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Perceiving the Impact of Visual Media: A Phenomenological Study on Teacher Experiences in Teaching English at Elementary School

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Abstract

Teaching English to children is crucial. English plays a significant role internationally, providing access to information and technology. Effective teaching for young learners requires good planning, suitable methods, and appropriate materials. *The purposes of this study were to (1) identify the visual aids that English teachers at MIN 2 Langsa utilize to teach English to primary pupils, and (2) investigate the teacher's experiences with these aids. Data collection was done in December 2023 through a fifth-grade English teacher at MIN 2 Langsa. The phenomenological approach was combined with a qualitative method in this study. An interview and an observation served as the instruments. The purpose of the observation was to see how the fifth-grade pupils at MIN 2 Langsa's teachers using media, and the interview was given to the English teacher to learn more about the teacher's expertise with visual media. The results of this study demonstrated that the types of media that teachers used to teach English included whiteboards, English textbooks, dictionaries, posters, pictures, games, and other objects that were nearby. The interview with the teacher revealed that, depending on the subject, she employed visual aids to simplify the English lesson and help the pupils understand it better.*

Keywords: *Teacher`s Media in Teaching English, Visual Media, Young Learners*

Abstrak

Mengajarkan bahasa Inggris kepada anak-anak sangatlah penting. Bahasa Inggris memainkan peran penting dalam dunia internasional, menyediakan akses ke informasi dan teknologi. Pengajaran yang efektif untuk siswa muda membutuhkan perencanaan yang baik, metode yang sesuai, dan materi yang tepat. Tujuan dari penelitian ini adalah untuk (1) mengidentifikasi alat bantu visual yang digunakan oleh guru bahasa Inggris di MIN 2 Langsa untuk mengajar bahasa Inggris kepada siswa sekolah dasar, dan (2) menyelidiki pengalaman guru dalam menggunakan alat bantu tersebut. Pengumpulan data dilakukan pada bulan Desember 2023 melalui seorang guru bahasa Inggris kelas lima di MIN 2 Langsa. Pendekatan fenomenologi dikombinasikan dengan metode kualitatif dalam penelitian ini. Wawancara dan observasi berfungsi sebagai instrumen. Tujuan dari observasi adalah untuk melihat bagaimana guru kelas lima di MIN 2 Langsa menggunakan media, dan wawancara diberikan kepada guru bahasa Inggris untuk mempelajari lebih lanjut tentang keahlian guru dalam menggunakan media visual. Hasil dari penelitian ini menunjukkan bahwa jenis media yang digunakan guru untuk mengajar bahasa Inggris termasuk papan tulis, buku pelajaran bahasa Inggris, kamus, poster, gambar, permainan, dan benda-benda lain yang ada di sekitar. Wawancara dengan guru mengungkapkan bahwa, tergantung pada mata pelajarannya, ia menggunakan alat bantu visual untuk menyederhanakan pelajaran bahasa Inggris dan membantu siswa memahaminya dengan lebih baik.

Kata Kunci: Media Guru dalam Pengajaran Bahasa Inggris, Media Visual, Pelajar Muda

INTRODUCTION

The most crucial pillar for developing, controlling, and raising the quality of human resources is education. Successful education is possible, and one of the factors that makes it possible is having qualified educators. Teachers need to be professionals when they are to support national education implementation. Professional educators are those who hold control as well as responsibility for students' education, including both individual and institutional instruction. Teachers have a part to play in granting community wishes. teaching pupils to be responsible and disciplined. An engaging, meaningful, creative, dynamic, and interactive learning environment can be developed by educators.

As we approach the globalized era of today, it is crucial that children learn languages, particularly English. English is one of the foreign languages that has become prevalent in the globalized and technologically advanced world of

today. Excellent language abilities in English are necessary for students to access the world of technology and information since these fields require proficient users of the language. It is crucial to begin teaching English as early as possible for this reason. The truth is that there are still benefits and drawbacks to English instruction in Indonesian classrooms, particularly for the younger students. Early childhood (elementary school) English instruction differs greatly from adult instruction. In line with this idea, Mulyati (2019) says children love to learn while playing, and their environment represents a form of play. Selecting enjoyable learning activities is the ideal course of action for students in the early years, when learning activities should be enjoyable for young children.

