

**Descriptive Study On The Teacher's View and Students' Opinion On The  
Use Of Visual Aids**

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**Abstract**

This research is conducted in order to investigate the teacher view and the students' opinion on the use of visual aid in teaching learning activities. This research was conducted using a qualitative approach. The data was gained by using an open-ended questionnaire. The location of this research was at MTs. Afifiyah Pragaan Sumenep. The target of the research was the 22 students in seventh grade and their English teacher at MTs. Afifiyah Pragaan Sumenep. After accomplishing the finding and discussion of research, it can be concluded that the use of visual aids at MTs. Afifiyah Pragaan Sumenep enhances the students' performance in the teaching-learning process. Visual aids argue can produce a positive contribution to the students leaning performances. Although there are some problems faced by the teacher in using a visual aid, the teacher still makes English teaching-learning process in classroom successfully and efficiently. However, the problems in apply the visual aid can enhance not only for the student's performance in learning but also for the teacher to progress their quality in teaching-learning procedures. Related to this study, a visual aid is recommended as one of many illustrators that can be used by the teacher to become an alternative tool to help some difficulties found in teaching learning activities.

**Keywords:** Visual aid, learning.

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### **Abstrak**

Penelitian ini dilakukan untuk menyelidiki pandangan guru dan pendapat siswa tentang penggunaan alat bantu visual dalam kegiatan belajar mengajar. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif. Data diperoleh dengan menggunakan kuesioner terbuka. Lokasi penelitian ini adalah di MTs. Afifiyah Pragaan Sumenep. Sasaran penelitian adalah 22 siswa di kelas tujuh dan guru bahasa Inggris mereka di MTs. Afifiyah Pragaan Sumenep. Setelah menyelesaikan temuan dan diskusi penelitian, dapat disimpulkan bahwa penggunaan alat bantu visual di MTs. Afifiyah Pragaan Sumenep meningkatkan kinerja siswa dalam proses belajar-mengajar. Alat bantu visual dapat menghasilkan kontribusi positif bagi siswa yang condong pada kinerja. Meskipun ada beberapa masalah yang dihadapi oleh guru dalam menggunakan alat bantu visual, guru tetap membuat proses belajar-mengajar bahasa Inggris di kelas berhasil dan efisien. Bagaimanapun, masalah dalam menerapkan alat bantu visual tidak hanya untuk meningkatkan kinerja siswa dalam pembelajaran tetapi juga bagi guru untuk meningkatkan kualitas mereka dalam prosedur belajar-mengajar. Terkait dengan penelitian ini, alat bantu visual direkomendasikan sebagai salah satu dari banyak ilustrator yang dapat digunakan oleh guru untuk menjadi alat alternatif untuk membantu beberapa kesulitan yang ditemukan dalam kegiatan belajar mengajar.

**Kata kunci:** *Bantuan visual, pembelajaran.*

### **Introduction**

Every teaching and learning may attempt to raise successful students, but will not achieve the desired results. The teachers' main jobs are making the lesson plan and prepare the materials, choose a particular aid, than make some instructions to the students. However, some teachers in Indonesia do not understand the condition of the students. They just teach the materials and finish the materials without thinking about the student's comprehension. However, most of students in Indonesia are lack in mastering and studying English as their foreign language. English is very familiar for studens but, still difficult for them to master English because it's not used in daily life as their habit. Visual aid on learning process has proved to be effective in the learning outcomes. Therefore, visual aid expected can solve any problems faced by the teacher in classroom when teaching English. By using visual aid the teacher can understanding the students' characteristic, because there are many ways and tools that can used by the teacher to makes the students comprehend the English subject more. Besides, the teacher should understanding the context when teaching learning process conducted in the classroom.

Learning context is defined as the situation in which something is learned or understood, a situation that can affect to the process of how something is

learned or what is taught. Quotes from Figueiredo study (2005:129) Figueiredo & Afonso argue that the context of learning takes an important part in education. A learning event is a situation where an individual learns. Content is information that has been structured and encoded as text, multimedia materials, the spoken word of the teacher, or any other means. Context is the set of circumstances that are relevant for the learner to build knowledge when referring to content. Based on those statements, concluded that the action of the teacher or educator seen as partly of content and partly as context. The all illustrators used by the teacher or educator in teaching learning process seen as the contexts. Then, the activity arranged in classroom seen as learning. Teacher or moderator just as the tool to directs the learning process in classroom. However, the students can learn autodidact according to the context besides them.

