

**AN ANALYSIS OF LEARNING MODELS AND MEDIA USED BY  
ENGLISH TEACHERS TO TEACH 7<sup>TH</sup> GRADE STUDENTS AT SMP  
NEGERI 2 SUNGAILIAT**

**A Thesis by**

**LOGA NURMANTARA**

**Student Number 06011181621005**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
PALEMBANG  
2020**

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**2020**

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**A Thesis**

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## DECLARATION

I, the undersigned,

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Certify that thesis untitled “An Analysis of Learning Models and Media to Teach 7<sup>th</sup> Grade Students at SMP Negeri 2 Sungailiat” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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## **DEDICATION**

This thesis is dedicated to:

- My beloved parents, Mangsur, S.Pd. and Nurhayati, S.Pd. Thank you for the endless love, support, patience, pray, and care. We love you.
- My sisters, Reti Syawalia, Dwi Septi, and Muhariani, and also my family, for giving the supports.
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### **MOTTO**

“When there is a will, there is a way”

“Put Allah in everything”

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Palembang, July 2020

The writer,



Loga Nurmantara

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## **AN ANALYSIS OF LEARNING MODELS AND MEDIA USED BY ENGLISH TEACHERS TO TEACH 7<sup>TH</sup> GRADE STUDENTS AT SMP NEGERI 2 SUNGAILIAT**

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Learning media and model are increasingly available, giving teachers many choices in choosing learning media and models that are certainly adjusted to the expected learning objectives. The objective of this study is to elaborate the learning media and models used by English teachers for teaching 7<sup>th</sup> grade students in SMP Negeri 2 Sungailiat in aspect of plan, implementation, and evaluation in the English. In order to get the data, the descriptive qualitative was used. The subjects of this study were 3 teachers of SMP Negeri 2 Sungailiat who taught the 7<sup>th</sup> Grade Students. The instruments used were documentation, observation, and interview. The instrument of documentation, observation, and interview were adapted based on the Teacher Competency Assessment Tool (Alat Penilaian Kemampuan Guru), and the result of documentation and observation would be classified into four criteria. The findings showed that the teachers used learning model such as direct learning model, discussion learning model, and cooperative learning model. Meanwhile, the learning media used by the teachers are pictures, real object, whiteboard, textbooks, and example of written texts. The result of data analysis of documentation were classified that the three teachers made a learning plan included in the Good category with the final score 68%, and the result of observation were classified that the three teachers carried out learning activities included in the Good category with the final score 60%.

**Keywords:** *Learning Models, Learning Media, English Teachers,*

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## **I. INTRODUCTION**

### **1.1. Background**

Indonesia National Education which aims to develop the nation's intellectual life cannot be separated from the role of the teacher. Teachers are the spearhead in realizing the achievement of national education. Without the existence of teachers in education process, the efforts to educate the nation's life will be difficult to realize. The existence of teachers in education process is vital because the task of the teachers is not only to teach, but also to educate, guide, direct, and assess.

According to Law No.20 of 2003 Article 39, the teacher is a professional who is in charge of planning and implementing the learning process, assessing the learning outcomes, conducting mentoring and training, and conducting research and community service, especially for educators at tertiary institutions. Teachers are required to have competence in education and learning to work effectively and efficiently. The competencies that must exist in a teacher are pedagogical, professional, personal, and social. These competencies need to be improved programmatically and sustainable through various professional development systems, so as to improve the quality of the teacher.

Regarding the importance of evaluating teacher performance, Georgia Department of Education has developed a Teacher Performance Assessment, an instrument which was later modified by Indonesian Ministry of National Education to become a Teacher Competency Assessment Tool (*Alat Penilaian Kemampuan Guru*). This assessment tool highlights three main aspects of teacher ability, operationally divided into three, including: (1) Lesson Plan, (2) Learning procedures and interpersonal relationships, and (3) learning assessment to be elaborated. (Depdiknas, 2008)

In the 21st century, technology has spread throughout the world and has been used by the world community. The use of technology is integrated into almost all aspects of human life, including education. In the field of education, technology has become a new concept of teaching and learning activities because this is a

digital era trend of globalization as contained in the 2013 curriculum. Schools begin to provide technology-based learning where teachers lead students to learn through technology. Technology-based learning has become a new idea in 21st century learning since technological development has helped community activities. In addition, mastery of technology is considered to be one of the conditions to keep up with changes in the world in the 21st century (Pacific Policy Research Center, 2010, cited in Indrawati, Petrus, and Jaya). Therefore, technology, in many ways, cannot be avoided by 21st century society.

Along with the development of science and technology, teachers as the main components in the world of education are required to be able compensate and even exceed the development of science and technology that develops in society. One of them is that teachers are required to create effective and innovative learning processes, including the use of learning media and model that are carried as effectively as possible in a pleasant and passionate, and also meaningful atmosphere. Likewise in English Education in Junior High Schools, teachers are required to understand more about how to use effective and innovative learning media and model. This is all aimed at getting good learning outcomes.

Brandt (1998, cited in Sudarman, 2013) argues that very effort to improve the quality of education such as curriculum changes, development of teaching methods, provision of facilities and infrastructure will be meaningful if it involves the teacher.

Furthermore, Djamarah (2005) states that the existing educational interaction process must be improved in accordance with the development of science and technology in the field of education. Teacher competencies must be improved , skills in the using of education and teaching media must be improved in accordance with the progress of communication and information media in this century.

