

Utilizing Second Hand Materials as Assisted Language Teaching Media for Madrasah Learners

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Abstract: The paper aimed at discussing the nurturing effects of utilizing second hand materials for encouraging English learning atmosphere among Madrasah learners. The paper was based on the community services program conducted by writer several months ago in collaboration with research and community services unit of IAIN Bengkulu. The program involved head master, English school teacher and 90 learners of Madrasah Tsanawiyah (MTs) Mambaul Ulum at central Bengkulu district. The usage of second hand materials is a great effort to achieve several goals among others; first, bringing the authentic materials into classroom teaching so the learners get closer to the materials given as they are found surrounding their life. This approach may promote learners' motivation and learning achievement. Second, encouraging teachers' creativity in designing their own media without expense. Third, embedding the character education towards madrasah learners such as creativeness, cleanliness and prudent. The result showed that the classroom teaching was more active, and motivated in learning English and the teacher was more creative in designing the new authentic teaching media.

Keywords: second hand materials, media, Madrasah learners

Introduction

The process of learning and teaching quality both within and outside the classroom is one of the responsibilities of a teacher (educator) professionals. The professionalism of teachers in accordance with the mandate of the law No. 14 of 2005 Article 1 that the teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess and evaluate the students in early childhood education, formal education, primary education, and secondary education. In Article 6 of Chapter II also mentioned that the position of teachers and lecturers as

professionals aim to implement the national education system and achieve national education goals, namely the development of students' potentials to become a man of faith and devoted to god almighty One, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible.

The second article above shows that the duties and responsibilities of a professional teacher is very heavy because their job is not only to teach (transfer of knowledge) but also educate (transfer of values / norms). Education does not just stop at the cognitive development (cognition and metacognition) but also important is how to process the liver (affective) that can be reflected in the attitudes and actions (character).

The role of a teacher in teaching and educating can not be replaced by anything. The existence of the teacher as a role model that can be replicated diguguh and has a very strategic role in guiding and nurture students to become child intelligent and noble. The attitude of a teacher seyognya professionalism is reflected in each activity both in academic and nonakademik, one of which is creativity in selecting and designing instructional materials in accordance with the characteristics of their students.¹

The selection of teaching materials is of course take into consideration a variety of reasons both in terms of efficiency, effectiveness, local wisdom and religious values that exist in the community. Teaching materials used by teachers are not necessarily expensive but the most important is right on target, according to the learning objectives and does not violate cultural norms and values professed religious teachings.

In principle, the purpose of learning is the use of media in order to improve the quality and quantity of learning outcomes. The quality and quantity of teaching materials is not always determined by the value of the price attached to the object, but rather to how a teacher with creativity to manage the existing material in accordance with the learning objectives that can stimulate students to active learning, creative and proactive so that the learning experience gained would be more meaningful and character.

In a modern education system that learning is not always centered on the teacher, but the teacher's role as facilitator, motivator, mediator and initiator (student-centered) is needed to guide and direct their students in accordance with the ultimate goal of learning both cognitively (though think),

¹ Kunandar, *Penilaian Autentik* (Jakarta: Rajawali Press, 2013)

affective (though the taste), conative (behavior / character) and psikomotor (sports).² The ability of the students in the process, cultivate and develop a set of knowledge in the form of qualitative learning experience and empirical will synergize with patterns of behaving and acting in accordance with the cultural and religious contexts.

Teachers' creativity in designing the teaching materials used is one of the efforts to educate children to behave uniquely simple, cost-effective and creative use of things unused so that a material having a high value of benefits. The selection of teaching materials is of course take into consideration a variety of reasons both in terms of efficiency, effectiveness, local wisdom and religious values that exist in the community. Teaching materials used by teachers are not necessarily expensive but the most important is right on target, according to the learning objectives and does not violate cultural norms and values professed religious teachings.

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² Kurniawan rusman, Deni K, and Riyana Cepi, *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi* (Depok: PT. Raja GrafindoPersada, 2013).

Based on the facts of the results of previous studies, it is very important to development activities in the form of enrichment, stabilization and sharpening service activities such as school-based society by involving students and teachers in MTS Mamba'ul Ulum Four districts Talang Central Bengkulu district.