Nowadays, English is avowed as the international language in this world. By mastering English, people can hold a half of world weather in politics, education, or economy companies. Therefore, to consider the important role of English, English is taught from the elementary until university. The government in Indonesia always makes some efforts to improve the quality of education by developing the quality of the lecturers, students, and other teaching components which are involved in the educational processes.

Education is necessary for everybody who lives in this world, because of that Education becomes a popular thing for every person. Some people think that education is amazing thing that can manage this world. People who have a high education considered can hold a half of world. In education, teacher is a person who provides and gives some knowledge for their students. The teacher is expected to develop the student's competence and needs to know the student's ability in mastering the materials given. The teacher also needs to discover which parts of materials that the students found their strengths and weaknesses. To find out those things, the teacher should design some tools and many ways for the students.

Teaching and learning are the important elements in education. Asokhia (2009), states that teaching is interactive communication used by the teacher and the students to gain a new knowledge. Teaching and learning process is not always about sitting beautifully in the classroom and studying based on the book. In fact, the teacher encourages the students to learn about their environment in the outside classroom in order to get an adept meaning. There are some ways to develop student's understanding of the material. Sometimes sitting beautifully inside the classroom, reading the course book, and listen to the teacher's explanation make the students bored. So, some teacher should think about an alternative way to teach their students to makes the teaching-learning more active. There are some ways that should be considered by the teacher in teaching learning

process. Sharon (2007), states that Instructional materials used to help the students to comprehend the material. Using an item and media is used to make the teaching-learning process more interesting. To improve students' learning achievements remember to consider the tool used in teaching and learning process.

Teaching English is always oriented to master the four language skills they are speaking, listening, writing and reading. By mastering the four skills fluently, they can use active and passive English correctly. In the real facts, some students dislike English more. They consider that English is a scary activity because they have to speak a foreign language different from their everyday language. However, there is nothing impossible in this world as long as accompanied by maximum effort. A scary lesson can be interesting if the teacher uses creative ways of teaching. One way to provide a comfortable situation in the classroom is choosing a tool in teaching in order to help the students more effective, enthusiastic, and active. Using a great tool in the classroom has a very significant role to motivate the student to learn, and to make the atmosphere of teaching and learning more interesting.

Generally, the word of learning is related to some activities in the classroom. Smaldino (2007) argues that learning is the development of someone experiences and knowledge. In brief, everything that can give a new knowledge and new experience to individual life called by learning. Think about the goal of learning, English is avowed as the international language in this world. By mastering English, people can hold a half of world weather in politics, education, or economy companies. Education is necessary for everybody who lives in this world, because of that Education becomes a popular thing for every person. In education, a teacher is a person who provides and gives some knowledge to their students. The teacher is expected to develop the student's competence and needs to know the student's ability in mastering the materials given. The teacher also needs to discover which parts of materials that the students found their strengths and weaknesses. To find out those things, a visual aid is recommended as one of many illustrators that can be used by the teacher to become an alternative tool in order to solve their problems faced in classroom activities.

Realizing the importance of English in Indonesia, people in Indonesia are learning the English language. Most of them learn the language in formal and informal education such as schools, private lessons, and English courses. Sometimes, some students need an additional knowledge to improve their abilities. Thus, the school holds an important tool to explore the students' abilities. Although there are many alternative ways that can be used as a tool in the English teaching-learning process, they still have the same basic expectations. The junior high school usually has a good teacher that using their mind to makes the

classroom activities unique and active. Many aids are also used in order to achieve the learning process expectations.

Every teaching and learning may attempt to raise successful students, but will not achieve the desired results. The teachers' main jobs are making the lesson plan and prepare the materials, choose a particular aid than make some instructions to the students. However, some teachers in Indonesia do not understand the condition of the students. They just teach the materials and finish the materials without thinking about the student's comprehension. However, most of the students in Indonesia lack mastering and studying English as their foreign language. English is very familiar to students but, still difficult for them to master English because it's not used in daily life as their habit. Visual aid on learning process has proved to be effective in the learning outcomes.