Teaching English to children is not the same as teaching the language to adults. The reason for this is that children acquire foreign languages in a different manner than adults do. Cahyati, Parmawati, and Atmawidjaja (2019) believe that class, particularly in English, for younger pupils requires thoughtful preparation, including the selection of appropriate teaching strategies, resources, and methodologies. Children need real-world examples to aid in their learning. According to Pinter, as cited in Lelawati, Dhiya, and Mailani (2018) asserts that young students struggle to understand abstract concepts because of their restricted vocabulary. Teachers can adjust learning tactics and teaching material as one of their efforts to increase student learning achievement (Suryani et al., 2021). Utilizing media in the classroom is important because it allows students to get aid with their studies, which improves the effectiveness and efficiency of the teaching and learning process. The concrete content is made more engaging and comprehensible by the use of media. According to Lynch, as referenced in Mustafa, Hermandra, and Zulhafizh (2019), using media can make students more receptive to learning. Using media in the teaching-learning process has a number of benefits. These include: raising student motivation; preventing student boredom; facilitating easy comprehension of the curriculum; and streamlining the teaching and learning process. The issue is that certain teachers continue to teach English using the antiquated approach, which relies solely on one model and method, even though educators are required to use multiple English learning methods and models.

Many sorts of media can be employed by teachers in the process of teaching and learning English to young learners such as audio media, visual media, audio-visual media and the teacher themselves as a model. As stated by (Akmal, 2019) (Dananjaya, 2017), There are several media kinds that can be utilized in the teaching-learning process, including manual and electronic media. Media manuals are similar to the equipment seen in classrooms and other learning environments, such as whiteboards, markers, erasers, and pamphlets (modules). Electronic media includes things that require electricity, like computers, language labs, movies, HP, and infocus.

Visual media are those that use images to teach kids lessons. Jannah in Pratama, mentioned in Harisma, Ilmiah, and Yana (2019), state that visual media is one kind of content that learners and teachers can view and interact with in relation to study topics. Heinich, et al., referenced in Sanjaya, Batan, and Myartawan (2018), state that there are various kinds of visual media, including slides, document cameras, overhead projections, digital images, and digital image projections, in addition to visuals that are not projected. Additionally, visual media can pique students' interests and provide a connection between the subject matter and real-world applications (Amalia & Hapsari, 2018). Every educational institution must develop an efficient and successful learning process in an effort to raise the standard of instruction, and visual media has a big impact on pupils.

The number of students who pay less attention to the teacher when they are teaching and the fact that some students still appear to be less engaged in the learning process indicate that some students in class V MIN 2 Langsa are not actively participating in their education. Teachers' use of learning media in teaching and learning activities is not always the best, which results in less-than-ideal student interest and attention to learning and poor student participation in the process. As a result, in order to maximize student activities and learning results, the learning process must be improved.

Teachers should adapt their usage of media in the classroom to the cognitive growth of their students at each stage. The usage of visual media aids is one strategy that might be able to support the achievement of learning objectives and enhance student engagement and learning results. Media classified as visual alone refers to content without audio. Media that use the sense of sight are referred to as visual media.

This research is based on three earlier studies. First, "Teaching English Vocabulary Using Visual Materials to Young Learners" by Widiningrum (2017). The outcome demonstrated that the instructor used a variety of visual aids at varying frequencies. As an illustration, a third-grade teacher frequently used an object to aid the students in their learning (66,8%). The sixth-grade teacher then most frequently uses a table with the proportion 58, 3%. All of the visual resources available can aid in the teaching of English to young learners, even though the proportion of each resource used in the classroom varies. Second, "An Analysis the Use of Visual Media in Teaching English to Young Learners," by Sofian, R. F., & Anggraeni (2021). The study's findings indicate that teachers prepare in three different ways: they set up a projector, they comprehend the content that will be taught to the students, and they create the PowerPoint that will be used in the classroom. The teacher utilizes PowerPoint and a projector to teach English by employing media. Third, "Visual Media in English Teaching and Learning," by Dzakiah (2022). The outcome demonstrates how the practicality and effectiveness of teaching and learning processes can be enhanced by the

use of media. One tactic to boost student participation and skill development is the use of relevant media (Suganda, 2022). Students will learn English more effectively if visual aids are used in the classroom. In addition, students' motivation and interest will be able to grow further in order to achieve the predetermined learning outcomes (Negara, 2017) (Panjaitan et al., 2020). When choosing learning medium, a number of principles are taken into consideration, specifically: the accessibility of resources (finance, other equipment, facilities), necessary instructional materials, and student reactions to the medium utilized.

