

AN ANALYSIS OF ENGLISH TEACHERS' CREATIVITY IN MEDIA-BASED LEARNING AT THE TENTH-GRADE STUDENTS

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Article Info	Abstract
Article History Received: December 2020 Revised: January 2021 Published: January 2021	<i>This study aims to describe English teachers' creativity in using learning media in the tenth grade students at SMK Pencawan Medan. This study is descriptive qualitative. The data were obtained by interview. The data analysis followed some steps, namely collecting data, reducing, display data, data verification and create reports. The results showed that teachers employed the various teaching-learning media in ELT classes. English teachers used various media to make it easier for students to learn and understand the teaching materials. The media include audio, visual, and audiovisual. The most media used in the ELT classes were audio and visual. A small portion of media was made through internet sources. But the teacher has not been optimal in carrying it out, it can be seen from when the teacher uses PowerPoint media, teachers applied it imperfect, and not every day the teacher uses learning media to achieve learning goals. Based on the conclusion above, the researchers give suggestion to the teachers should always looking for creative new things and create active, innovative, and fun learning, and also motivate students to seriously participate in learning even though they study through online.</i>
Keywords Teachers' Creativity; Learning Media;	

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INTRODUCTION

English language education study program is demanded to prepare English teachers who have the professional, pedagogical, personal, and social competences. These should be acquired through education. Kunaryo (2013) argues "Education is a process how to educate, guide, teach, and train students. Education is also the key of progress and quality development because learners can develop their abilities in order to survive in the future life. According to Dewantara (1961), education is all the efforts to support the progress of learners' life. From this view, it indicates that education is the key to develop learners' potential for future life. Therefore, English teachers need to develop their competences, including professional skills in using various teaching media.

English teachers are always trying to apply good and effective teaching methods and media. It is to help students easy understand the teaching material. In learning process, teachers must be able to present the best lesson to achieve the goals by using good and appropriate media. Some studies showed that using proper learning media can improve and develop learners' vocabulary (Rassaei, 2018), language testing (Khoshsima et al., 2019), vocabulary acquisition (Ajabshir & Sadeghi, 2019), motivation (Chorianopoulos, 2018), and writing skills (Faridha, 2019). Given that the learning media has a vital role in EFL teaching-learning proceses, this study try to investigate English teachers' creativities in using media-based learning at senior high schools.

Creativity is all activities that bring results that are innovative, useful, and easy to understand. Creativity can be defined as new and useful results, such as combining unrelated things into something new, or borrowing ideas and insights from one field and adapting them to different Contexts Amabile (1996) Shin & Zhou (2007). In the teaching-learning process also use media to make the process run useful and interesting. This part describes definition of teaching media, function of teaching media, and the kinds of teaching media. Generally, teaching media mean all tools which may be used by the teacher to deliver teaching material to students in the teaching learning process to reach certain learning goals.

According to Bakri (2011), media is the plural form of medium, which derives from Latin word *medius* that has the meaning “middle”. In Bahasa, medium means “between or interval”. The meaning of media is aimed at something that delivers information (massage) between the message sender and receiver. Teaching media based on Arsyad (2009:4) is a media that bring the instructional purpose of massages or information of learning. Media is means of expressing massage and information. According to Heinich et al. (in Nurrochim, 2013), the medium as a mediator delivers information between sender and receiver. When the media brings instructional messages or information that contains learning purposes, it can be called as teaching media. Based on the definition above, it can be concluded that the media relates to technique, the method in teaching and learning process. In other words, media is all aids/tools which may be used by the teacher and learner to attain certain education objectives.

Based on the observations of researchers with one of the teachers of SMK Pencawan Medan, there is a phenomenon that is observed as a problem of the lack of creativity of the teacher in using learning media, this can be seen from the learning process made by the teacher in the classroom. The teacher only uses visual media because it is easy. Teachers do not take advantage of existing media in school.

