Comparative Analysis of Teaching with Electronic Media and Conventional Teaching in the Classroom

by Abdul Syahid

Comparative Analysis of Teaching with Electronic Media and Conventional Teaching in the Classroom

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Abstract: The rapid development of educational technology presents new opportunities for enhancing the teaching and learning process through electronic media, which can make learning more interesting and interactive, thus increasing student motivation and engagement. This study aimed to evaluate the effectiveness of different teaching methods direct teaching and the use of audio-visual media in enhancing English language comprehension among fifth grade students at SD Muhammadiyah Pahandut, Palangka Raya. The research involved a service activity conducted with lecturers and students from the Tadris English Education Study Program (TBI) IAIN Palangka Raya. The methodology included both pre-service preparations and the implementation of two distinct teaching approaches. Class 5A received direct teaching with active interaction, while Class 5B utilized interactive videos. The study revealed that conventional teaching in Class 5A faced challenges such as reduced student engagement and passive participation. However, strategic improvements in teaching techniques and classroom management were recommended to enhance effectiveness. In contrast, the use of technological media in Class 5B resulted in higher student engagement and better comprehension of the material, as evidenced by their active participation and correct responses during activities. Overall, the study highlights the advantages and disadvantages of both teaching methods, emphasizing that the choice of method should be context-specific and aligned with learning objectives and student characteristics. The findings suggest that integrating technological media can significantly enhance the learning experience and outcomes, particularly for elementary school students.

INTRODUCTION

The world of education continues to develop rapidly, accompanied by technological advances that present a variety of new opportunities in the teaching and learning process. Electronic media can make learning more interesting and interactive, thus increasing student motivation and engagement. "Educational technology is the development, application and assessment of systems, techniques and tools to improve and enhance the human learning process" (Ahmad Suryadi, 2020). The use of Electronic media in learning has become an increasingly widespread trend, offering various benefits and opening up wider access to learning. The use of electronic media in teaching can increase student engagement and motivation, as it provides a more interactive learning experience. Information Technology resources are essential for education, both because their use can enhance the teaching and learning process and because they offer opportunities for innovation in content, methods and pedagogy (Maksum, 2023)

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However, on the other hand, face-to-face learning directly with teachers and peers still has an important role in building deep interactions and connections. This method has several advantages, such as direct interaction between teachers and students can help build positive personal relationships, which can improve student motivation and learning outcomes. The lecture method can also familiarize students to maximize their hearing in order to gain knowledge (Taufiqur Rahman, S.Pd., 2018).

Of course, each of these teaching methods has its advantages and disadvantages. Interesting learning in the educational process is learning that adapts to the paradigm and learning style of students so that the learning process becomes fun (Marlya Fatira AK, 2021). It all depends on the situation in which the teacher will teach. An in-depth analysis of the advantages and disadvantages of the two learning methods is the key to determining the right approach in achieving optimal learning objectives. Understanding the advantages and disadvantages of these two methods is crucial to determine the most appropriate approach in achieving optimal learning objectives. Through this analysis, it is hoped that we can better understand the two methods and be able to choose the most appropriate method to apply in a particular learning context.

METHOD

This activity was conducted once involving lecturers and students from the Tadris English Education Study Program (TBI) IAIN Palangka Raya. It aims to identify the understanding of elementary school students in English material with a focus on understanding the use of English in everyday life. This service was aimed at fifth grade students at SD Muhammadiyah Pahandut, on Ulin street no.27, Panarung, Pahandut sub-district, Palangka Raya city. The methods used are audio-visual and direct teaching methods, while the material presented is about daily activities 3 or daily activities related to student activities. This is done to find out how the response or participation of students who are the object of this research.

The following are the stages of planning and implementing service activities:

A. Pre-Service

1. Determine the school where the service will be carried out.
2. Submitting a letter of request for permission to the school for the implementation of service activities.
3. Conducting surveys and determining the schedule for implementing the service.
4. Preparing materials such as videos and written assignments for students.