The purpose of this study was to ascertain the visual aids that English instructors at MIN 2 Langsa utilized to teach English to elementary school pupils, as well as the teachers' experiences with these aids. The purpose of this study was to describe the visual aids that an English teacher used to teach English and the teacher's experiences using them to assist in the teaching and learning process for fifth-grade students at MIN 2 Langsa.

Teachers use media as instruments in the teaching and learning process. The media serves as a middleman to transfer information from educators to learners. Text, graphics, animation, sound, and video can all be combined to create media. The lesson's information, message, or content are shown in this combination, which functions as a unity. The use of media in the teaching and learning process can influence students' test scores. Instructors who use engaging media will pique students' interest in the material, which will help them achieve high grades. People will be more interested in the information and find it simpler to accept if it is presented through the media. Media is a tool that can be used in the process of teaching and learning. It may serve as a conduit for information to be shared between students and teachers. With the content covered in class, media can also inspire students to pursue new interests and ambitions. Students who are exposed to high-quality media will be more motivated and eager to follow the teaching and learning process.

Media are helpful resources that are essential for learning English. Media can be used to help simplify and perfect language learning, lessen the use of mother tongues or first languages, stimulate students' interest in and motivation for learning, explain new concepts so that they can understand them without difficulty, equalize perception—especially when the concept is unclear—improve the quality of English learning, and make the learning process more engaging and participatory. When choosing the best media for the teaching and learning process, there are a few things that the instructor should consider. According to (Andriani, Kiki, Ardiana, 2022), These include the goal of the lesson, the expense, the suitability, the material's content, the media's technical excellence, and the students' confirmation and validation.

Visual media include images, maps, graphics, whiteboards, real objects, and diagrams that are visible to pupils. The easily located visual object in the

classroom is a real object since it has been there all along, surrounded by students and teachers alike. According to (Dzakiah, 2022) Visual media are actual objects or things we encounter on a daily basis. We frequently overlook the possibility that, as resources, they might be just as valuable to the math and English teachers as they are to the basketball coach and the medical professor because we do not connect them in. Undoubtedly, one of the functions of visual media is to provide concepts a tangible reference point (Pandalingo, 2016). Visuals are iconic, meaning they bear some likeness to the thing they represent, while words typically do not look or sound like the thing they stand for. Visual media are educational tools that teachers employ in the classroom to promote learning and make it more convenient and pleasurable. It is a colloquial term for a variety of media, including television, movies, photos, paintings, and more.

According to Soulier in Yusuf Juniar Dewantara (2018) in (Dzakiah, 2022), Visual media are actual things with which people interact and integrate into their daily lives. It is crucial because, as Heinich noted in Dewantara, one function that images unquestionably play is to give concepts a tangible reference. Words typically don't sound or look like the things they stand for, but symbols do have some iconic qualities that help them relate to their respective meanings. a significant part of the language courses throughout the year. They are excellent resources for perceiving and comprehending ideas or objects. Precisely speaking, the use of visual aids such as film strips, photos, slides, and pass-around objects for language training and instruction dates back to the 1920s or 1930s.

It is not a simple task to teach English to young learners. As previously said by the researchers, young learners find it challenging to concentrate on the teaching-learning process; they can only focus for around a tenth of their age. Young learners are defined by Philips (1996) as youngsters who are five or six years old when they begin formal schooling and who are eleven or twelve years old when they finish. In order for students in kindergarten and primary school to be considered young learners.

On the other hand, according to (Idami, 2022), English language instruction began at Indonesian elementary schools, or *madrasah ibtidaiyah*, in the fourth, fifth, and sixth grades, though most elementary schools only used it in these upper classes. This is in accordance with the February 25, 1993, Decree No. 060/U/1993 of the Minister of Education and Culture, which states that English is taught to students in grades 4 through 6 as one of the local content topics in Indonesia. Despite the fact that coping with globalization and world events requires proficiency in English, elementary schools are permitted to implement English language instruction as a topic of origin.

METHOD

For this study, the researchers combined a phenomenological technique with a qualitative method. An approach to social science study known as qualitative research places a strong emphasis on understanding the subject's point of view, employing inductive reasoning, and gathering descriptive data in natural settings.

