

**DESIGNING MEDIA-BASED LEARNING MODEL FOR THE FIRST  
SEMESTER UNIVERSITY STUDENTS AT SEKOLAH TINGGI AGAMA  
ISLAM MEMPAWAH (STAIM)**

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English Language Program Study

Lecture Of STAI Mempawah

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**Abstract**

The objectives of this research are to describe the development, the strengths and the limitations of the Media-Based Learning (MBL) model for the first semester university students at STAI Mempawah.

This research was an educational research and development (R&D), preliminary study and development. The data were collected through classroom observation and document analysis. validated by member checking and triangulation, and analyzed using Miles and Huberman's (2014) model of qualitative data analysis. The developed MBL model was validated through collaborative discussion and internal also external experts' judgment.

The model covers basic competence, indicators, learning objectives, materials, teaching and learning activities, assessment and media. The materials were mainly Media-related. The MBL stages involved speculation, designing the project activities, conducting the project activities and evaluation. Individual task, project report sheet and project rubric were the assessment tools. The model promotes the students' improvement in language and work skills. However, the model has limitations dealing with the needs of sufficient length of time to conduct and manage the project and its unsuitability for other topics or fields of study.

**Key words:** *Media, learning model, scientific approach.*

## **A. Introduction**

The implementation project-based learning model serves as the provision of an education that will be essential for helping the students to face the work place, as Nation (2010) points out that the aims of design learning model are to make a course that has useful goals, achieves its goals, satisfies its users, and that does all this in an efficient way. However, the observed English classroom practices were an objectives due to the monotonous activities, lecture's domination and unvaried materials or task. Brown (1995) as cited in Storey (2007) mentions that the series of media-based learning activities will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable. Specifically for English program, the English lecturer should consider the students' field of study on a basis of accommodating what the students of really need.

The success of any foreign language teaching, as is true in any foreign language classes, is dependent on several factors. Dick (2005) point out that the availability of good teaching, proficient teachers, motivated students, the availability of good learning materials or textbook contributes to the success of the learning program. All of those factors of course interrelate in bringing the success of the educational practice. In case of the teacher's role, Johnson (2009) suggests to empower the teachers to become active agents in policy making process and take on a greater degree of responsibility for deciding how their classrooms teaching and learning activities will be.

One of the teachers' determining roles in the classroom teaching and learning practices are defining the learning model because an appropriate learning model will definitely motivate the students to develop their language and other skills. Whenever the students are motivated, the success of English teaching is possible.

Wina (2011) contends that in defining a learning model, the relevance to the objectives should be deeply considered. Nation (2007) emphasizes that the activities in a language course can be classified into the four ways of meaning-focused input, meaning-focused output, language-focused learning and fluency

development. In a well designed course there should be an even balance of these ways with roughly equal amounts of time given to each ways.

The results of the limited observation, the researcher revealed that there is a need of designing a Media-Based Learning (MBL) which is viewed as the model to help the students maximize their learning by involving themselves, maximizing their language skills and activating their language focus. For example, Media-Projector, Language-Lab in learning used . This article presents how the MBL model is developed, what the strengths and limitations it brings.

## **B. Research Method**

This research is a Research and Development (R n D). Borg and Gall (1985) as cited in Sugiyono (2013) state that Research and Development is a research method used to develop and validate products utilized in education and learning. The Research and Development, which is divided into two main stages: preliminary study and development.

This study was the firs semester of university students STAI Mempawah. The preliminary study involved classroom observation, document analysis and interview, The development stage covered drafting the model, bringing the draft to the internal experts and giving the draft necessary revision to get the prototype of the MBL model. Doing reflection and asking for the external expert's judgment.. validated by member checking and triangulation, and analyzed using Miles and Huberman's model of qualitative data analysis. The developed MBL model was validated through collaborative discussion and internal also external experts' judgment.

## **C. Finding and Discussion**

### ***Preliminary Study***

The result of the classroom observation showed that the five stages of the scientific approach in the English teaching-learning process in first semester were executed at a superficial level. The insufficiency dealt with the simple and dialog

learning activities. The teaching and learning activities to be conventional and learners-centered.

In the teaching-learning process, the English researcher must know the kinds of language learning resources for learners. Learning resources are not additional materials for pleasure but main materials which are ordered and learned as interesting activities which learners usually do in their daily lives.