Hasan, et al (2015) argues that visual aid is an object is a visual sensory that used to help the students and the teacher in teaching learning activities. Those devices used in classrooms to encourage students learning the process and make it easier and interesting. Visual aid has some advantages to use in teaching learning activities, it is enough to become the reason why visual aid is special in the circle of education. Kaswa (2015) assumes that visual learning aids play a great role in students' academic performance. Visual aid is one of there are many important tools that should be considered by the teacher to motivates the students more interesting and enthusiast in classroom learning activities. This is verified when the students encourage and comprehend the material clearly. Baser (2013) states that visual aid provides a clear instruction in order to cover the lack of information. Some students usually confuse understanding the material because the teacher gives a dark instruction. Visual aids usually can solve the problems better to give a clear instruction. There are many designs and style of visual aids that can be used by the teacher to makes the media more unique and fun. equipment was used for the teacher to makes their instruction more clear. According to Obusu (2013), visual aid helps the students in remembering the materials which would influence their academic development. The visual aid consists of some sensory forms such as video and picture. Basically, it is useful to stimulate the student's imagination to comprehend the main topic. By illustrating their sensory devices such as picture or video, it is can draw their mind to imagine the deep meaning of the material. Hasan et al. (2015) the use of visual aids in teaching and learning activity will increase learner's interest in understanding the learning concept and helps the teacher to explain the difficult material. Understanding or comprehending the material becomes the main purpose of teaching-learning activities. To motivate the students' interest it needs a great power over the teacher. Therefore, a visual aid is a complete tool that used to helps the teacher in order to pursue the goal of teaching learning objectives.

Moreover, according to Allen, Kate and Marquez (2011) using visual aids can help students understand the deep meaning of a topic and realize the similarities and differences between each topic. So, the students can catch the messages delivered by the teacher. In brief, a visual aid is special. That is special because of the tool beneficial in certain ways. English which is considered a scary lesson because it is not their own language and usually becomes a foreign language for the students in Indonesia, a visual aid can solve those scary and change it to the interesting model.

Memorizing the benefit of visual aids, it is usually used by every tutor and educator to explain their desire to the audiences. Based on the usage, it is not surprised that visual aids have many types. Every educator and tutor certainly used their mind to makes, produce, and finds the types in order to achieve their goal. Sharon (2008:58) states that there are some types of visual they are realistic, analogical, organizational, Relational, transformational, and interpretive. Realistic refers to visuals show the actual object under study. Using natural color can heighten the degree of realism. No representation, of course, is totally realistic. The real objective or event will always have aspects that cannot be captured pictorially, even in three-dimensional, color motion picture. Analogical means visuals convey a concept or topic by showing something else and implying a similarity. Teaching about electricity flow by showing water flowing in series and parallel pipes is an example of using analogical visuals. An analogy for white blood cells fighting off infection might be an army attacking a stronghold. Organizational refers to visuals show the qualitative relationship among various elements. Common examples include classification charts, time, Lines, flowchart, and map. Relational means visuals communicative quantitative relationships. Examples include bar charts, pictorial graph, pie-charts, and line graphs. Transformational is visuals illustrate movement or change in time and space. An example would be an animated diagram of how to perform a procedure such as tying a shoelace or manufacturing steel. Interpretive means visuals illustrate theoretical or abstract relationships. Examples include a schematic diagram of an electrical circuit.

Castelon & Sanchez (2015) argues that poster and picture is a paper that is designed in some forms and usually patched in the wall. The aim of the poster is to grab the attention of the audience in order to point out the messages going to deliver to someone who looks at the form. The small difference between poster and picture lies on the purpose. The poster usually showed by any pointed to deliver the messages. According to Khobo (2015), the computer is devices that consist of soft equipment. The equipment is used for the students to observe a pattern, see the connection, work with images, explore data and explain to their teachers and their peers. Etc. Shahid (2005), states that the power point is software

that is used to deliver some instructions. Moreover, powerpoint is a set of software that can be used by the tutor or educator to deliver some messages, explain the particular material in presentation, and deliver an instruction. Jones (2003) assumes that there are some good reasons to use powerpoint as the instructional tool especially in the teaching-learning process. The good reasons above are appropriate use of PowerPoint can enhance the teaching and learning experience for both staff and students, It provides encouragement and support to staff by facilitating the structuring of a presentation in a professional manner, a presentation can appeal to a number of different learning styles and be made more stimulating, allows distribution and modification for/by students unable to be present or who have impaired visual or auditory difficulties. Puppet took apart as the kind of visual aid. Castelon (2015) states that a puppet is a doll that has a soft body and head, and it can control easily by hand. Puppet is the type of doll that is controlled by hand to play it. Someone has to put their hand inside or hold the body of puppet and move it. Puppet is a body language or gesture, which is used to conveys feelings, and passions with a combination of gestures and words. Castelon (2015) argues that the puppet is an excellent medium for communication between a teacher and a student. As a teacher, tutor, educator, or tutor in the communication, the puppet improves interpersonal relations and produce the relaxing atmosphere.