B. Implementation

The implementation of service activities began at 09.00 WIB, and finished at 10.15 WIB. In class 5A, the learning method applied is in the form of direct delivery which is carried out by providing active interaction with students. In class 5B, the learning method applied uses the utilization of audio-visual delivery in the form of interactive videos that explain some vocabulary related to students' daily lives. After listening to the material presented, students were instructed to form groups and answer the question sheets together.

RESULTS AND DISCUSSION

A. Results and Discussion of Conventional Teaching in the Classroom

The results of the study in class 5A of SD Muhammadiyah show that learning without electronic media has several challenges. Students tend to be less responsive in the absence of rewards, it is difficult to focus, and communication is hampered. However, with the implementation of some strategies, learning without electronic media can be a targeted method. Teachers need to provide attractive rewards, design interactive teaching and learning activities, use creative traditional media such as whiteboards, implement effective classroom management, and undergo training to improve their ability to teach without electronic media and manage the classroom effectively.

In terms of the direct teaching method, although it allows for direct interaction between teachers and students, not all students are active in the learning process. Sometimes, students tend to be passive and participate less in learning, which can reduce the effectiveness of teaching. This can be caused by various factors, such as students' lack of interest in the subject matter, the teacher's lack of ability in presenting or delivering the subject matter, or the lack of variety in the teaching methods used (Waode Hanafiah, 2022).

In addition, the limitations of presentation media such as only using the blackboard can also make the delivery of material less interesting for some students. Learning that only focuses on verbal explanations from the teacher and notes on the blackboard may not fulfill students' visual and audio needs in understanding the subject matter (John, Mulwa, & Mutua, 2023).

Nonetheless, the direct teaching method has the advantage of providing opportunities for students to ask questions directly to the teacher and get more in-depth explanations. In addition, teachers can also more easily adjust teaching materials and strategies according to students' needs and characteristics, as direct interaction between teachers and students 4 allows teachers to detect students' difficulties or needs directly (Sanchez, 2021).Although the results show that the use of power point is more effective in improving students' understanding than the direct teaching method, this does not mean that the direct teaching method has no value or

relevance in the learning context. Each learning method has its own advantages and disadvantages, and its application can be considered based on learning objectives, student characteristics, and the specific learning context. In the context of learning at SD Muhammadiyah Pahandut, Palangkaraya, the direct teaching method can still be used as an effective alternative, especially if accompanied by innovation in the delivery of materials and the utilization of various supporting media to increase student involvement in the learning process.

B. Results and Discussion of Teaching Class (with media)

The teaching class uses media in the form of technology that displays visualizations in the form of videos equipped with audio according to the material being taught. This makes it easier for researchers to teach because there is not much to explain about the material presented in the classroom, because there is animation in it, making students more interested in listening. With the help of media in the form of technology, it makes the teaching and learning process easier, a clear explanation with animation makes students understand the material more quickly. The command is simply asking students to pay attention to the material in a video, where all the material has been clearly described along with images that attract the eye to see it. This is deliberately made so that it is known which teaching is more effective (Putri, 2018).

This was also evidenced when the students were asked to give responses about what they got after watching the material in the form of a video, about five students were able to mention more than five sentences that had been described in the video. The condition of the class when the material was explained in the form of a video was very conducive because all students paid attention to the material being taught. When they were instructed to do the things contained in the material, some of these students understood and could give a good response according to the researcher's request.

The utilization of technological media in the form of videos does make it easier for researchers to show a learning material easily, especially the students of Muhammadiyah Pahandut Elementary School. Elementary schools do tend to like things that are interesting, this further increases their interest in learning. Seeing from the response they gave, it has explained that learning that involves technology is more effective.

This activity was carried out on May 2, 2024, which took place in class 5B at SD Muhammadiyah Pahandut with teaching activities through group division consisting of 2 groups with 2 different classes and different methods. The purpose of this activity is to find out how much interest elementary school children have in English Language Learning in the classroom.

