

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is international language. Most of people all over the world learn and use the English. They try to get the English language everywhere, some of people get the English in the school or in the course. English is considered by many people is foreign language and in Indonesia, it becomes the second language. Not only that English language in Indonesia is learned in the school until the junior high school even in the University English is still learned. They try to increase their English everytime. People who are interested in English always learn and use to communicate with people who can speak English well. English is learned in the school as one of the curriculum that they must take and learn with their teacher.

Recently, in Indonesia recently most of the school use Curricullum of 2013. Then to support the learning process in the Curricullum of 2013, the teacher can use the media to stimulate the student's mind. So the students will be easier to understand the materials that are conveyed by the teacher. Therefore, in this case media can encourage the students to achieve the result of learning goal to be better. By using the media and the method properly, it will make the students be active, then they will try to pay attention to the materials that the teacher uses. Moreover, the teacher must be more creative in the learning process, the teacher will have many ideas to create or find the media which is suitable for the lesson that is taught. So the students can be

more active and enjoy the learning process, based on the observation by the reseaceher at eight grade of MTs Nahdlatul Fata Petekeyan Tahunan jepara.

In the process of English teaching, some of students who learn or join in the English class feel that English is difficult, they think that English is really boring. Most of the students often feel reluctant when they learn English with their teacher in the class. Sometimes they are sleepy or ignore their teacher when the teacher teaches them in the class. So the students can not get the materials well. The teachers must give motivation to their stundents so that the students can study and listen to the teacher's explanation, because the teacher is not only as educator but also as falicitator and motivator for their students. Thus the teacher must have the skill and capability to teach their students so that the students are able to understand the lesson that the teacher explains to them. Then the learners can be successfull to achieve the material of English lesson propoerly.

Teaching English in Junior High School must be guided by the teachers. It becomes a challenge for the teachers at the eighth grade because the students previously are young learners. Actually, students of Junior High School have different charactristic from young learners (Setiawan, 2016:2). The students of Junior High School often make the situation in the class more crowded than the young learners. They tend to talk with their classmate in the class, when the teacher give explanation, sometimes they don't listen to the teacher. They always ignore the teacher's lesson when they are not interested in the materials that teacher gives to them.

Sometimes, the students are able to enjoy with their friends by chatting and playing games in the class. So the teacher sometimes is angry with them, it makes the students keep silent for a while but after that they talk again with other and it happens for many times during the teacher teaches in the class by using materials that they don't like. Although some of students in the class still concentrate with the lesson that the teacher gives, but sometimes they only listen to the teacher, but after the teacher finishes explaining the materials they have forgotten the materials that have been delivered to them. Because of the characteristics of students in the Junior High School is in labile. Therefore the teacher needs to think how to create the class that can be controlled and the students can catch the materials optimally by this method. The teacher will be successful to teach the students in the classroom.

According to Reiser and Dick (1996) in Aini (2013:136) states that Effective instruction is "an instruction that enables students to acquire specified skills, knowledge, and attitudes". In the class the teacher often feels difficult to handle the students when the students feel that the lesson are very difficult and the class is crowded, most of the students will be sleepy and some of them will talk with other, although the teacher has spoken loudly to explain the lesson, yet the students still do not pay attention to the teacher. Therefore the teacher must be able to handle the situation in the class, so the students will keep silent and pay attention to the teacher's explanation.

The teacher must implement suitable method to teach the students in the class so that the students will respect and listen to the teacher when there is learning process in the class. During learning process the teacher should use

the method by the media to teach the students in the class so that the students will be interested in following the class, then they will be more active in the learning activities.

Rao (2014:141) states that “The survey shows that most of the English language teachers feel that they are not able to use media in the class even though they want to do it due to lack of infrastructure and other related problems”. Therefore the teacher must be creative to create the situation in the class more interesting for students so that the teacher is able to use the media well then students will understand about the lesson which is taught, because usually the situation in the class is not conducive if the lesson is not interesting. The students will feel bored and sleepy to listen the teachers’ explanation, although the teacher explains the lesson for many times. Otherwise if the teacher can use the media well it will make the students pay attention to the teacher.

When the teacher is able to use the media properly, it will make students understand the materials which is taught by the teacher. The use of media properly will encourage the students to be more active and easier to catch the material, because media is very effective in the learning process in the class and the students will enjoy catching and understanding the lesson that the teacher explains to the students.