Significance of activity

English is a skill that is very important for everyone, especially for learners at MTS Mamba'ul Ulum whose limited facilities and quality of teachers in managing active and interactive classroom atmosphere. It is therefore, it becomes our noble responsibility to direct and provide guidance to the teachers as the play makers at schools.

The teachers' skill and experience are very crucial in bringing the learners' success in their education. One of the most important skill is designing authentic, interactive and communicative media in teaching and learning English.

Goal and activities target

1. As a follow-up and the results of research that has been done by
2. previous investigators.
3. Stimulate students' interest in learning English with an authentic media.
4. Stimulate the interest of teachers to be more active and look for creative and design a simple learning media.
5. Data base of the schools and IAIN Bengkulu

Target Audience/target activity

The service community program was targetted to the students and teachers at MTs Mambaul Ulum kabupaten Bengkulu Tengah. There were 90 students and 5 teachers were involved in the program

Description of Community services location

The Location of service activity was carried out on a group of students and teachers of MTS Mamba'ul Ulum Pondok Kubang Bengkulu tengah. MTs Mambaul Ulum situated in Central Bengkulu, Desa Harapan Makmur 15 KMs from central city of Bengkulu. The school can be achieved by four and two wheels vehicles. And it takes 20 minutes from the central city of Bengkulu.

Literature Review

Definition of Media

Media is derived from Latin. Media is a means or a communication tool and a source of information.³ Known communication tools for the term media refers to everything that carrying or delivering a message from the source to the receiver (receiver). While the media is to be a source of information for the contents of the message . Some examples of media including images or brochures, leaflets, newspapers or printed material, computer programs. Examples of the above media can be a medium of learning when the objects it contains a message for the purpose of learning. So, learning media are objects that contain messages used in the learning process to achieve the learning objectives.

Furthermore, The definition of instructional media expanding as "everything that can be used as a tool in order to support the implementation of strategies or methods of teaching, which leads to the achievement of learning objectives".⁴ Learning media can be divided into two kinds. First, everything that exists or not intentionally produced for learning but then utilized for the achievement of learning objectives. Eg brochures, magazines, newspapers, books and other operational instructions of others. Second, objects, both the tools and materials that are deliberately created for the purpose of learning.

Various subjects have a close connection with complex objects. To bring the object to the various classes is certainly not easy, while the verbal explanations often make students less quickly understand the concept being studied. Therefore, learning media is very useful for learners in the learning process. There are some benefits of media in learning, as follows:⁵

Generating curiosity

Attract students' curiosity in knowing something. Media may be able to describe the thing that is out of students's background knowledge such as describing about winter and snow season which is not happened in several parts of the country like Indonesia.

³ Sadiman et al, *Media Pendidikan* (Depok: Rajawali Press, 2012).

⁴ AzharArsyad, *Media Pembelajaran* (Depok: Rajawali Press, 2013), 2-15.

⁵ Scott W A and Ytreberg, *Teaching English to Children* (London: Longman,1990).

Making the abstract concepts into concrete

The teachers may explain the conditions in a city slum to students in rural areas. For learners who had never been to the city hard to imagine how the state of society in the city. But with the airing of slum conditions through the pictures / photos, learners feel has been in the middle of the slum, because the media image / photo can record the state of a place much more complete than the lecture.

Overcoming the limits of the classroom

With the visit directly to the location of the object lesson, the teacher brought the learners on their learning needs. This step can also be done with images or photos that are able to bring the students to empathize with the problems studied.

Overcoming differences in the experience of learners

Teachers may minimize the difference experiences among the learners. One possible cause is the different experiences of learners. For example, we teach the port as *penyebaran*. Chances are there are participants who had never been on a boat, or have never seen the TV footage and photographs. Displayed with the media, the possibility of learners who do not have the experience could be resolved.

Present information consistently learning

It is used when the teachers explaining the occurrence of rain, the wind changes, or social stratification through lectures, certainly different from one class to the other classes. Occasionally, however, lies not forget the important things delivered. With the media, the main payload of one class with another class will be drawn.

Presenting the events that have passed

Media is very appropriate for the material that examines events that have passed. For example atmosphere of times the proclamation of independence, the tsunami in Aceh, the earthquake in Yogyakarta, and so can be presented with images / photos.

