

CHAPTER I

INTRODUCTION

This chapter gives a brief overview of the whole content of the research. It includes the background of the study, the research questions, the purposes of the study, the significance of the study, the scope of the study, the clarification of related terms, and the organization of the paper.

1.1 Background

English is regarded as one of the important languages to learn for students in Indonesia since it is an international language that is widely used in the world (Lauder, 2008). In Indonesia, English takes its status as a foreign language (Setiyadi, 2006). As English takes its status as a foreign language which is rarely used by the students in Indonesia, teaching and learning English takes a tremendous effort to be accomplished. Therefore, the improvement in English language teaching becomes a subject that is worth to consider. The improvement in English teaching deals with the ways of facilitating better learning of English. One of the ways to facilitate better learning of English is to utilize instructional media appropriately (Alobo, 2010).

Generally, the term “instructional media” refers to the media used for educational purposes. To be more specific, instructional media is defined by Gerlach & Ely (1980) as any person, material or event that establishes conditions which enable the learners to acquire knowledge, skills, and attitudes. Furthermore, Heinich et al. (2001) argue that media are categorized as instructional media when it is used for instructional purposes and utilized to facilitate communication between the teacher and the students. Thus, it can be concluded that instructional media is anything used by the teacher to support teaching and learning activities and it includes any person, device, and material.

Instructional media is important in teaching and learning processes. In the framework of Ministry of Education Decree Number 22 Year 2016, it is stated that

instructional media is a part of instructional design. Moreover, the use of instructional media is one of the key principles in the effective instruction. Effective instruction is the instruction that enables students to acquire specified skills, knowledge, and attitude (Reisser & Dick, 1996). As mentioned earlier, one of the ways to facilitate better learning of English is to utilize instructional media appropriately. Hence, instructional media holds important roles in English teaching and learning processes. In regard to the role of instructional media in teaching English, Tileston (2004) states that using instructional media especially in the form of auditory or visual stimulus can help English language learners process and store the information that comes from words. Moreover, Ruis, et al. (2009) argue that English teachers should use media in their teaching and learning processes in order to make the students interested and motivated in learning, so the class will be more meaningful and enjoyable.

In Indonesia, English is officially started to be taught at secondary school, or more precisely, in junior high school level. Therefore, in teaching English to secondary school students, teachers deal with the students who are at beginner level. The use of instructional media can be utilized to facilitate a better English learning for secondary school students. Secondary school students may be unmotivated for hard work in learning English, so teachers should make an effort to make the students interested in learning English (Broughton et al., 2003). As instructional media can be utilized to arouse students' motivation in learning English, teachers can utilize instructional media to motivate their secondary school students to learn English. Moreover, instructional media can be utilized for teaching four language skills that should be mastered by secondary school students, which are; listening, speaking, reading and writing. In line with this, Alobo (2010) states that instructional media should be used as tools to stimulate and facilitate better teaching and learning to lead to the development of four basic language skills; listening, speaking, reading and writing.

As instructional media holds important roles in teaching and learning processes, the studies about the use of instructional media in teaching and learning processes were conducted by some researchers. Zainatuddar (2015) conducted a research about the use of a series of pictures in teaching speaking. The result of the research showed that the use of a series of pictures in teaching speaking improved students' speaking skill. Moreover, the use of a series of pictures in teaching speaking enhanced students' participation and creativity in expressing their idea. Another research about instructional media utilization was also conducted by Katwibun (2013). Katwibun (2013) conducted a research about the use of interactive whiteboard (IWB) in teaching vocabulary. The finding of the research revealed that the use of interactive whiteboard improved students' vocabulary knowledge and enhanced students' participation in the class.

On the other hand, there are some studies about the use of instructional media in teaching English which revealed that instructional media has not been optimally used. Aini (2013) conducted a research about the use of instructional media in teaching English to young learners. The finding of this research revealed that the use of instructional media by the teachers needed to improve due to the lack of instructional media availability and also the lack of utilization of various instructional media. Sukmahidayanti (2015) also conducted a study about the utilization of instructional media in teaching English to young learners. The result of this study showed that the teacher's preparations in utilizing instructional media were still not optimum and the utilization of instructional media was also not optimum due to the lack of utilization of various instructional media.

The explanation above implies that instructional media holds important roles in teaching and learning processes but in real practices, the use of instructional media in teaching and learning English is discrepant with how it is supposed to be. Meanwhile, instructional media should be used effectively because the lack of proper use of instructional media constitutes a great deal of problems for effective teaching and

learning of the subject (Alobo, 2010). Therefore, based on this problem, this study is intended to explore the utilization of instructional media in teaching English to secondary school students and find out the problems faced by the teachers in utilizing instructional media in teaching English to secondary school students.

1.2 Research Questions

This study is conducted to answer the following questions:

1. How do the teachers utilize instructional media in teaching English to secondary school students?
2. What problems do the teachers face in utilizing instructional media to teach English to secondary school students?

1.3 The Purposes of the Study

This study is intended to:

1. Describe how the teachers utilize instructional media in teaching English to secondary school students.
2. Discover the problems faced by the teachers in utilizing instructional media in teaching English to secondary school students.

1.4 The Significance of the Study

This study is expected to be significant in several parties. Theoretically, this study is expected to give a contribution to enrich the literature in the particular field related to the use of instructional media in English Language Teaching (ELT). Practically, this study will be useful for the teachers, the students, and the readers. By exploring how the teachers utilize instructional media in teaching English to secondary school students and finding out the problems the teachers face in utilizing instructional media, this study gives some suggestions related to the enhancement of media utilization for the teachers, the school and education office. Moreover, for the teachers, this study gives the description and the information related to the utilization of instructional media in teaching English, in which the information can help the

teacher in designing better teaching and learning activities by using instructional media more effectively. For the students, the information about instructional media utilization in this study is expected to lead a better learning of English for the students. For the readers, this study is expected to give a description of how the teachers use instructional media in teaching English to secondary school students and give information about the problems faced by the teachers in utilizing instructional media.

1.5 The Scope of the Study

This study is focused on exploring the utilization of instructional media in teaching English to secondary school students. The context of this study will be limited to teaching English to junior high school students.

1.6 The Clarification of Related Terms

There are some terms which need to be clarified to avoid misunderstanding. The terms are as follows:

1. Instructional media

The term “instructional media” used for this research refers to anything used by the teacher to support teaching and learning activities, it includes any person, device, and material.

2. Secondary School Students

In the field of this research, the term “secondary school students” refers to students who are in the second year of junior high school whose age ranging from thirteen to fourteen years old.

1.7 The Organization of the Paper

This paper is divided into five chapters. The explanation of what each chapter discusses is elaborated below:

Chapter I: Introduction

This chapter provides the information on the background of the study, the research questions, the purposes of the study, the significance of the study, the scope of the study, the clarification of related terms, and the organization of the paper.

Chapter II: Theoretical Foundation

This chapter elaborates the theories related to this study.

Chapter III: Research Methodology

This chapter presents the methodology in conducting this study. It includes research design, the site and participants, data collections, the procedure of the study, and data analysis.

Chapter IV: Findings and Discussions

This chapter reports the findings and discussions of this study based on the collected data.

Chapter V: Conclusions and Suggestions

This chapter contains the conclusion of the study. It also offers suggestions for related parties and further study.