Krashen, (1983) the topic-based activities begin with a subject appropriate for the students and then that subject is designed to involve the students in investigating the topic and using the language as an integral part and the core of observation. The use of this topic supports the success of the teaching of English to learners because the materials are based on students' interest on the topic. Using media as a means of teaching English to university students helps to create classroom situations to be more alive.

Meanwhile Gardner (2005) states that the media also help the teachers render materials and help the students comprehend the given materials. In place of reading, we can use flash cards, pictures, and various objects and realia to make the classroom come alive and resemble more closely the outside world. According to Wiles (1990), teachers also needed to have their teaching performance. At the same time, they would write down their own thinking and raise questions in the discussion learning.

In Teaching English, the lecturer motivates and guides them to learn through various learning material. When they can relate the lessons that they have got in of the campus to their activities, they will be aware of learning. Besides, they will realize the importance of going to practice more.

Media-Based Learning (MBL) offers the lecturer and students to do any modification or adaption to suit the learners motivations. The students were giving the reflections and they informed that they have still been motivated in the process of adapting their English classes to the Media-Based Learning (MBL). They said

they have seldom tried modified learning model activities and materials as suggested. From the reflection with the first semester students, it was revealed that the English class activities were more motivated to know English learning they wanted a more lovely class in which they can practice English lesson outside the classroom. They also want to know about English for English beginner because they think English is very important in their life.

The results of the preliminary study then became the guidelines to design the MBL model, addressing the employment of the already well implement practices and the needs of problem solving to the existing English teaching and learning activities of the first semester university students STAI Mempawah.

### ***Development Stage***

The draft of the Media-Based Learning model was developed in the form Rencana Pembelajaran Semester (RPS), according to Brown's (2001) idea of components in a course covering basic competence, indicators, learning objectives, materials, teaching and learning activities, assessment and media.

The lecturer took one basic competence on procedural text with reading as the main skills. To best accommodate and bring the topic, e.g. procedural text into classroom activities, the researcher used some Media icons and various procedural texts to deliver the focuses of the learning which covered the social function, structure and language features of the text. The activities were implemented in three big stages: pre-, main and post- activities. Within the main activities, the five stages of scientific approach i.e. reading, questioning, exploring, associating and communicating were designed. Within those five stages, the MBL stages (Kriwas, 1999) designing the project, conducting the project activities and evaluation were included.

On the first draft, the first suggestion dealt with the process of defining the learning that should be clear, while the suggestion from the second dealt with: 1) the text given as the first model and example should be used in the next discussion, 2) Inductive teaching was suggested in the beginning of the basic structure

explanation, and 3) all the types of procedural texts given i.e. how to make, to do and to use something should be included and discussed.

### ***Learning model***

Through answering questions on Media icons procedural texts, the students could produce *action verb* and *imperative sentence*. Activating the students' previous knowledge on the text was employed to discuss the social function, basic structure and language features. In the questioning stage, through sharing self experiences, the students were not able to pose questions but could appropriately answer the lecturer's guiding questions. This stage turned out to be difficult to execute. Observation by the collaborator noted the absence of the students' asking questions in this stage. The next exercise required the students to share their daily routine connected to express their experiences in the form of *imperative sentences*.

### ***Stage 1: Designing the Project***

In this stage, the lecturer started to get the students closer to the project, including formation of groups. Two types of project were then offered: 1) Video project: producing a video of manual or tips about how to use, make or do something concerning Media world, and 2) Book project to design and produce how to use or make related to Media world.

### ***Stage 2: Conducting the project activities***

The students had to keep working with their groups in an organized way. From the project report sheets, it was revealed that the students made use some sources such as their module, brochure, procedure, advertisement, announcement, etc. The students turned their reading skills to a good account, because they needed to comprehend the texts well before giving them some results.

The next step process required the students to activate their reading skills because it dealt a lot with the students' ability to manage to fulfill the criteria of good procedural texts. From the project report sheets it was also known that the groups that worked well used some strategies. Some chose to consult their conducting, while the others found more effective.

In managing the projects, the lecturer provided some possible access to be the forum of information sharing among the groups. The access was provided through email, social media group, and short message service. Below is one of the students' texts; the texts language features of a procedural text, how a procedural text should be.