Based on the problems as in the background above, the researchers limit focus on analyzing the teachers’ creativity in choosing learning media at the tenth-grade students of SMK Pencawan Medan. Within considering the various learning media, this study addressed the focus on how English teachers design their teaching materials since they choose an appropriate teaching media in the classes. In addition, this study also investigated what the advantages and disadvantages are when they apply media throughout learning processes.

RESEARCH METHOD

Research Design

The study employed the qualitative research method using a descriptive qualitative. The descriptive design is used to describe the answer with existing questions such as what, who, when, where, and how are related to research problems. Researchers would observe the research subject in the environment. The data gathered are analyzed in detail, which is led to an important recommendation. In this study, teachers were used as data sources. As sources of data collection, the subject of the study was English teachers consisting of 6 teachers. Researchers interviewed the subjects to obtain the data.

Instruments of Collecting Data

The data of this study include teachers’ creativity in using learning and teaching media during EFL teaching-learning. To collect the data, researchers employed interview guidelines. The interview guidelines consist of fifteen questions dealing with aspects of creativity in using and choosing learning media. Six English teachers are involved in this study. The criteria of choosing the research subject are based on teachers’ experiences and certified-teachers. Then, researchers interviewed them and recorded them to have the intended data. After interviewing, researchers analyzed the results of teachers’ creativity in media-based learning.

The Technique of Analysis Data

After describing the results of interviews, the researchers conducted data analysis. The analysis steps consist of steps of collecting data; reducing data; displaying data; and verifying and concluding data. In the step of collecting data, researchers interviewed English teachers dealing with the use of learning media in creativity. In the step of data reduction, the researchers simplify, summarize, and organize the data so that conclusions can finally be withdrawn and verified. Until the data obtained is as expected. In the step of displaying data, researchers displayed the data and focused the data obtained from the interview. In the form of audio recordings, then summarized and selected according to the needs of the researcher can answer research questions. In the last step, researchers do verification and conclusions. Based on the activities that the researchers carried out, it was known that the teacher had used more than one type of learning media such as picture media, PowerPoint media, school environment media, and made their own media during the learning process. Then the teacher had motivated students by giving assignments related to learning media so that student assignments can be used again as internal teaching aids.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This study is aimed at investigating the English teachers' creativity in selecting and using learning media during EFL teaching-learning processes. Based on the interview results, English teachers selected some learning media to teach in the class. Those are Google classroom, PowerPoint presentation, YouTube, and Zoom meeting. Table 1 illustrates the teachers' reason select the teaching media in their classes.

Table 1
Teaching Media Selected in EFL Classes

Kinds of Teaching Media	Reasons
Google Classroom	<ul style="list-style-type: none"> ▪ to simplify, distribute, and assess assignments without having to meet face to face so that teachers are lighter in implementing the learning system ▪ allowing students to keep files or document ▪ allowing students to practice their language skills online ▪ giving students a direct feedback based on their performance
PowerPoint Presentation	<ul style="list-style-type: none"> ▪ Teaching material presented is easy to understand by students. ▪ Giving students key points of teaching materials ▪ Providing students with some additional insight dealing with lesson ▪ Presenting all teaching materials in short time
YouTube Videos	<ul style="list-style-type: none"> ▪ More fun and attracted students' attention to learn ▪ Students can imitate the English native speakers through videos ▪ Adding students' speaking accuracy and pronunciation ▪ Adding students' knowledge about a certain material through videos
Zoom Meeting	<ul style="list-style-type: none"> ▪ It can lead students with face-to-face amongst students from online

English teachers at the tenth-grade students applied the teaching media with different learning goals. Table 1 showed that the use of the teaching media is lied on teaching materials delivered for their students. The teaching media which they employ include the google classroom, PowerPoint presentation, YouTube videos, and Zoom meeting. Most English teachers select the google classroom for delivering their teaching materials. In terms of face-to-face online, most teachers choose zoom meeting to present their teaching materials.