Instructional Media is one of important variables that enable teaching process to be successful. Thus, pupil’s learning process are highly influenced by its use as revealed in literature (Manjale and Abel, 2017:151). When they see directly the media that used by the teacher, the students will know well

the things that explained by the teacher. So, after the students understand, they will be able to remember it. Then they can use it to improve their experience to get best result. However the teacher's explanation by using the media is very useful to make the students understand well about the materials that explain by the teacher.

In the learning process the students need explanation clearly, so after the teacher uses the media most of the students in the class will catch and see the media directly and it will make the students have imagination and an idea to find another media that can use to explain the materials. So, they will use the idea to develop the materials that the teacher gives. Then the learners can understand how to use the media to study the materials clearly.

However all the media that available in the school is very important for the teachers and students to make the learning process can run well. Therefore the students will be able to enjoy the materials that the teacher explains and it will make the teacher has many ideas to create many things to develop the materials. Then the goal of learning process will be achieved well. There are many medias that can be used in teaching as Omega and Priscah (2016:1) as follows:

Instructional media includes all the materials and substantial resources that an educator might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboard, printed material (hand-out, books and worksheet), display boards, charts, slides, overheads, real objects, and videotape or film, as well newer materials and methods such as computers, real objects or models, DVDs, CD-ROMs, interactive video conferencing etc. It facilitates learning or increase understanding of materials and enhance comprehension of the leaners. There are advantages od using either commercially or locally produced media.

There are many junior high school in Jepara. They are SMP MTs. Among of them is MTs Nahdlatul Fata that near from the researcher's house. The researcher wantS to know the Media and the implementation in the school , so the researcher want to conduct a research.

Based on the introduction above, the researcher would like to make a research entitled "Instructional Media Used by English Teacher at eighth grade in Learning Process (Case Study at Mts Nahdlatul Fata Petekeyan Tahunan Jepara)".

1.2 Problem Identification

Based on the background above, the reseacher realizes that the teacher feels difficult to convey the materials to the students in the learning process. So, media is very needed to facilitate the students and teacher in the learning activities. Therefore the reasearcher will find out what media which is used in the learning process in order to achieve the goal of lerning process can be better.

Generally, there are several things which affect in the learning activities do not run well, and there are :

- a. Students do not pay attention the teacher's explanation.
- b. Students are sleepy in the class when the teacher gives the materials.
- c. Students feel reluctant join in the class.
- d. Teacher feels difficult to convey the material of English lesson.
- e. Students feel bored with the teacher's explanation.

1.3 Research Questions

1. What are the types of instructional media used by English teacher in learning process at eighth grade of MTs Nahdlatul Fata Petekeyan Tahunan Jepara?
2. How is the implementation of instructional media in teaching and learning English at eighth grade of MTs Nahdlatul Fata Petekeyan Tahunan Jepara?

1.4 Objectives of the Study

1. To find out the types of instructional media used by English teacher in learning process at eighth grade of MTs Nahdlatul Fata Petekeyan Tahunan Jepara .
2. To describe the implementation of instructional media in teaching and learning English at eighth grade of MTs Nahdlatul Fata Petekeyan Tahunan Jepara.

1.5 Significances of the Research

This research is wished for English teacher so that they have many ideas in teaching and learning process, then it can give the benefit and better result for the students in the learning activities to achieve the target of learning.

Theoritically

This research will give many experiences in the learning process, and the teacher will be more creative in teaching English. Using instructional media will make the activities class more interesting, the students will be interested

to study, they will have motivation in studying,so the result of the learning process will be satisfied for teacher and students .

Practically

The outcome of this research will show that there are many types of instructional media which can be used by English teacher in teaching and learning activities so that the teacher can use the appropriate media to convince the students if the instructional media is more effective and appropriate for learning process.

1.6 Outline of the Report

This thesis is divided into five chapters. Each chapter is as follow:

Chapter I is Introduction. It presents background of the study, problem identification, problem statements, research questions, objectives of the study and significances of the research.

Chapter II is Literature review. It presents previous studies and review of related literature.

Chapter III is method of investigation. It presents Subject of the research, time of the research, research design, method of data collection and technique of data analysis.

Chapter IV is finding and discussion. It presents the result of discussion.

Chapter V presents conclusion and suggestion.