

The following conclusions are drawn base on the finding of the study. First the English teachers at State Islamic Secondary School 1 Malang use visual media in their instructional process. Second, the English teachers at State Islamic Secondary School 1 Malang use flash cards, charts, pictures, and real objects because they are easily available. Third, those visual media used by the English teachers at State Islamic Secondary School 1 Malang as means to attract the students' attentions, giving the students spirit to ask questions, and helping the teachers explain the materials. Fourth, all the students have positive attitudes towards the used of visual media in the instructional process because they can understand the materials better and do not get bored during the instructional process. Fifth, in terms of operating the visual media, the English teacher uses the visual media by demonstrating and drawing. Sixth, all the English teachers at State Islamic Secondary School 1 Malang have made or provided the visual media by themselves. The last, the English teachers at State Islamic Secondary School 1 Malang, sometimes, they have problems or difficulties in providing and making the visual media.

## References

- [1]. Abdullah, Aliah.1980. *Teaching Language Instrument*. Jakarta: Proyek Pengembangan Pendidikan Guru (P3G) Depdikbud Jakarta
- [2]. Brown, James., Lewis, Richard B., Harclerod, Fred F. 1983. *Audio Visual Instruction*. New York: Mcgaw Hill.
- [3]. Cahyono, Bambang Yudi. 1997. *Teaching English; Strategy; and Research Finding*. Malang: IKIP Malang.
- [4]. Dale, Edgar. 1969. *Audio Visual Method Teaching*. New York: Holt, Rinehart, and Winstone, Inc.
- [5]. Davies, Ivo K. 1980. *Instructional Technique*. New York: McGraw Hill.
- [6]. Ernestova., M 1988. *How to Use Ready-Made Pictures*. Forum Anthology: Selected Articles from the English Teaching Forum. Washinton, D.C.: USIS. 278-282
- [7]. Finocchiaro, Mary. 1964. *English as a Second Language: From Theory to Practice*. New York: Simon & Schuster. Inc.
- [8]. \_\_\_\_\_ . 1975. *Visual Aids in Teaching English as a Second Language*. English Teaching Forum. XII. (34): 263-266.
- [9]. Finocchiaro, Mary. And Bonomo, Michael.1973. *The Foreign Language Learner: A Guide for Teachers*. New York: Regent Publishing Co. Ltd
- [10]. Gerlach, Vernon. and Ely, Donal P. 1980. *Teaching and Media Systematic Approach*. New Jersey: Prentice Hall.
- [11]. Heinich, Robert, Molenda, Michael, and Russel, James. 1993. *Instructional Media: and the New Technologies of Instruction*. Canada: John Willy and Sons, Inc.
- [12]. Kasbolah, Kasihani. 1995. *Instructional Media of Young Learners of EFL*. ELE.I(1): 68-73.
- [13]. \_\_\_\_\_ 1993. *Teaching Learning Strategy*. Malang: IKIP Malang.
- [14]. Latuheru, John. D. 1988. *Instructional Media and Today Learning Process*. Jakarta: DekdikbudDirjenDiktiProyekPengembanganLembagaPendidikanTenagaPendidikan.
- [15]. Ministry of Religion. 1994. *English Primary Curriculum Based Religion for Islamic Secondary School*. Jakarta: Direktorat Jendral Pembinaan Agama Islam.
- [16]. Ornstein, Alan. C. 1977. *Foundation of Education*. Chichago: Rand McNally College Publishing Company.
- [17]. Richards, Jack C and Nunan, David. 1990. *Second Language Teacher Education*. New York: Cambridge Language Teaching Library.
- [18]. Sugiarto, Willy.1994. *The Use of Visual Media in Teaching of English in Public Junior High School in Malang*. Unpublished Thesis. Malang: FSPB IKIP Malang.
- [19]. Suleiman, Amir Hamzah. 1985. *Media Audio-Visual for Teaching*. Jakarta: PT Gramedia.
- [20]. Wright, Andrew. 1976. *Visual Material of the Language Teacher*. (5<sup>th</sup>ed). Hong Kong: Wilture Enterpice (International) Ltd.
- [21]. \_\_\_\_\_ 1989. *Picture for Language Learning*. (5<sup>th</sup>ed.) . Cambridge: Cambridge University Press.