

## Visual Media In English Teaching and Learning

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### ABSTRAK

This paper entitles Visual Media In English Teaching and Learning aims to describe and elaborate the visual media, covering the definition, function, types, advantages and disadvantages, characteristics, and the principles in using the visual media in the teaching and learning process. This paper also covers the criteria in selecting media for learning. The usage of media can improve the practicality and efficiency of teaching and learning processes. Using appropriate media can be one of the strategies that can encourage students' participation and improve students' skills.

Visual media as the aid of English teaching and learning process can facilitate students' understanding, foster students interest, and help students to be able to relate the materials they learn and the real world. The type of media used are selected based on several principles such as the availability of facilities, equipment and finance, the content/material requirement and type of the students, as well as the students responses to the media used.

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### 1. Introduction

In the educational process, teacher as one of the element hold a dual role, as a teacher as well as instructor. The teacher has the responsibility of instilling a variety of learning materials into the minds of students. Educators, on the other hand, are responsible for guiding and nurturing pupils to become capable, active, creative, independent, and inventive human beings. English teachers in this case are required to teach and educate the students in improving their skills in listening, speaking, reading, and writing the compulsory foreign language. This is not an easy job. Both students and teachers face countless challenges in the process. Teachers need to design the class well to accommodate all students and achieve the learning objectives. Utilizing interesting learning media is one of the best decision in helping the teachers to deliver the material and the students to understand the lesson.

Teaching media are tools which are provided and brought into classroom by a teacher to facilitate teaching-learning process. Teaching media are all physical devices which can present message and stimulate students to learn (Haryono, 2011). The usage of media can improve the practicality and efficiency of teaching and learning processes. However, they can also become ineffective if be a problem if not chosen wisely. In choosing the appropriate media, teachers should pay attention to the principles of choosing media and factors affecting the process of teaching and learning.

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One of the media that the teacher can apply in teaching learning process is visual Media. Using it can be one of the strategies that can encourage students' participation in the classroom. Visual media can arouse students' interest in learning because it can connect the material studied by students with simulations in the real world. It is expected to be able to trigger the students' active participation in learning as well as to decrease the lack of understanding in students.

## **2. Discussion**

### **2.1 The Definition of Visual Media**

Visual media are those instructional devices which are used in the classroom to encourage learning and make the process easier and enjoyable (Wijaya, 2017). It is a colloquial expression used to designate things like TV, movies, photography, painting, and so on (Mitchell, 2019). According to Soulier in Yusuf Juniar Dewantara (2018), visual media are real objects that people come in contact and become part of people's daily life. It is very essential as Heinich in Dewantara stated that one role that visuals definitely play is to provide a concrete referent for ideas. Word do not look or sound (usually) like the thing they stand for, but visual are iconic, they have some resemblance to the thing they represent.

Visual media hold a very important role in the learning process. Visual media can facilitate understanding and strengthen the memory of the students. Visuals can also foster students' interest and can provide a relationship between the content of the subject matter and the real world. Visual media have been an important component of the language classes over the year. They are great tools for seeing and understanding things or concepts. To be exact, the use of visual media for presenting, training, and teaching languages has been around since the 1920s or 1930s, consisting mainly of film strips, pictures, slides and pass-around objects (Rustan & Asik, 2016).

The substance of the learning medium can be defined as 1) the form of the channel used to transfer messages, information, or lesson materials to the recipient of the message or learner, based on a general understanding. 2) a variety of components in the learning environment that might motivate students to learn 3) tangible tools for presenting messages and teaching learners and 4) Print, audio, visual, and audio-visual forms of communication that can motivate learners to learn.

To be effective, the visuals should be placed in meaningful contexts and students must interact with the visuals (images) to ensure the information processing takes place. Thus, visual media can be interpreted as a learning tool that can only be seen to facilitate understanding and strengthen memory of the content of the subject matter.

Visual media in visual instructional concept is every picture, model, object, or other tools which give real visual experience to the students.

### **2.2 The Function of Visual Media**

The following are the general functions of media: (1) to clear up the topic so that the explanation is not so verbal that students may easily catch it. (2) to get around time and sense constraints. (3) to get the students' attention so they can pay attention to the lecture. (4) to improve students' morale. (5) To allow pupils to learn independently based on their aptitude and intent. (6) Allow direct engagement between pupils and their surroundings. (7) To build a connection between students' perceptions of receiving messages and their own experiences.

According to Sukiman in Achidatun (2014) has an instructional function in which the content provided in the media must engage students both mentally and physically in order for learning to take place.

Based on the explanation above, we can conclude that the function of visual media is serves to transmit messages from the source to the recipient of the message. The message to be conveyed is poured into visual symbols. In

addition, the function of visual media is to attract attention, clarify the presentation of ideas, describe or decorate facts that might be quickly forgotten if not visualized.