Focusing

Media systematically arranged and communicative to attract the attention of learners to focus on the learning process. For example, a teacher

was explaining about the world war but many learners who behave indifferently. When the teacher shows the pictures of the attack, Japan to an American base (Pearl Harbour), their attention was fixed on the drawings. Next they will participate more actively in learning. This is the benefit of the media as the concentration of attention.

Addressing the complex objects

It is used to observe the social phenomena in the market, the teacher can bring students to make observations. But often important information is not recorded by them because of the limitations of the human senses. By photographing, then seen together in the classroom, then the above shortcomings can be overcome.

Addressing the appearance of objects that are too fast or slow, big or small

The images and photos is a medium that can be enlarged and reduced. Learners will not be able to see the Earth without using a globe or binoculars.

Help students to remember what has been understood and absorbed

An assortment of media cards and puppet figures can be used to repeat the teaching materials are never taught so that learners remember back before the new teaching materials relating introduced.

Learning media are classified as follows; media still images, media boards, media projections, original objects and people, models, specimens, mocks up (part of the original object), diorama, out-door laboratory, community study, walking trips, field study, special learning trips, audio recording , and televisions.⁶

Still images (still picture) and graphics

Two-dimensional visual objects is a depiction of a person, place or event or briefly corresponding still image is a portrait. While the graphic media are all media that contain graphics and an instructional objects that encapsulate information and ideas through a combination of pictures, words, symbols, and images. Included in the still images are graphs, charts, maps, diagrams, posters, cartoons, comics, drawings, photographs and paintings.

⁶ Rumampunk D.B, *Media Instruksional IPS* (Jakarta: Depdikbud, 1992).

Media board (board)

Media which use the board as a means of communication to convey information and ideas that are usually placed on a wall or horizontal surface. Various forms of media boards in between; blackboards, flannel boards, exhibition boards, sticky boards, demonstration boards, magnetic boards, nails, board bags, foam board and peg board.

Media with projections

Here's a media presentation using a projector.

1. Still projection (pictures highlight not move), consisting of slides, filmstrips, transparencies, and opaque.
2. Micro projection (media highlight micro)
3. Microfilm and microfiche (Microfilm and microfiche)
4. Motion pictures (Media highlight that moves)

The original objects and people (Real objects and people) or realia (mock objects corresponding original objects)

A three-dimensional objects, such as dolls suitable for describing the topic My Doll.

Model

An artificial three-dimensional objects presenting an object is equal to the original object. Media in category of the model is the model slices, far-zoom models, mockups, and simplification of complex objects.

Section original objects (Mocks up)

Is a kind of model in the form of a limited section of the original object.

Diorama

Miniature three-dimensional dioramas to depict actual models such as the state space, miniature public figure, a miniature airplane, the negotiating history events, war, and so on.

Outdoor laboratory

Outdoor laboratory or "laboratory" in the outdoors is a medium in the form of nature, society, and culture results are used for learning resources. In

laboratory science subjects in the outdoors can be agricultural land, rivers, and others. While the examples in the IPS, the study of society in which there are social elements such as history, geography, economics, sociology, and others. In English learning environment can be used as a source of inspiration to write a poem or write a paper.

Community study, walking trips, and field study

Similar to the outbound activities, ie learning activities outside the classroom by visiting places that support the learning goals such as historical sites, natural environment (eg, hold English camp), of culture, and so forth.

The variety of cards

The variety of simple card such as picture cards, flash cards, flip cards, circular cards, shuffle cards, pop-up cards, word / sentence cards and card games with various sizes and shapes adapted to the function of the cards in the learning process.

Poster

Poster cards similar to but larger size and more images are displayed and can also contain a series of images of a situation / event. For example the size is 75x55 cm poster depicting four (4) summer-season, fall, spring and winter in a temperate country.

Type Discourse (Texts) in English

There are 13 types of discourse English we often encounter which starts from Narrative Text, Descriptive Text, Recount Text, Report Text, Analytical Exposition Text, Hortatory Exposition Text, Procedure Text, Explanation Text, Discussion Text, News Item Text, Spoof Text Review Text , Anecdote Text. All these types of text used for learning material in the subjects of English at all levels. Good starting from elementary schools to high schools.

