

# CHAPTER I

## INTRODUCTION

This is the introductory chapter of the paper. This chapter comprises the background of the study as the basic deliberation for formulation of the problems, aims of the study and scope of the study. It also contains the significance of the study, research methodology, and setting and subject of the study. This chapter is also completed with clarification of the terms that are used in the study and organization of the paper.

### 1.1 Background of the Study

In Indonesia, where English is taught as a foreign language, teachers often deal with some problems in the process of teaching and learning such as students' low motivation in learning and students' difficulty in comprehending the given materials. These problems can be caused by many factors, such as unfamiliarity to the language and uninteresting teaching technique that is applied by the teachers. To handle these problems, the teachers have to do extensive efforts. For example, the teachers can apply various interesting teaching techniques in order to attract students in learning process and ease them in comprehending the lesson materials. In addition, the teachers can employ instructional media to make the instruction more interesting.

Instructional medium is one of the important elements in teaching English as a foreign language. It is considered to be important because of its valuable

contributions to the English teaching and learning process. Defining this term, Gerlach and Ely (1980) state that, in instructional term, media or a medium is “any person, material or event that creates learning conditions which enable learners to acquire knowledge, skills, and attitudes” (p. 241). In addition, Gagne and Briggs (1979) state that instructional media refer to instruments that are physically utilized to convey the content of instructional material which consist of hardware (physical devices) and software (learning materials).

As noted earlier, instructional media give valuable contributions to the teaching English as a foreign language (TEFL). TEFL, which concerns with grammatical, linguistics, and cultural aspects, will be easier to be taught and learnt by the support of media. Instructional media also give benefits for both teachers and students.

In relation to benefits of instructional media for teachers, Brinton (2001) states that media can support teachers in presenting materials in a more communicative context (p. 461). Teachers can also save their unnecessary explanation (Hartnett, 1985 cited in Brinton, 2001, p. 461).

In relation to students' attitude toward teaching and learning process, the use of media can increase students' interest and motivate them to learn (Sudjana and Rivai, 2005, p. 2). Students who learn English as a foreign language may have low motivation because there is little or no exposure to the language outside the classroom and since the language is not used in the community, there is no special pressure to learn the language (Boey, 1975 cited in Sutiyono, 2003). Teachers in such situation need to motivate students. One of the ways to make them feel

motivated to learn English is by using media in the classroom. In addition, Gebhard (2000) ascertains that the use of media in teaching English as a foreign language can make the language more comprehensible to students (p. 81).

Furthermore, the benefits of instructional media in improving students' mastery on language skills have been proven by the result of several studies. The result of a study by Abu Bakar (2007) in one of the Malaysian Secondary Smart Schools revealed that the use of English increased when the authentic computer-based activities were incorporated into the lesson. Another study by Sasmedi, Rahman, Zaidin, and Asriyanti (2008) in SMA Negeri 2 Makassar revealed that pictures that were used as a lead of the problem-based instruction could encourage all students to speak English and overcome the lack of ideas and worry of making mistakes when the students were asked to speak English. In addition, the result of a study by Mukhlisin (2008) in SMAN 1 Prembun Kebumen revealed that the use of the interactive CD containing learning material "Animal as Participants in a Story" and *Microsoft Power Point* was effective to teach narrative text (fable).

The utilization of instructional media is also beneficial for students in comprehending all language aspects and concepts. Since learning language deals with learning abstract concepts, it apparently will be difficult for students, particularly for the slow learner, to interpret and contextualize the concepts. By the support of media, the abstract concepts can be easily interpreted and contextualized because "authentic materials and media offer a way to contextualize language learning" (Gebhard, 2000, p. 102).

Based on the significance roles and benefits of instructional media in teaching EFL, it is assumed that the utilization of the media in English teaching has optimal. English teachers presumably had integrated more media other than whiteboard and textbook into their teaching. However, based on Utomo's supervision to several schools in Kendal, Central Java in 2007, it was found that teachers did not prepare media to be used in the classroom.

Concerning this circumstance, the researcher conducted preliminary study to collect information about the utilization of instructional media in the setting of the study. The researcher visited one of senior high schools in Sumedang and posed some questions to the English teachers in that school regarding the utilization of instructional media in their daily teaching. From their responses, there was an indication that the use of media was unoptimal due to several barriers such as media unavailability and the teachers' unfamiliarity to modern hi-tech media.

From the description and the result of preliminary study discussed above, English teachers apparently encounter some obstacles in the utilization of instructional media. This circumstance inspires the researcher to do a study to find out teachers' problems in the utilization of instructional media in English teaching.

## **1.2 Formulation of the Problems**

This study is expected to answer the following questions:

- 1) What problems do the teachers encounter in the utilization of instructional media in English teaching?
- 2) What strategies do the teachers use to handle the problems in the utilization of instructional media in English teaching?

## **1.3 Aims of the Study**

In accordance to the research questions above, the aims of this study are:

- 1) To identify problems encountered by the teachers in the utilization of instructional media in English teaching.
- 2) To identify strategies used by the teachers in handling problems in the utilization of instructional media in English teaching.

## **1.4 Scope of the Study**

This study did not intend to elucidate the utilization of instructional media in general. It was focused on identifying problems encountered by the English teachers in the utilization of instructional media and strategies used to handle the problems.

