

CHAPTER 1

INTRODUCTION

Chapter one will discuss background of the study, research question, purposes of study, significance of study, clarification on related terms, and organization of the research.

1.1 Background of The Study

English is one of a foreign language which is officially taught at primary school and secondary school in Indonesia, not only at those levels but English is also be taught in early stage such as in elementary school and some kindergartens. During the instructional process of those levels, student's participation is important in the classroom. In the context of English as a Foreign/Second Language (EF/SL) teaching and learning, students' verbal participation or engagement is essentially important in the classroom. Integrating students' participation in the classroom is the greatest challenge for English teachers. Teachers often feel disappointed on students' passive behavior and difficult to make them more active in the classroom. Furthermore, Hamouda (2013, p. 18) reported that second/foreign language learners, especially Asian learners are passive and reticent in language classroom. They often do not respond to the teacher's question or they do not voluntarily answer or initiate question. Thus, the poor level of students' participation to be the greatest problem in Indonesia. As the consequence, students may lack of and even lose the opportunity of practicing English. Students' participation in the classroom is one of the aspects of interaction. Hence, it is an opportunity for student to practice the second language and to produce the output.

Students' participation is important as explained by Cohen (1991, p. 699) that participation is a way to bring students actively into educational process and to assist in enhancing the teaching and bringing life in the classroom. The more students participate, the less memorization they do, and the more they engage in higher level of thinking, including interpretation and synthesis. Furthermore, students who participate also show improvement in their communication skill.

When students respond to the teacher's question or other students' questions, raise hand and give comments, they are actively involved in the negotiation of comprehensible output and formulation of comprehensible output which are essential to language acquisition (Hamouda, 20013, p. 18). Even students consider that their participation is important they still have low participation in classroom. The lack of students' participation can be caused by some factors such as the lack of students' understanding (Ukkeys.com), the lack of interest in English class (Abebe & Deneke, 2015, p. 83), and lack of vocabulary and grammar (Abebe and Deneke, 2015, p. 83).

In relation to the students' participation, a research which is conducted by Nur'arifah (2012) showed that using visual media in teaching and learning is one of strategies to encourage students' participation. Moreover, Syandri's (2015) study found that visual media can prevent the misunderstanding because it can be seen and touched. It can help teachers to make the explanation clearer, give stress on the part of explanation, and gives some variation in the way of teaching and learning in the class. Thus, visual media is expected to reduce the lack of students' understanding that causes the lack of students' participation. Furthermore, Brown, Lewis, & Hacleroad (1983) said that one of the functions of visual media is stimulating and attracting students' interest. It means that if visual media can increase students' interest in English class and the materials of the lesson, it automatically reduces the lack of students' interest.

Maria R. G (2012) conducted a study on the usage of multimedia visuals in English language classroom at Majahonda. She found that visuals are beneficial in increasing students' participation and motivation.

Gusmaizal Syandri (2015) conducted a case study about the use of visual media in English instructional process at state secondary school 1 Malang. The data were obtained indicate that 118 students (100%) like to have visual media in their English classes. From the data above, it was known that 35 respondents (29.7%) agreed that their teachers' explanation about the material given is more understandable and 28 (23.7%) stated that they understand and do not get bored with the teachers' explanation when they use visual media. Twenty-five respondents (22.9%) stated that they are more active, they can understand better,

they do not get bored, and also they are more concentrated with the teachers' explanation. Twelve respondents (10.2%) answered that they are more active and they do not get bored and 9 respondents (7.6%) stated that they do not get bored. Five respondents (4.2%) however, responded that they are more active and they do not get bored in class and only 2 respondents (1.7%) stated that they are more active, they do not get bored, and they can be motivated with the teachers' explanation using visual media. From the data above, it can be concluded that using visual media in teaching and learning can make students more active in class. In other words, visual media can increase students' participation.

Based on the explanation above, research is needed to prove that visual media and students' participation has a relationship. If using visual media in classroom have a relationship to the students' participation, this study attempts to discover to what extent it influences. Thus, in this research, the researcher tries to find out whether visual media has a relation with the level of students' participation and how extent the correlation between the use of visual media and students' participation.

1.2 Statements of Problem

This study is conducted to answer this following question:

1. What are students' participation levels when visual media is used?
2. To what extent does the use of visual media influence students' participation?

1.3 The Purpose of the Study

Based on the statement of the problem, the purpose of the study is as follows:

1. Discovering students' participation levels when visual media is used in English instructional process.
2. Estimating the relationship between the use of visual media and students' participation; Determining the extent to which the use of visual media influences students' participation.

1.4 The Scope of the Study

This study focuses on the use of visual media in English instructional process for students' participation. Additionally, this study investigated whether or not the use of visual media during English instructional has a correlation with the students' participation. The study is conducted in one of junior high school in Bandung.

1.5 Significance of the Study

The present research is expected to provide significance in terms of significance for theoretical, practical and professional aspect

1. Theoretical Aspect.

The research findings are expected to be use a contribution of other research about the use of visual media in teaching English and the increasing students' participation in classroom.

2. Practical Aspect.

The research findings are expected to be useful for teachers as a guide for utilizing visual media as a tool to increase students' participation during the process of teaching and learning. It is also useful for students and the readers who are interested in the use of visual media and students' participation.

3. Professional Aspect.

In professional context, the finding of the research is expected to help teachers improve the quality of teachers in making visual media in English instructional process to increase students' participation, apply some types of visual media in classroom, create a good and interesting media, as well as use the visual media effectively to increase students understanding and participation.

1.6 Clarification of Terms

There are some terms in this research, which need to be clarified. The definition of those terms are as follows:

1. Visual media is two dimension materials designed to communicate a message to students (Newby, Stepich, Lehman, Russel, 2006, p. 120). In this study, it refers to types of instructional media that could be seen such as pictures, chalkboard, flashcards, chart, real objects and puppets.
2. Instructional media refers to channel of communication or carriers of information between a source and a receiver with an instructional purpose (Newby et al., 2006, pp. 199-120)
3. Instructional process means the process of teaching and learning activity in the classroom.
4. Students' participation, Green (2008) defined class participation as the act of being involved in the class. It includes active participation (asking question, giving comment, being volunteer, participating in discussion) and passive participation (paying attention, taking notes, listening to others).

1.7 Organization of the Paper

This paper is organized into five chapters as follows:

Chapter 1 Introduction

This chapter provides the information related to background of the study, research question, purpose of study, significance of study, clarification on related terms, and organization of the research.

Chapter 2 Theoretical Review

This chapter describes several related theories and literatures which are relevant to the study.

Chapter 3 Research Methodology

This chapter explains the methodology in conducting the research. It includes research design, research site and participant, data collection, and data analysis.

Chapter 4 Result and Discussion

This chapter explicates findings and discussions. They are the result of the analysis of instruments, such as the data from observation, questionnaires and interview, and the interpretation of the findings from the study.

Chapter 5 Conclusion and Suggestion

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THE CORRELATION BETWEEN THE USE OF VISUAL MEDIA AND STUDENTS' PARTICIPATION IN ENGLISH INSTRUCTIONAL PROCESS

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This chapter contains the conclusion of the result of the study and the suggestions for future research.