### **2.3 Kinds of Visual Media**

There are several kinds of Visual Media, including:

a) **Graphic Media**

Graphic Media is a visual media that presents facts, ideas or ideas through the presentation of words, sentences or numbers, and symbols or pictures. Graphics are usually used to attract attention. Clarify the presentation of ideas, and illustrate words so that they attract people's attention and remember. Images / photos are the most commonly used media. Image / photo is the most common language so it is easy to understand.

b) **Realia**

Realia are real objects which can be brought into the classroom as teaching media. So, Realia is a real or imitative object brought into classroom as visual teaching media (Spratt, 2008). Realia comes in a variety of forms. The following are a few examples: a large calendar, a puzzle or game, a restaurant menu, a large map or globe, and a hand puppet.

c) **Sketch**

A sketch is a drawing that is a rough draft that presents only the main parts without detail. Besides being able to attract the attention of participants or students, sketches can also avoid verbalism and can clarify the delivery of the message.

d) **Diagram**

Serves as a simplification of something complex so that it can clarify the presentation of the message. The contents of the diagram are generally in the form of pointers. As a simple drawing using lines and symbols, the diagram depicts the structure of the object in an outline, showing the existing relationships between its components or the properties of the existing processes. There are two types of charts, namely charts that present the message in stages and charts that present the message at once. Charts that present the message in stages are for example a flipchart or hidden chart, while charts or charts that present the message directly are for example a tree chart, flow chart, or time line chart.

e) **Flashcard**

According to Rudi Susilana and Cepiriyana flashcards are learning material in the shape of graphic cards measuring 25 X 30 cm, the images on the flashcard are a series of messages, each with a brief description (Susilana & Cepiriyana, 2009).

Flashcards are little cards containing photos, writing, or symbols on them that serve to remind or direct pupils to things related to visuals. Flashcards are typically 8 X 12 cm in size, but can be altered to fit the size class in question (Arsyad, 2003).

Flashcards are learning medium in the shape of picture cards that are the size of a postcard or roughly 25 X 30 cm (Indriana, 2011). According to some of the opinions expressed above, a Flashcard is an effective study card that has two sides, one of which contains an image, text, or sign symbol, and the other side of which contains definitions, descriptions of pictures, answers, or descriptions that help students remember or direct them to something related to the image on the card. Flashcards are typically 8 X 12 cm or 25 X 30 cm in size, but they can be tailored to fit the size of the class.

### **2.4 The Advantages and Disadvantages of Using Visual Media**

Visual media hold a very important role in the learning process. Visual media can facilitate understanding and strengthen the memory of the students. Visuals can also foster students' interest and can provide a relationship between the content of the subject matter and the real world. Visual media have been an important component of the language classes over the year. They are great tools for seeing and understanding things or concepts.

Even though, in some cases, the media for teachers are costly and require a well-designed presentation material, and for students it might cause distraction on the students' attention to the teachers' explanation, visual Media especially in the learning process offer numerous advantages for both teacher and student, including: Students feels more engaged and easier to follow the learning process and teachers can attract the students' attention, easier to explain and put things in perspective.

## 2.5 Characteristics of Visual Media

In the learning process, visual-based media (pictures or parables) play a vital role. Visual media can help people grasp and remember things better (for example, by elaborating structure and organization). Visuals can help pique students' interest by establishing a link between the material lessons' content and the real world. For media-based visuals to be effective, they must be placed in a meaningful context, and students must interact with the visual (picture) to persuade information processing (Iman, 2018).

## 2.6 Criteria in Selecting Media

There are some factors that the teacher should pay attention in selecting the most appropriate media in the teaching learning process, according to Brown in Dewantara (2018), They are learning purpose, the cost, appropriateness, the content/material, technical quality of the media, students' verification and validation. According to Azhar Arsyad in Achidatun (2014), there are several broad concepts that must be understood in order to make successful use of visual media:

- a. Development and learning hurdles, which include available cash, facilities and equipment, available time (teaching time as well as material and media development), and resources. accessible (human and material) development and learning obstacles, which include a variety of elements finances, facilities, and equipment, as well as time, are all available. (instruction time and materials, as well as media development) obtainable (human and material).
- b. Content requirements, assignments, and learning styles are all factors to consider. The substance of the courses vary depending on whatever aspect of the goal pupils wish to complete, such as memory, application skills, relationship comprehension, or reasoning and higher level thinking. Every learning situation necessitates distinct behaviors, which necessitates diverse strategies and presenting media.
- c. Students face obstacles based on their talents and early skills, such as reading, typing, and computer use, as well as other student traits.
- d. The level of satisfaction (institutional preference, teachers, and students) and cost effectiveness are also factors to consider.
- e. The following factors should be taken into account when choosing media:
  - 1) The ability to accommodate the presentation of the right stimuli (visual or auditory)
  - 2) The ability to accommodate acceptable student responses (written, audio, or physical activity)
  - 3) The ability to accommodate feedback should also be considered when choosing media.
  - 4) Choosing primary and secondary media for information presentation or stimulation, as well as practice and testing (practice and testing should ideally be done on the same medium). For instance, memorizing is required for the purpose of learning.

Knowing certain criteria for selecting media will make it easier for teachers to select and implement appropriate media for their classes, as the purpose of the media aids the instructor in the teaching and learning process. The function of media will not work successfully if teachers do not pay attention to the criteria when selecting media.

## 2.7 Principles of Using Visual Media

When using the media, the instructor should follow specific guidelines to ensure that the usage of the media yields positive effects. The following are some of the principles:

- a. Select the appropriate media type.
- b. Appropriately define or consider the subject.
- c. Appropriate media presentation.
- d. Showing or placing media at the appropriate time, place, and context.

### 3. Conclusion

Visual media as the aid of English teaching and learning process can facilitate students' understanding, foster students interest, and help students to be able to relate the materials they learn and the real world. The type of media used are selected based on several principles such as the availability of facilities, equipment and finance, the content/material requirement and type of the students, as well as the students responses to the media used.

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