English in a student's life, that is still becoming a scary thing. Those case caused by English is not used in their daily life. By using a visual aid, expects can motivate students' abilities to love English more. Considering a good tool that may use in the classroom, visual aid becomes an alternative and favorite tool choosing by the teacher in teaching. In teaching learning activities, there are some processes that can become interesting something for the researcher to investigates further. There are also some problems that can use by the researcher as a reference to conducts a research. The problems can arrive from many things whether from the students, the teacher, or they all education participants. In this research, the researcher is interested to investigate the teacher experiences about their way in teaching English by using a tool. A tool is absolutely important and has some advantages in the teaching-learning process. Realize the importance of tool in the teaching-learning process in the classroom, every teacher expected has some ways and choose a good tool to produce the great students. Considering a good tool that may use in the classroom, visual aid becomes an alternative and favorite tool choosing by the teacher in teaching. The reason why visual aid becomes popular and wonderful in the circle of education, it is should be investigated further. Based on the phenomenon above, the researcher purposed this study to investigate the teacher view and the student's opinion on the use of visual aid in teaching learning activities.

## **Method**

In this research, the researcher applied the qualitative approach in order to describe and explore the teachers' view and the students' opinion about the use of visual aids in teaching learning process. Moreover, by using a qualitative approach, the researcher found out in-depth understanding about teachers' view and the students' opinion when a visual sensory implemented in teaching and learning activities. Then, the qualitative research method was employed because it could describe the experience of the teachers in applying visual aids in English teaching activity. Creswell (2012:626) states that a qualitative approach is an approach that used to explore and understand the dept phenomenon. Generally, in a qualitative approach, the researcher interprets the meaning of the information, drawing on personal reflections and past research. Furthermore, the research did the exploration to learn more about the phenomenon based on the participants. So, by the applied qualitative approach, the researcher can directly present the results of the teachers' view and the student's opinion about the use of visual aids in teaching learning process.

The kind of research that has been used by the researcher is descriptive research because the pouring of writing qualitative research report contains excerpts from the data or facts real in the field to provide a complete illustration and to give support to what is presented. Descriptive research means describing something happens in the field of research Voordt ( 2014). Describe exactly means describing the what, why and how an incident occurred in the field of research. Nassaji (2015) argues that the goal of the descriptive research is to give a clear description of the real phenomenon based on the real characteristic. The characteristic of descriptive research is to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes. In brief, descriptive research is a research which is constructed by the researcher in understanding a central phenomenon about the individual participants occurs in the field of research.

This research was carried out by using qualitative as the approach and chooses descriptive research as the kind of research in order to gain a deeper understanding about the teachers' view and the student's opinion about the use of visual aids in teaching learning process. Moreover, by using descriptive qualitative research, the researcher expected got a deeper comprehensive summary of the phenomenon about the use of visual aids in the classroom.

MTs. Afifiyah Pragaan Sumenep was selected as the location of research because the location is so strategies and near to the researcher's house. This research had been conducted from 27<sup>th</sup> April till 10<sup>th</sup> May 2018. Moreover, the research was conducted for a month to collect the data which were gotten from the



research While, the researcher comes to the location as much as 40 minutes in a day to spread widely the questionnaire to the teacher. 60 minute in two days also taken by the researcher to spread widely the questionnaire to the students. The targets of this research are the students in junior high school in 7<sup>th</sup> grade of MTs. Afifiyah Pragaan Sumenep. Besides, the teacher who teaches English at 7<sup>th</sup> grade of MTs. Afifiyah Pragaan Sumenep becomes another participant to as the data. Actually, the class consists of 22nd students.

