



CHAPTER I

CHAPTER I

INTRODUCTION

This chapter presents background of the study, problem identification, limitation of the study, statement of the problems, purpose of the study, and definition key term.

1.1 Background of the Study

English considered as a foreign language which difficult to be taught in Indonesia. According to Derakshan (2015), learning English as foreign or second language in Indonesia is difficult because the learners cannot use English in everyday life situations and they learn sentences based on the textbooks, not in a real environment. Therefore, the issue is how the teacher can manage the teaching and learning process while dealing with the phenomenon. Rokhayani and Utari (2014) explain that the teachers are the main key in the classroom during the teaching and learning process. It means that the teacher should be able to deliver the material effectively in order to solve the students' difficulties in learning English.

In Indonesia English has been taught since the elementary school, but the teacher still faced some problems in delivering the material to the students. Maili and Hestiningsih (2016) state that there are two factors which affect the English learning problem, there are the teacher does not use an interesting method to catch the students' attention and the school does not support the teaching media that will be used by the teacher. Therefore, the teacher should involve the students to be active during the teaching and learning process. The teachers are demanded to be able to select and apply the learning technique which can make the students active and focus on the teaching and learning process.

In order to overcome these problems, the teacher can use the innovation of teaching media nowadays. According to Ratminingsih (2016), a good media for teaching can help the teacher to transfer the material to the students, getting their attention, create an enjoyable learning process, and motivate the students. It means that the instructional media for teaching used as a component in order to

achieve the learning goals. Similarly, Maili and Hestiningsih (2016) state that the teacher should developed the methods and teaching media before teaching English.

One of the roles of the teacher is having an effective strategy to teach English as a foreign language in Indonesia. Moreover, Gushendra (2017) explains that the teachers should have several instructional media to make their students motivated to learn English. The learners need a modification of teaching which can involve into English. According to Ali (2009), there are two aspects to support successful learning, there are the teaching material and the instructional media. The teaching materials depend on the syllabus of the course in each school. Besides, the instructional media for the teaching and learning process depend on the teachers' knowledge of implementing it. Those two aspects affect the achievement of the students.

The use of instructional media in the teaching and learning process is very important. According to Adegbia and Fakomogbon (2012), the instructional media are the human and non-human devices, material or methodologies used by the teachers to deal with the learning problems. It means that the instructional media is the key to transfer the knowledge from the teacher to the students effectively. By using the instructional media, the material will be more interesting and easier to be understood. Besides, it can be used to support and help the teachers in facing the problem of delivering the material to the students.

However, there were found several problems faced by the teacher in the teaching and learning process. Based on the survey done by Rokhayani and Utari (2014) in SMP 2 Bae Kudus it was found that the standard score (KKM) in English is 75, while the score of learning achievement course from 68.27. Another study conducted by Ratminingsihand Budasi (2012) showed that the teachers mostly used textbook oriented in teaching English accompanied by drill and repetition technique. The result of the questionnaire showed 61% out of 180 teachers stated they have problems in making their own material and 54% said they have difficulty in using innovative media for teaching. On the other hand, Aini (2013) conducted a studyin SMP PGRI 6 Lampung also showed that the

teacher got difficulties in guiding and handling the students' activity because they were not interested in the course.

In relation to the problem faced by many teachers, it needs the instructional media to create an effective teaching and learning process. According to Mateer, et al. (2018), the use of media in teaching English will help students easier to relate the concepts with the context. Moreover, there are several studies which found the problems in using the instructional media in the teaching and learning process. Onyia and Mary (2013) were conducted a study about the issues and challenges in applying the instructional media in Udi Education Zone of Enugu. The participants of this study were more than one hundred education zone's teachers. The result of this study showed that there are several criteria in designing the instructional media for effective teaching and learning. It included durable materials, less costly, the students easily to maintain and manipulate, attract to students' interest and create their intellectual capacities. Besides, they recommended in producing any instructional media should make the government policies.

Similarly, Tamrin, et al. (2017) conducted a study about the problems faced by the teachers in maximizing the use of learning media in Padang. This study used the descriptive qualitative method in collecting the data. The participants were the teachers and the principal. The finding of this study showed that the teachers already satisfied with the teaching and learning process by their pattern. They do not need any teaching media to improve their way of teaching. This study concluded that teachers assume that teaching is not supported by various types of media and it makes them have lack ability to use the learning media.

Based on the preliminary observation and interview done, it was found that the teachers felt the difficulty in teaching English as a foreign language. The teachers apply the use of instructional media in order to solve the problems found. Thus, the current study is conducted another study in the form of a descriptive qualitative method which focused on the instructional media used by the teachers.

The aim of this study is to describe the teachers' instructional media and its implementation in teaching English in SMPN 2 Melaya, Jembrana Regency.

1.2 Scope of the Study

The scope of the teachers' instructional media here is the kinds of instructional media used and the implementation of these instructional media, especially in SMPN 2 Melaya. SMPN 2 Melaya is chosen because based on the preliminary observation done by the researcher found that the English teachers in the junior high schools applied some instructional media for teaching English. Thus, this study focused on analyzing the teachers' instructional media and the implementation of implementing some instructional media to teach English in Junior High School.

1.3 Limitation of the Study

This study is focused on the teachers' instructional media and its implementations to teach English in SMPN 2 Melaya.

1.4 Statement of the Problems

Based on the study background above, the study questions of this study can be stated as follows:

- 1.4.1 What are the teachers' instructional media in teaching English SMPN 2 Melaya?
- 1.4.2 How are the implementations of these instructional media in teaching English in SMPN 2 Melaya?

1.5 Purpose of the Study

Based on the study question above, the objective of this study can be stated as follows:

- 1.5.1 Identifying the teachers' instructional media in teaching English SMPN 2 Melaya.
- 1.5.2 Identifying the implementations for teaching English in teaching English SMPN 2 Melaya.

1.6 Significance of the Study

There are two significances of this study namely:

1.6.1 Theoretical significance

This study is expected to provide empirical information in general. Especially, the result of this study is supposed to provide meaningful information for the teacher to have more information about instructional media that can be used to teach English.

1.6.2 Practical significance

The result of this study is expected to give advantages for all of the readers in a regular practice of education especially for the teachers as well as other researchers.

a) The teachers

This study is expected to give information about some kinds of instructional media for teaching English.

b) Other researchers

The result of this study is also expected to be a reference for other researchers in conducting another study which is related to the instructional media.

1.7 Definition of Key Terms

1.7.1 Conceptual Definition

a) Instructional Media for Teaching

Instructional media are things that the teachers used in order to convey the material effectively. Through instructional media, the teachers will be able to solve the problem of managing the classroom, delivering the material, and increasing the students' motivation as well as achievement in the teaching and learning process (Lee, 2016).

1.7.2 Operational Definition

a) Instructional Media for Teaching

Instructional media is the thing used by the teachers in SMPN 2 Melaya to deliver the material, enhance students' motivation to learn, and increase the students' achievement of English course.