Learning Media and Models are increasingly available, giving teachers many choices in choosing learning media and models that are certainly adjusted to the

expected learning objectives. The learning media and models will be very useful in the learning process if they are used appropriately. According to Sagala (2005, cited in Indrawati and Setiawan, 2009), learning models are conceptual frameworks that describe systematic procedures in organizing learning experiences to achieve certain learning goals and serve as guidelines for learning designers and instructors in planning teaching and learning activities. Meanwhile, Sadiman, Raharjo, and Haryono (2011) explain the use of learning media is the first to clarify the presentation of messages, overcome the limitation of space, time, and sense power, overcome passivity, so the students become more enthusiastic and more independent in learning, and provide the same stimuli, experiences, and perceptions of learning material.

Based on a preliminary study conducted by the author by interviewing the teachers, the real problem in the school, precisely at SMP Negeri 2 Sungailiat, is that English teachers were still less in utilizing learning media and model that were in line with the expected goals of a learning process. The tendency of selection by teachers in the using of learning media and models in the learning process is usually seen from the ease of learning media and models used during the learning process, without thinking about whether the media and models are in line with the objectives to be achieved in the learning process.

To most higher education teachers in Indonesia, using tools or devices in delivering materials is usually implemented by taking in-focus and laptop as the way to involve technology during the learning process to facilitate the students to catch the materials faster. It seems that the teacher is simply eased to finish the subject not in the monotonous way because from the device such as connecting the computer to the in-focus there are many things can be shown: PowerPoint slide of a subject, giving pictures or showing video. Nevertheless, in-focus and laptop are not the only technology devices suitable for this era. Using both tools one semester only for delivering material is also the monotonous way of teaching in this digital world. More modern media can be utilized in line with the use of tools such as internet and social media. (Indrawati, 2017)

The teacher thinks more about how to quickly complete the delivery of material in the learning process without thinking about whether the objectives of learning are achieved or not. Of course, this condition will make the classroom tend to be not conducive and students become less passionate and motivated to follow the learning process which will ultimately impact on the results of education itself. (Ramadhany, Koryati, & Deskoni, 2015)

In fact, there are some learning media and models can be used as choices in a learning process and can be adjusted to the material and learning objectives to be achieved. This happens because the teacher does not utilize the learning media and model.

The role of teacher is actually required to be more creative in implementing the learning process. Teachers are required to be able to improve their competence by understanding the using of learning media and models properly. The selection of the right presentation model can help students learn more actively, efficiently, and effectively, so that student learning outcomes can be improved.

Some previous studies supported this current study. Firstly, a study entitled “An Analysis of Instructional Media Used by The English Teacher In Relation to Students’ Learning Interest and Motivation in SMP Laboratorium Undiksha” by Sanjaya, Batan, and Myartawan (2018), where this study intends to investigate the types of instructional media used by English teacher in relation to the students’ learning interest and motivation, and the problems encountered by the English teacher in using instructional media in SMP Laboratorium Undiksha. Based on this study, the result of this study showed that the English teacher used six types of instructional media, such as Slides of PowerPoint, Real Object, Motion Picture (Video), Drawing, Map, and Internet. There was a general problem encountered by the English teacher in using instructional media that is maintenance of the tool that is used to help the English teacher to show the instructional media.

Furthermore, this study is also supported by the study entitled “An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade of Junior High School 1 of Wonomulyo” by Sarjan and Mardiana (2017), where this study is aimed to identify the strategies of English teacher in teaching reading comprehension at the second grade of Junior High School 1 of Wonomulyo, and to identify the implementation the strategies of English teacher in teaching reading comprehension at the second grade of Junior High School 1 of Wonomulyo. Based on this study, the result of this study showed that two strategies that the teacher used, such as Scaffolding and Question and Answer Relationship, and the teacher is able to know how far the understanding of the student doing the task after read the text that has been given and the students guided to more focus on the text and understand the context of the text.

Therefore, the author wanted to conduct the research entitled “**An Analysis of Learning Media and Models used by English Teacher to teach 7<sup>th</sup> Grade Students at SMP Negeri 2 Sungailiat**”.

### **1.2.The Problems of the Study**

Based on the background of the study, the researcher formulates the problem of the study as follow :

- a. What were learning media and models mostly used by the teacher to teach 7<sup>th</sup> Grade Students at SMP Negeri 2 Sungailiat?
- b. Why did the teachers utilize the learning media and models?
- c. How were the learning media and models used by English teacher to teach 7<sup>th</sup> grade students at SMP Negeri 2 Sungailiat ?

### **1.3. The Objectives of a Study**

Based on the background of the study, the researcher formulates the objective of the study as follow :

- a. To describe the learning media and models used by English teacher to teach 7<sup>th</sup> grade students at SMP Negeri 2 Sungailiat in aspect of plan, implementation, and evaluation of English learning.
- b. To discover learning media and models mostly used by the teachers to teach 7<sup>th</sup> Grade Student in SMP Negeri 2 Sungailiat.
- c. To find out the reason of the teachers utilized such certain learning models and media

#### **1.4. The Significances of a Study.**

- a. Theoretically, this study was expected to be a source of information for teachers, students of Faculty of Teacher Training and Education, and readers about Learning Media and Models used by English Teachers for teaching 7<sup>th</sup> Grade Students.
- b. Practically,
  - 1. For the researcher, this study could increase the knowledge of researcher and increase the knowledge in the field as a provision for the researcher as prospective teacher.
  - 2. For teachers and schools, it could provide insight and evaluation of the using of learning models and media in the teaching and learning process.

#### **1.5. Limitation of the Study**

This study focused on how the teacher chose and determines the learning models and media in the lesson plan, then how the teacher implemented the learning using learning media and model seen in the learning process.

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