The researcher gained the data through some stages. The first, the researcher comes to the location of research and finished the requirement of administration. The second, inspect that the requirement of administration had been finished before continued collected the data. The third is made and arranged the questionnaire sheet, the researcher adjusts the question with the purpose of the research. The fourth, the researcher comes to the school and tries to meet up the participants. In this research, the participants were the all students in seventh grades and the teacher who teach English in seventh grades of MTs. Afifiyah Pragaan Sumenep. The fourth step was contacting the teacher and the students to explain the purposed of research in general. Then, the fifth step was making an agenda with the participants about the date to give the questionnaire sheet. The researcher should meet up the participants especially the students in order to explain the main question because of the questionnaire structured in English. The researcher directly comes to the location and meets the participants in order to know the contextual situation when the participants answer the question. In this way, the participants can directly show and asked the researcher about the questionnaire purposed. At 10<sup>th</sup> May 2018, the rich data were collected. The researcher became the main instrument to control the process of data collection procedures.

The main purpose and role of research is to helps plan and gather information on a certain topic before carrying it out. In brief, the research role is the way that can help and explore more into a certain topic which helps to back up opinions with the findings. In conducting qualitative research, the role of the researcher is important in order to obtain some data or information that is needed. Qualitative research is an approach that involves to the researcher investigation. However, the researcher holds an important role in accomplishing the research because the researcher itself becomes the key instrument to collect the data. In this research, the researcher comes to the location of research, meets with the participants as the subject of research, explains the main objective of the research, and start to collect the data by using open-ended questionnaire. Basically, in qualitative research the researcher as the key of the instrument of research.

The data was analyzed using miles and Huberman (2011) theory they are data reduction, data display, and drawing conclusion/verification. Firstly, the

researcher reduces the larger data gained from the field of research, selecting, or choose the specific data based on the research focuses. Secondly, the researcher displays describe or present the data based on three research focuses of study. After gaining the data, the researcher directly analyzes the data. Finally, the researcher writes a conclusion based on the data that the researcher gets from the questionnaire. The conclusion is the answer to the research problem or research focuses.

The theory of Sugiyono (2010) was used by the researcher to make the data more reliable and valid. Some actions that used by the researcher to make the data valid include increase the intelligence, triangulation, and member checking. Increase the intelligence means that the researcher increases the intelligence in collecting the data. It is trusted can produce a valid or reliable data, because the researcher monitoring the data gained in continues ways. Triangulations mean the researcher checking the data in some sources. In this case, the researcher was taken the data from time triangulation, and sources triangulation. From sources triangulation, the researcher had taken the data to the 22nd students in junior high school at 7<sup>th</sup> grade of MTs. Afifiyah Pragaan Sumenep and also their English teacher. From time triangulation, the researcher took the data in many times they are morning, daylight, and afternoon. Member Checking means the researcher comeback to the location and meets with the participants to conduct confirmations based on the data gained.

### **Finding and Discussion**

This case, the researcher presents research finding. The data gained included (1) teacher's view about the use of visual aids in teaching learning process. (2) The problems faced by the teacher in using a visual aid. (3) The students' opinion about the use of visual aid aids in the teaching-learning process.

There are some teacher's views about the use of visual aid in the teaching-learning process. The English teacher at seventh grades of MTs. Afifiyah Pragaan states that:

"There are some kinds of visual aid used in teaching learning such as a poster, computer, picture, puppet and powerpoint slides. However, the picture becomes my favorite and becomes the most usable of visual aids in teaching learning process. I think visual aids still hold a high performance than the others tool for me. I optimize and have a good feeling if my students may have more comprehension when I teach by using a visual aid. Besides, I proud of myself, I think I can be creative people when I prepare visual aids before teach. I optimize visual aid can enhance the students' performance in learning. It can be seen by using visual the student more enjoy and active. For a teacher who has introduced and familiar with the use of visual aid it may be lacking in

some cases. Moreover, I trust that every child likes visual sensory, the use of visual aid is more recommended in teaching-learning. In other hands, I always prepare and try to provide a visual aid as the instructional tool when I think the material that will be described as difficult to comprehend.”.

The variety of visual aids used by the teacher during teaching-learning processes such as picture, computer, poster, puppet and powerpoint slides. Using a variety of visual aid gives a positive contribution to the students and the teacher in teaching learning activities. The positive contributions above are estranging the students in a boring situation and help the teacher to become a creative teacher. The teacher uses the visual aid in the certain goal of teaching learning. The teacher describes the use of the all visual aids used in the following text below.