Discussion

According to the teachers that have been interviewed by the researchers, the creativity of teachers at SMK Pencawan Medan in general. Firstly, they use the google classroom which aims to simplify, distribute, and assess assignments without having to meet face to face so that teachers are lighter in implementing the learning system. According to them, google classroom is easy to be designed in line with the teaching materials. It has complete features and ideal teaching tools to be employed in EFL classroom. It is in line with Iftakhar (2016) who argues that google classroom is a platform for streamlining teachers' work processes and it can help teachers to save time, control the classroom, and improve communication with learners. In addition, the use of the google classroom in this practice shows that English teachers applied this platform because they feel easy to keep files or documents and students can track those quickly, as well as provide them with scoring process (Abdullah et al., 2020).

The second is a PowerPoint. This media is considered as attractive media and the teaching materials are delivered easily and help students understand lessons (Eryilmaz et al., 2015). Most teachers around the world utilized this media to present their materials online and offline way. In this study, most English teachers preferred using PowerPoint for presentation because it consists of audiovisual aids. According to them, PowerPoint is simple to utilize and operate. They can present what they want to put on their presentation such as videos, pictures, and audio. It is in line with Azis and Dewi (2020) who showed that the use of PowerPoint was able to facilitate students in improving students' speaking skills with videos, pictures, and audio. In this study, English teachers create their teaching materials by adding audio with Cambridge Dict. They modify it for providing students with sound pronunciation from each English word.

In addition, this study found that English teachers at the tenth-grade students employ videos from YouTube for completing their presentation. According to them, You-Tube with various modification become more interested for students. It looks more fun and attracts students' attention to learn. Also, YouTube for English teachers is one of the most prevalent learning sites across the world. It is in accordance with Bardakci (2019) who argues that YouTube for education purposes is useful because it can be modified in line with teachers' learning goals and settings. Also, Arndt and Woore (2018) claim that the use of YouTube can be designed to improve students' vocabulary acquisition. In this study, students are asked to watch videos from YouTube links and they note some vocabulary that they do not understand yet. In learning sentence analysis, teachers instruct students to pay attention the grammatical aspects announced by native speakers from videos. It aims to train students to think critically about the grammar issues (Fay & Matias, 2019).

The last teaching media used by English teachers at the tenth-grade students is Zoom meeting, which is an application that provides remote conferencing services by combining video conferencing, and online meetings (Sugiantari, 2020). Currently, the use of Zoom meetings is more attractive for teachers, especially in this pandemic because this application can be done face-to-face with students from online. According to English teachers, the use of Zoom meeting for their classes is considered as a good application to get an oral communication among students-teachers and students-students. In this study, researchers found that the use of Zoom meetings is oriented for discussing a learning topic in which teachers and students communicate through online. It is in line with Haratikka (2020) who argues that Zoom meeting has a vital role in a discussion forum. It is useful for students to interact with the teacher and other students. Also, students can practice their speaking skills in this situation. In applying zoom meetings, teachers design some videos to be presented in the presentation session. Then, students are asked to give comments and opinions based on the videos.

CONCLUSION

Based on the research finding the data analysis, it was found that the creativity of teachers at SMK Pencawan Medan in general the first to use google classroom which aims to simplify, distribute, and assess assignments without having to meet face to face so that teachers are lighter in implementing the learning system. the second is a Power point so that the material presented is attractive and easy to understand by students. the third, the teacher also took learning materials in the form of videos from You-tube because students were also more interested in the learning system in the form of videos because it was more fun and attracted students' attention to learn. and the last one is Zoom meeting, which is an application that provides remote conferencing services by combining video conferencing, online meetings, and currently the learning system from zoom meetings is indeed more attractive to teachers, especially in this pandemic, because this zoom meeting application can face-to-face with students from online. Also advantages in used media there are Students do not get bored easily, teachers teach more efficiently because they do not need to explain too much, the material can be read anywhere and anytime, not bound by time and place. And disadvantages in used media there are teachers must be able to use technology, the school must provide more funds, the manufacturing process is quite complicated if there are errors in the media it is difficult to fix them. It can be so unpacking and starting over the media again the media.

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