The following are the results of activities that can be presented: Class 5B has 21 students, all of whom are students of SD Muhammadiyah Pahandut, Palangka Raya. This activity was carried out with a duration of 1 subject hour. The utilization of technological media in the form of videos does make it easier for researchers to show a learning material easily, especially the students of Muhammadiyah Pahandut Elementary School. Elementary schools do tend to like things that are interesting, this further increases their interest in learning. Seeing from the response they gave, it has explained that learning that involves technology is more effective.

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The following are the results of activities that can be presented:

1. Class 5B has 21 students, all of whom are students of SD Muhammadiyah Pahandut, Palangka Raya. This activity was carried out with a duration of 1 subject hour.

2. During the activity, the students showed a responsive and active attitude from the start of the activity until the end of the teaching and learning activity.

3. The students also have a quick response and can provide answers expected by the researcher. The attitude of the students during the activity was also quite friendly and did not make the classroom conditions feel awkward.

4. Based on the material previously provided, the researchers provided practice question sheets related to the material taught and the results collected were also in accordance with the expectations of the researchers.

5. Based on the researchers' observations, the students were able to work well together and communicate between groups wisely while answering the questions given.

6. About 90% of the students gave correct answers and gave appropriate reactions when the questions were given.

7. Here is some evidence of the activities carried out:

Gambar 1. Class A Teaching Overview

Gambar 2. Class B Teaching Overview

CONCLUSION

The impact of electronic media on the learning process, comparing it with conventional direct teaching methods. The research involved fifth-grade students from SD Muhammadiyah Pahandut in Palangka Raya, focusing on their understanding of everyday English usage. The methods employed included audio-visual media and direct teaching. The study concluded that while each method has its advantages and disadvantages, the integration of technology in teaching could lead to more effective learning outcomes. The findings highlighted the importance of choosing the appropriate teaching method based on specific educational contexts, student needs, and learning objectives to achieve optimal educational results.

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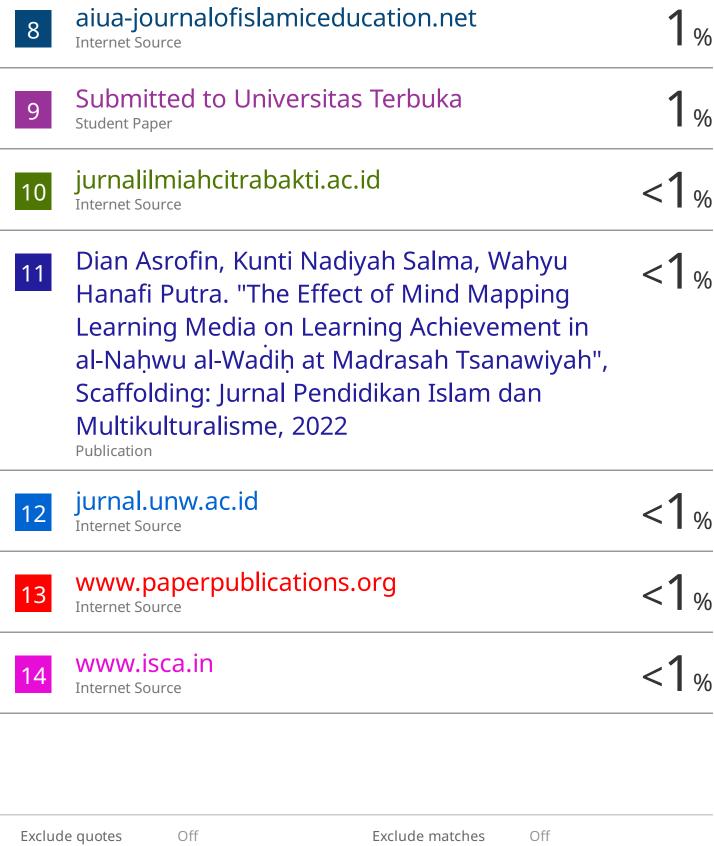John, A. N., Mulwa, D. M., & Mutua, F. B. (2023). Learner academic achievement in English: Use of cooperative learning approach and conventional teaching methods. International Journal of Recent Research in Social Sciences and Humanities (IJRRSSH), 10(1), 42–50. https://doi.org/10.5281/zenodo.7701621

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