The first is a poster. The teacher uses the types of visual aid to improve their vocabularies. The teacher asks the students to memorize their part of bodies. The shape of a poster is almost similar with a picture in visual aids, but basically, it is different in certain part. Poster advanced to point out the main object based on their meaning. The visual aids used in the class were related to the objectives of the lessons. The teacher was explaining about part of the body by using the poster as an instructional tool. The objectives were, the learners would be able to identify the obstacles of the students in introducing their part of bodies in English. The difficulty in recognizes their part of the body in English because the students lack in vocabularies. The visual aid comes as an alternative media to solve the problems. Moreover, the poster was helped the student to remember the part of their body because the poster points out the English vocabulary based on the part of the body. So, the objective of the teaching-learning was fulfilled by the use of the poster. Students could know how to comprehend and memorizing their part of the body.

The second is the Computer. The teacher uses the types of visual aid in teaching reading skill. The teacher asks the students to watch and read the dialogue inside the video. In this class, the teacher used a computer as a visual instruction during teaching-learning activities. The computer used by the teacher to teach English video. The objective of the class was to teach them to comprehend the messages delivered from the video and studying good pronunciation from the native speaker lies on the video. By watching video on the computer, students could learn the native pronunciations of the English sound, words and learn to comprehend the messages delivered by the native speaker. This visual aid used because the teacher fills difficult to ask the students memorizing the vocabulary in a larger number. By using computer help the teacher to show the video in front of the class. The projector usually becomes the additional tool when the teacher or the educators choose computer as their tool to teach their students in

classroom activities. The goal of teaching-learning was achieved because the visual aid used students came to some advantages besides the video on the computer. However, the students may increase their English skill. Sometimes students like a visual sensory. Using a computer and playing video is a great idea to choose. Memorizing a larger of vocabularies lies on the video also achieved then memorizing in general ways.

The third is a picture. The teacher uses the types of visual aid in teaching speaking skill. The teacher asks the students to comprehend the material and asked them to describe the picture based on their own word. To make the class more interactive, active and conducive, visual aids take an important role in teaching learning activities. Generally, if the teacher shows the students with a picture the students may be cheerful and enthusiast. In this case, the teacher used the emoticon picture to teach about. This picture trusted by the teacher to solve the difficulties to explain the material. In fact, the students were asked to explain the picture one by one. It was found that there was a huge debate among the students. The use of the picture helped the learners to come up with ideas for the discussion. The picture triggers the students to think about their experience in their daily life. They also arrange some word in their mind to produce a beautiful sentence. Sometimes, when the teacher asked about their condition they can answer the question complete with their expression.

The fourth is a power point. The teacher uses the types of visual aid in teaching speaking skill. The teacher asks the students to look at the slide, and ask them to make a descriptive task. With the passage of time, technology was holding an important role. Power trusted as the great tool to use in the classroom. Therefore, the powerpoint is familiar in the circle of the world. Most of the profession in this world are recognizing the power of power point. It is come and may become an individual assistant to presented someone desire. Powerpoint usually used to deliver someone desire or messages indirectly to the audiences. The teacher usually used this visual aid in order to provoke the student's enthusiasm. By using power point slide help the teacher to deliver their purpose of the teaching-learning process and help the students to comprehend the material explained. The teacher use powerpoint to teach about

The fifth is a puppet. The teacher uses the types of visual aid in teaching listening skill. The teacher asks the students to look at them in front of the class and listen to the teacher instruction. Puppet still becomes the kinds of visual aid that can be used by the teacher in teaching learning process as wonderful media or tool. Puppet is used by the teacher to solve their difficulties to explain their material. Puppet usually uses to change their position to convey their explanation in front of the class.

All tools have their own characteristics and also produce another effect to all students and the teacher. Visual aid aids consist of something beautiful and unique. Some teachers usually use a visual aid in good preparation. The visual aid should be prepared and comprehend with the teacher before conveying to the students in teaching learning process. It is concluded that visual aid still holds a high performance than the others tool. Considering the important role of visual aids in teaching-learning activities, the teacher still takes visual aid as the favorite tool. Therefore, visual aids holding the first role of the tool by the teacher in teaching. Remembering the function of visual aid in teaching learning activities, it is recommended to the teacher to consider those tools to become their instructional media in their classroom. In brief, teaching-learning without visual aids is very impossible and it should be considered that there are many advantages of visual aids that appropriate to use in classroom activities. So, teaching without visual aid in classroom activities is assumed not efficient and conducive. The reason why the visual aids become the appropriateness tool in teaching-learning because every child loves visual sensory. So, teaching without visual aid in classroom activities is assumed not efficient and conducive. The teacher states that the visual aid is usually used when the teacher explains difficult and make the students difficult to comprehend. It becomes an alternative way to use the visual aid as an instructional tool to solve the main problems faced in teaching learning activities. The teacher usually thinks the way that should be used when she /he faced a difficult material to explain. If the material is difficult to explain, it influences the students to comprehend the lesson. The most visual aids that usually used by the teacher and also become the favorite tool are the picture. Picture become a favorite and the most useable aids in teaching learning activities because it is easy to found, easy to make, and can produce in certain types. Thus, picture standing alone in front of the others kinds of visual aids and drive the teacher to use it.