### Procedural Text

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#### TUTORIAL BACKGROUND CHANGE ON PHOTOSHOP

1. First, open the Photoshop application on the computer.
2. Insert pictures / Photo that we want to change the background by clicking "File" and then click "open".
3. Select the picture / photo we want to edit. Then click "open".
4. Change the background into a layer by clicking twice on the background and click "Ok"
5. After the image / photo open, then selection the background using the "magic wand tool box" in Photoshop.
6. Once all and delete selected by pressing the "Del / Delete" on the keyboard.
7. Drag the picture for background to bottom layer.
8. Background image / photo has been replaced then save by clicking "File" and then click "save".
9. Fill in the name and file format as desired.

#### Tips & Trick

1. For insert image/ photo can use "Ctrl+O" on the keyboard
  2. For using magic wand can use "W" on the keyboard
  3. For saving can use "Ctrl+S" on the keyboard
  4. Use color fill with the background.
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Going on to the presentation, most of the students tried to use the target language. However, the point to appreciate was their attempt to speak as naturally as they could. They also had to make their speaking and their group's demonstration in harmony. This process did show the activation of the students' language and social skill. The unplanned speaking also occurred when the presenters were talking about the result they provided. The others students were free to give comment and questions. The questions showed the students' interest and least attention to the discussion, and it was worth appreciation. The groups that did not provide the question were asked to give some. In their eagerness to ask for questions, the university students made the discussion more alive.

#### ***Stage 3: Evaluation***

The execution of MBL stages, some points were to be evaluated: 1) the unfinished project, it was quite understood when the time ran out of learning process. 2) the incomplete exercise text of learning process, that the students wrote little on the project report sheets, although they put the most important information and 3) the students' texts which contained some grammatical errors. Regardless the grammatical errors in the texts, the lecturer valued the students' involvement in conducting, presenting text.

All the results of all the stages executed, the researcher came to a statement that the MBL model gives some strengths: 1) the students' involvement in learning process, 2) improvement in students' language and work skill, which is in line with the principle of the 21st century skills, that the students include learning media in their works (Paige, 2009). However, there are also some limitations of the MBL model developed: 1) the need of sufficient time allotment for doing the projects, 2) the need of adequate management from the teacher, to make sure that the projects do not go off the track, 3) its unsuitability for other topics of discussion.

Reflection and the suggestion from the university students task dealt with the time allocation given to the students in doing the task. The longer time aimed for a better task monitoring process, which then could lead to well-done task.

### **Discussion**

Finally, the above activities implemented in the context of assignments serve as a starting point for lecturer to reflect in relation to their students' needs and interests, and to expose them to classroom activities which can encourage them to communicate better and collaborate more, by trying out some modification on the learning materials and the students' learning experiences.

As long as the teachers always keep a check and have a reflection on how the things go in the class, improvement in the classroom practices is always possible. Comprehending the guideline of the demanded educational practices will lead to the higher educational objectives. Specifically in implementing Media-Based Learning model, English lecturers have a great opportunity to help the

university students achieve a lot of educational benefit when the learning experiences are sufficiently implemented.

#### **D. Conclusion and Suggestion**

As an effort to begin the implementation of MBL in teaching English in the first semester STAI Mempawah, the researcher conducted an R & D to develop a model of MBL for Media classroom. The results of the preliminary study emphasized the need of a more suitable English learning model. The development of the learning model adapted relevant principles of designing a course, i.e. Brown's ideas of components in an ideal course and Nation's four ways which should be equally considered in a lesson. Analyzing the results of learning, the MBL model developed brings some strengths covering the students' involvement and skill improvement, while the limitations dealt a lot with the time needed.

The results of this research underlies that the English learning process of the first semester of education department at STAI Mempawah. For example, educational islamic department should not have conservative views of their teaching-learning practices. By deeply comprehending the guideline of the learning applied, they will be aware of the various parts of the model design which offers great opportunity of doing modification they have to practice the learning, which then can result in the students' higher motivated and learning objectivess.

#### **Suggestions**

Dealing with the model, thus, the other researcher are suggested to consider reasonable the time when defining the learning activities, in order that the students can finish the assignment sufficiently should deeply consider defining the kinds of teaching-learning that suit the students well. The study may need other types of activities teaching learning.

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