This study was conducted at MIN 2 Langsa. It is located in the Paya Bujuk Tunong Area of the Langsa Baro Regency in Langsa City at Jendral Ahmad Yani Street No. 150. The reason the researchers chose this particular school was that they were familiar with its state and had previously conducted observations there. In the academic year of 2023–2024, an English teacher in the fifth grade of MIN 2 Langsa started this study. This study was carried out in November to December of 2023. This study included the fifth-grade English teacher as a participant. A teacher of English taught each class at a separate hour. She taught fourth to sixth graders at this school on Mondays and Tuesdays. The researchers in this study started out in fifth grade. The class consisted of thirty-two pupils. Every Tuesday at 7:30 a.m., they had English class.

The data from MIN 2 Langsa were gathered for this study using two different types of instruments. Two methods were used by the researchers to get the data: interviews and observation. The purpose of the observation was to learn about the visual aids that the English teacher at MIN 2 Langsa uses to teach English to elementary school pupils. For almost three days, the researchers observed. The researchers attended the entire English lesson in order to watch and evaluate the visual aids that the teacher had employed. In this case, the researcher used open-ended question interview. Open-ended questions are used either exclusively or in conjunction with other interviewing strategies to delve deeply into subjects, comprehend workflows, and pinpoint probable reasons for observed correlations. Questions that allow for a free-form response are known as open-ended questions. Through this interview, the researchers learned about the experiences of the teachers at MIN 2 Langsa who employed visual media to teach English to elementary pupils. The purpose of the conversation with the English teacher was to obtain more information following the observation. The interviewer asks the English teacher ten questions in total.

FINDINGS AND DISCUSSION

After conducting an observation and interview with the English teacher at MIN 2 Langsa, the researchers presents the findings and discussion in this section. The researcher is aware that the English teacher at MIN 2 Langsa instructs students in grades four through six every Monday through Tuesday, based on observations and interviews. Every class studies English for two hours in a single meeting. Two sections comprise the discussion and findings. These were the outcomes of the English teacher's media use, as determined by an

observation checklist, and the researchers' interview with the English instructor, which determined the teacher's experience with visual media.

The researchers discovered that the types of visual media that the instructor uses to teach English are based on the observation checklist. The teacher employed seven different visual aids to teach English: a whiteboard, an English textbook, a dictionary, a poster, an image, a game, and other nearby objects.

Meanwhile, the purpose of the interview is to obtain detailed information regarding the teacher's experience using visual aids to teach English. The intention of the interview, which the researchers did, is to learn about the experiences of the teachers at MIN 2 Langsa who use visual media to teach English to elementary pupils. There were ten questions in the interview. The English teacher's interview yielded insightful answers for the researchers.

Based on the result of the interview, the answer of number 1 can be concluded that the English teacher is very experienced in teaching English which has been teaching for 10 years. The answer of number 2, the teacher agrees that English should be taught to students from early age or elementary school. The answer of number 3, the teacher stated that she often used cooperative learning method in teaching English to fifth grade students. There are several reasons why she often uses the method such as: students become more active, trains students to be more independent in solving problems, psychologically students can learn to recognize the emotions of themselves or their friends around. The answer of number 4 and 5, can be concluded that the English teacher often uses several visual media in teaching English. However, the most visual media that usually used by the teacher are English textbook and picture.

The answer of number 6, the teacher prepares 3 things before teaching using visual media, such as: First, the teacher looks at the material to be learned by the students. Second, think about visual media that suits with the learning material. Third, create or prepare the required visual media. The answer of number 7, the teacher admitted that she likes taking pictures to be used as visual media sources from internet because those pictures are very interesting rather than having to draw herself. On the other hand, teacher also makes their own visual media such as hand puppets, but it rarely used. Moreover, the teacher will bring real visual media if it is easy to carry such as vegetables, fruits, and flowers. The answer of number 8, the teacher said that there were difficulties in teaching English using visual media to grade 5 students.

The English teacher admitted that she often used cooperative learning method which were the students learn in group, any each student definitely has different abilities. Therefore, teacher must be aware and able to help students with low abilities so that they can be equal with their friends in groups. The

answer of number 9, there is a difference between teaching using visual media and not. Teacher who teach by visual media will help students to understand the material easily, students become enthusiastic and learning becomes more active. The answer of number 10, students give positive respond to the English teacher who teach by using visual media. Student become more enthusiastic in participating the learning process. Teacher believe that students need interesting media and enjoyable learning atmosphere.

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