The impact of visual aid related the teacher's positive feeling. Based on the questionnaire result, the use of visual aids made the teacher feels easier to explain the material. Then, the teacher was happy when using a visual aid. Using visual aid increase teacher's ability to achieve the learning goal. Using visual aid gives affordable access for teaching. Teaching English by using visual aid make the teacher more creative. Using visual aid helps to deliver messages to the students correctly. Using visual aid becomes an alternative choice to explain the difficult material. Visual aids were easy to use. Visual aids were easy to found. The uses of visual aid have a positive contribution to the teaching-learning process. Visual aid used by the teacher to teach English. In applying visual aid as an instructional tool, the teacher faced many advantages and also some problems. The English teacher at seventh grades of MTs. Afifiyah Pragaan states that:

"The problems faced by me during the classrooms' activity when using visual aid as the instructional tool are some students are not having a high spirit to study hard to become active students in English teaching-learning process. My students were passive when the teacher using a conventional strategy. Some of the students are still not self-confidence to convey their arguments, it shows when the teacher asked them to describe something. The teacher still confused to choose a suitable and good media. The school lacks a budget to implement any visual aids. The school did not have a personal assistant to prepare the visual aids. Although there are some problems faced during the teaching-learning process, it does not make the teacher lazy to provide and prepare the visual aids."

In summary, there are also some problems occur during the teaching-learning process. The problems usually come from the students, the teacher, and sometimes come from the other aspects that have a part in school. The teacher has agreed that visual aid produces a positive impact, but sometimes they face some difficulties when teaching English by using a visual aid. The problems faced by the teacher in using visual aid Information of this aspect gained from the teacher from the questionnaire sheet. Visual aid used by the teacher to teach English. In applied visual aid as an instructional tool, the teacher faced many advantages and also some problems. From the data gained by the researcher, the problems did not make any trouble to make use of visual aid in teaching learning process successful. Even though there are some problems faced by the teacher in visual aid, but the teacher still can make English teaching-learning process in the classroom successfully and efficiently. However, the problems in applied the visual aid can enhance the student's performance in learning and the teacher to progress their quality in teaching-learning procedures.

Based on the data collected using a questionnaire to the teacher and 22<sup>nd</sup> students in seventh grades at MTs. Afifiyah Pragaan Sumenep, the researcher found the student's opinion related to the use of visual aid on students learning performances. First, Students were very responsive in the classes where the teachers used visual aids. Moreover, students paid more attention to the lessons, understood the lessons well and thus participated in the class with enthusiasm. The different types of visual aids made the task of the students easy as they had a visualization in front of them. Thus, the class became interactive with the active participation of the students.

The students also think that the visual aid effect on the students' positive feeling includes the use of visual aids was affected to the students' feeling in teaching and learning process. The positive feeling means that the students felt happy when the teacher used visual aids in explaining the materials. Further, it

motivated students in teaching learning activities. Studying English by using visual aids improve the students' creativity skill. Study English by using visual aid makes students enthusiast and enjoyable the classroom activities. Study English by using visual aid give the students long-lasting memory about the learning materials. Study English by using visual aid give a good contribution to the make to students understand the material better. Teaching English by using a visual aid in the certain times make the students interactive better. Study English by using a visual aid to make students easier to comprehend the material. Study English by using a visual aid to make the students happy. Visual aids produce the excellent performance of the students.

Every student is different in a certain part. The students have their own ways to comprehend the material in classroom activities. Because of that, the teacher expected makes themselves the creative teacher. The students have their own responses based on the types of visual aids. The students produce some expressions and different expectation to the types of visual aid because of their differences in educational and cultural background. Some of them state that they were more expressed when the teacher used a computer because it has some beautiful colors and designs. One of them confesses that they are more enthusiastic when the teacher uses a poster because it has a unique form. Many students in seventh grades MTs. Afifiyah Pragaan Sumenep assumes that power is point more interesting because in power point the teacher usually provides it in some colors, pictures, animations, and also great sound.