## **1.5 Significance of the Study**

This study is expected to:

- 1) Provide a comprehensive description about problems encountered and strategies used by the English in the utilization of instructional media.
- 2) Provide suggestions for related parties who deal with problems in the utilization of instructional media in English teaching.
- 3) Give valuable contributions to the TEFL regarding the utilization of instructional media.

## **1.6 Research Methodology**

### **1.6.1 Research Design**

This study is a qualitative research since it is aimed at figuring out and understanding the teachers' problems in the utilization of instructional media in English teaching and their strategies to overcome the problems. According to Maxwell (1996), one of the purposes of qualitative studies is to understand the participants' perspectives of the events, situations, and actions they are involved with and of the explanations that they give about their lives and experiences (p. 17).

This study applied case-study design as the framework of the qualitative research. Case study design refers to a phenomenon chosen by the researcher to understand in-depth without considering the number of settings, social scenes, or participants in the study (McMillan and Schumacher, 1989, p. 392). In this study, the design was employed to get an in-depth understanding regarding teachers'

problems in the utilization of instructional media in English teaching and their strategies to overcome the problems.

### **1.6.2 Instruments**

The data of this study were gathered through interview and class observation. The interview was conducted to gain in-depth information about problems encountered by English teachers in media utilization and strategies used to overcome those problems. Meanwhile, the class observation was conducted to observe the utilization of instructional media in classroom. It was also conducted to observe problems that might be faced by the teachers as they utilized instructional media in the teaching and learning process.

### **1.6.3 Procedures of the Study**

The following are the procedures of the study:

- 1) Conducting library study to find out relevant literatures.
- 2) Conducting preliminary study.
- 3) Constructing the instruments.
- 4) Conducting interview.
- 5) Conducting class observation.
- 6) Analyzing the data from interview and class observation.
- 7) Interpreting the data from interview and class observation.
- 8) Concluding the research.
- 9) Writing the research report.

#### **1.6.4 Data Analysis**

The data obtained from the interview and class observation were analyzed by using Miles and Huberman's model of analysis (Flow Model). It is chosen because in this model, the data can be analyzed interactively and continuously until the data are saturated (Miles and Huberman, 1994). The following are the steps of the data analysis.

##### **1) Data reduction**

- Coding the data from the interview and class observation.
- Categorizing the data from the interview and class observation.

##### **2) Data display**

- Presenting the result of the interview and class observation.

##### **3) Conclusion drawing and verification of the data.**

#### **1.7 Setting and Subject of the Study**

##### **1.7.1 Setting**

This study was conducted at SMAN 1 Sumedang, SMAN 2 Sumedang, and SMAN 2 Cimalaka. Those schools were chosen based on the passing grade of new students' enrollment in 2007-2008 academic year.

##### **1.7.2 Subject**

The subjects of the study were English teachers in SMAN 1 Sumedang, SMAN 2 Sumedang, and SMAN 2 Cimalaka. There were nine English teachers as



the participants of the study. They are three English teachers of first, second, and third grade from each school.

### **1.8 Clarification of the Terms**

In order to avoid misinterpretation, the following is brief explanation of the terms that are used in this study.

- Teachers are persons who consciously direct the experiences and behavior of an individual so that education takes place (Grambs and Mc Clare, cited in Uno, 2007, p. 15). In this study, those relate to English teachers in SMAN 1 Sumedang, SMAN 2 Sumedang, and SMAN 2 Cimalaka.
- Problems refer to obstacles that make it difficult to achieve a desired goal, objective or purpose ("Problem", 2008). In this study, those relate to obstacles or difficulties encountered by the English teachers in the utilization of instructional media.
- Utilization relates to the process of making use of the instructional media in English teaching and learning process in SMAN 1 Sumedang, SMAN 2 Sumedang, and SMAN 2 Cimalaka.
- Instructional media refer to instruments that are physically utilized to convey the content of instructional material which consist of hardware (physical devices) and software (learning materials) (Gagne and Briggs, 1979). In this study, those relate to the audio, visual, audio-visual and multimedia devices such as CD, pictures, videos, etc. that are used by teachers in English teaching and learning process.

- Case study is a research design used to understand a phenomenon in-depth without considering the number of settings, social scenes, or participants in the study (McMillan and Schumacher, 1989, p. 392). This refers to research design used to get in-depth understanding of teachers' problems in the utilization of instructional media in English teaching.

## **1.9 Organization of the Paper**

This paper is organized into five chapters as follows:

### **Chapter I Introduction**

This chapter covers background of the study, formulation of the problems, aims of the study, scope of the study, and significance of the study. It also covers research methodology, setting and subject of the study, clarification of the terms, and organization of the paper.

### **Chapter II Theoretical Foundation**

This chapter elaborates relevant theories as the basis of the study. It encompasses theories of instructional media and its role in learning English as a foreign language, teachers' competence, good language teachers' characteristics and principles of TEFL.

**Chapter III Research Methodology**

This chapter discusses the method of the study, setting and subject of the study, data collections, and procedures of the study. It also discusses the data analysis, and validity and reliability of the study.

**Chapter IV Research Findings and Discussions**

It reports the findings and the discussions toward the result of the study.

**Chapter V Conclusions and Suggestions**

This chapter provides the conclusions of the study and suggestions.