1. Narration

Type text included into group Narrative text is Narrative Text, Text Recount, Anecdote News Items Text and Text. All types mentioned above belong to the narrative text which serves to recount an event and inform readers about an event.

2. Description

Type the text that include both text is Descriptive Report Text, Descriptive Text and Explanation Text which text type is more emphasis on the depiction of something and tend to use words that connote mendeskripsikan.

3. Argumentation

Type the text that belongs to the group Argumentative Text is Analytical Exposition Text, Hortatory Exposition Text and Text discussion which text type is more emphasis on the reasons for supporting or break an assumption or a phenomenon that occurs. To find an explanation of the various types of the English text of the above, let us look at the following related articles: narrative text, recount text, procedure text, report text, analytical exposition text, hortatory exposition text, explanation text, descriptive text, discussion text, news item text, review text, anecdote text, and spoof text.

Understanding Narrative Text

Narrative Text is one of 13 kinds of English texts (genre) that was born from the Narration (see Types Of Text) as ever Recount Text, Text Anecdote, Spoof News Items Text and Text which serves to tell the story of the past and for entertainment.

Purpose Communicative Narrative Text

Interest Communicative Narrative Text as described above is to entertain (Entertain) listener or the reader of a story or the story of the past relating to experience the real, imaginary or events quaint leading to a crisis, which eventually came to a solution.

Generic Structure Narrative Text

Each type of English text (genre) has the structure of the text is on its own. Structure of Narrative Text consists of three parts:

1. Orientation. In the Orientation section contains an introduction or an introduction to characters in the story and when and where it happened.
2. Complication. Complication section contains an overview emergence of crises or problems experienced by characters in the story to be solved.

3. Resolution. In the Resolution contains about how the characters of the story solve existing problems in the Complication. Usually there are more than a Resolution for a Complication. In some references about the Narrative Text, there are additional generic structure in the Narrative Text, namely the addition of Coda after resolution. So the composition of Narrative text is Orientation, Complication, Resolution and Coda.
4. Coda is the last part of the structure Narrative Text that contain changes in the character and lessons to be learned from the story.

Feature Narrative Text

On the Narrative Text, there are some characteristics are as follows:

1. Using the Action Verb in the form of Past Tense. For example: Climbed, Turned, Brought, etc.
2. Using certain nouns as a personal pronoun, certain animals and objects in the story. For example: the king, the queen, and so on.
3. Using adjectives that make up the noun phrase. For example: long black hair, two red apples, etc.
4. Using Time connectives and Conjunctions to sort the events. For example: then, before, after, soon, etc.
5. Using Adverbs and Adverbial Phrase to show the location of the incident or event. For example: here, in the mountain, happily ever after, and so on.

Sample Narrative Text

Orientation:

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle Because her parents were dead.

Complication 1:

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle Because they both wanted to go to America and they did not have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she Decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Resolution 1:

Then she saw this little cottage. She knocked but no one answered the so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh, could I? Thank you." Then the Snow White of toll dwarfs the whole story and finally Snow White and the seven dwarfs lived happily ever after

Orientation

Once, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning with our nets and catch Reviews These fish!' Then the fishermen left

complication:

When The Eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fishes Agreed. 'You are right', he said. 'We must leave the pond.' But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why Reviews These men should return? I am not going anywhere - my luck will keep me safe.'

Resolution

The Eldest of the fishes left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him - he too was caught and killed. The fish who saw trouble ahead and ACTED before it arrived as well as the

fish who ACTED as soon as it Came both survived. But the fish who relied only on luck and did nothing at all Died. So Also in life.

Understanding Recount Text

Recount Text is one of a kind English text recounting the events or experiences in the past (Experience In the Past Moment). The purpose of Recount Text is to provide information or to entertain the reader. Recount Text tidak inside a complication (Complication) as in Narrative Text.

Communicative Purpose Text Recount

Recount Text communicative purposes as described above is to report on events, event or activity with the aim to preach or entertaining of course without any conflict within the story.

Generic Text structure Recount

1. Orientation

Orientation or introduction is to give information about who, where and when the event or events that occurred in the past.

2. Events

Events is a recording of what happened, which is usually presented in chronological order, such as "In the first day, I And in the next day And In the last day ...". In the Events section is also usually contained personal comments about the event or events recounted.