A few students also explain that they love to study English when the puppets are used by the teacher, the students usually laugh because the puppet has a funny form. Besides, the teacher uses their body language and gesture to explain the material. Most of the students agreed that picture is the best tool that has been used by the teacher in teaching learning. Moreover, using visual aids can help students comprehend the deep meaning of a topic and identifying the main topic. Because of many advantages lies in the use of visual aid, it is agreed that visual aid holds an important role in enhancing the performance of students in English learning.

### **Conclusion**

Based on the finding that has been explained by the researcher in chapter four, the researcher can conclude that there are two points of view of research. The three points of view above are related to the teacher's view about the use of visual aid in teaching and learning process, and the problems faced by the teacher when implementing visual aid.

The first, finding related to the teacher view about the use of visual aid in teaching and learning process. There are several things that were the teacher's

view about the use of visual aids in teaching learning process. After gaining the data, the researcher concluded that there are six main points viewed by the teacher by using a visual aid. The result begins by the teacher view about the variety of visual aid, the teacher view about the usage and non-use a visual aid in teaching-learning, the teacher view about the useable visual aid, the teacher view about the time of visual aid used, and the teacher view about the impacts of visual aid. The teacher views the variety of visual aids used by the teacher during teaching-learning processes such as picture, computer, poster, puppet and powerpoint slides. Using a variety of visual aid gives a positive contribution to the students and the teacher in teaching learning activities. The positive contributions above are estranging the students in a boring situation and help the teacher to become a creative teacher. The teacher uses the visual aid to achieve certain goals of teaching-learning.

The teacher view about the usage and non-use visual aid is visual aid trusted can enhance the student's performance in learning and make the teacher to become a creative teacher. Therefore, visual aids hold the first role of the tool by the teacher in teaching. While teaching without visual aid is impossible, but it lacks in some cases. Teaching without visual aids is impossible considering there are many types of media that can be provided by the teacher in teaching learning process. However, for teacher or educators who have introduced and been familiar with the use of visual aid, it may be lacking in some cases. In brief, teaching-learning without visual aids is very impossible besides there are much media encountered, but it should be considered that there are many advantages of visual aids that appropriate to use in classroom activities. The reason why the visual aids become the appropriateness tool in teaching-learning because every child assumes love visual sensory. So, teaching without visual aid in classroom activities assume not efficient and conducive.

Finally is the teacher view on the impacts of visual aids. Those impacts were related to the teacher's positive feeling. Based on the questionnaire result, the use of visual aids made the teachers feel easier to explain the material. Then, the teacher was happy when using a visual aid. Using visual aid increase teacher's ability to achieve the learning goal. Using visual aid gives affordable access for teaching. Teaching English by using visual aid make the teacher more creative. Using visual aid helps to deliver messages to the students correctly. Using visual aid becomes an alternative choice to explain the difficult material. Visual aids were easy to use. Visual aids were easy to found.

The second, related to the problems faced by the teacher during the classroom's activity when using visual aid as the instructional tool. The problems that the teacher found during teaching and learning process they are some students are not having high spirits to study hard to become active students in English



teaching-learning process. The students were passive when the teacher using a conventional strategy. Some of the students are still not self-confidence to convey their arguments. The teacher still confused to choose a suitable and good media. The school lacks a budget to implement any visual aids. The school did not have a personal assistant to prepare the visual aids. Although there are some problems faced by the teacher in visual aid, the teacher still makes English teaching-learning process in the classroom successfully and efficiently. However, the problems in applied the visual aid can enhance the student's performance in learning and the teacher to progress their quality in teaching-learning procedures.

The third, most of the students at MTs. Afifiyah Pragaan Sumenep agrees that visual aids produce a positive contribution to the students in learning performances. visual aids affected to the students' feeling in teaching and learning process. The positive feeling means that the students felt happy when the teacher uses visual aids in explaining the materials, motivate students' in teaching learning activities, increase student's creativity and helped them to comprehend the material. Because of many positive contribution produce by visual aids when used in the teaching-learning process, it is agreed that visual aid holds important roles in enhancing the performance of students in English learning. Besides, the students claim that they are having their own favorite visual aid. This phenomenon caused by the students comes from the different country and different education. Although they have their own favorite visual aid, the students still agree that visual aid helps them to comprehend the material.

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