3. Reorientation

At the reorientation, there is a recognition that there diOrientation repetition, repetition summarizes the sequence of events, incidents or events told.

Characteristics of Linguistic Recount Text

There are several characteristics of language that might be friends found when reading a Recount Text. The characteristics of dari Recount Text language are:

1. Using the Past Tense. Suppose we went to the zoo, I was happy, etc.
2. Using Conjunction and Time connectives to sort the event or events. For example and, but, the, lists are that, etc.
3. Using Adverbs and Adverbial Phrase to express the place, time and manner. Suppose yesterday, at my house, slowly, etc.
4. Using Action Verbs. Suppose went, slept, run, brought, etc.

Sample Text Recount

Orientation:

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

Events:

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation:

In the afternoon we went home. That was very pleasant moments with my family that I ever got.

Procedure Definition of Text

What is the Procedure Text? Procedure Text is one of the English text or commonly called the genre that shows a process in the making or mengoprasikan something that serves to illustrate how something is done through the regular steps.

Interest Communicative Procedure Text

Communicative Objectives of Procedure Text adalah give instructions on how (Steps) to do something through the actions or steps that sequence.

Procedure linguistic structure Text

The structure of the language of Procedure Text consists of three parts, namely:

1. Aim / Goal

In the first part of the linguistic structure Procdeure This text contains information about the purpose of the manufacture or pengoprasian something.

2. Materials

In the second, Materials consists of ingredients used in making things. But not all of Procedure Text incorporate parts materials, sometimes a procedure Text does not have bagianmaterials.

There are three types of procedural text that does not use materials section, namely:

- a. Procedural Text that explains how things work or how to carry out the instruction manual. For example: How to use the video game, the computer, the tape recorder, or the fax, etc.
 - b. Procedural Text that instruct how to do certain activities with peraturanya. Examples: raod safety rules, or video game rules, etc.
 - c. Text-related procedural nature or human behavior. For example, How to live happily, or How to seccceed.
- ## 3. Steps

On the steps, lists of steps or sequences that must be done so that the objectives outlined in the section Aim / Goal could be achieved. Steps or sequences of the sequence must be from the first to the last.

Characteristics of Linguistic Text Procedure

There are several characteristics of the language in the Text Procedure, among which:

1. Using sentence patterns imperative (command), for example, Cut, Do not mix, etc.
2. Using action verbs, for example turn, put, do not, mix, etc.
3. Using connectives (conjunctions) to sort of activity, for instance then, while, etc.
4. Using adverbials (adverb) to declare the details of time, place, manner accurate, for example, for five minutes, two hours, and so on.
5. Using the simple present.

Implementation of Activities

Some obstacles were found before, while and after the program. Before the project is implemented, there are some preparation that should be done, namely:

1. Doing literature study on the various media of learning English that still difficult to be made by teachers and the way to use them.
2. Preparing the equipment and materials for the manufacture of a former media
3. Testing the former media.
4. Determining the length of time of execution and the implementation service activities together with team
5. Determining and preparing the material that will be presented in a community service activity. The Implementation of service activities will be lasted for two weeks in March, 2016.

Relevance for Teachers activity of this devotion has no relevance to the needs of teachers in the field. Based on the survey results before the execution, the English teacher is still experiencing difficulties in designing instructional media

Workshops result and training Based on the interviews, debriefing and direct observations during the activity, the community service activities gives the following results:

- a. Increasing knowledge and understanding of English teachers in designing and making English Learning Media
- b. increasing English teacher's skills in the manufacture of media-based teaching scrap materials, which enabled participants to create their own media in the former school

Supporting and inhibiting factors. Several factors support the implementation of community service activities are overwhelming interest and enthusiasm of the participants during the event, so that the activity takes place smoothly and effectively. Whereas the inhibiting factor is the limited training time as well as the lack of availability of tools

Conclusion

From this community service activities, It can be concluded that English teacher of MTs Mambaul Ulum knowledge and understanding in designing and making learning media for the former one be increased

Given the magnitude of the benefits of this community service activities, we then need to: (1) Provide similar training involving the number of teachers and the wider school; and (2) The continuity and post-program

monitoring service activities of English teachers that indeed able to practice of making the former media at each school.[]

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