

Chapter I

Introduction

This chapter covers basic consideration, research questions, objective of research, significance of research, scope and limitation of research.

Basic Consideration

Media are considered important to assist the instruction and facilitate the students' achievement of instructional objectives. By using media, the materials can be more understanding, learning activities become more interesting, and the teachers can use various methods in their instruction. Instructional media are also very beneficial in English Language Teaching. However, English teachers seem to find difficulties in conducting the teaching process by using media effectively and efficiently.

Furthermore, based on the regulation of Ministry of Education and Culture of Indonesia Number 22 in 2016 about the standard process of education explains that the teacher should prepare the learning media and learning resources in the classroom. Based on the regulation, media as the learning tools for helping the teacher to transfer the materials to the students. Besides, Heinich (1993, p.50) claims that media can help the teacher become a creative manager of the learning experience. Additionally, Dale (1996, p. 111) explains that there are several things instructional media can do in the teaching process such as a) heighten motivation for learning; b) provide freshness and variety; c) appeal the students of varied abilities; d) encourage active participation; e) give reinforcement; f) assure order

and continuity of thought; and g) widen the range of students' experience.

Therefore, it is important for the teacher to use media in instructional process.

Keller and Share (2005) explain that media can educate students in learning from the media, recognising the roles of media and resisting media manipulation to grow into more empowered individuals. More important is media of instruction provides an opportunity for students to understand the lesson well. Moreover, Scanlan (2003) indicates that instructional media encompasses all the materials and physical means the teacher might use to implement instruction and facilitate students' achievement of instructional objectives. This may include some media such as chalkboards, handouts, charts, slides, overheads and others.

Currently, most of the Vocational High School apply curriculum KTSP and use many resources in teaching and learning English in the classroom. Based on the government regulation, the use of the media should be based on the students learning experience and their needs. The students need an innovative, authentic and effective media that can help them understand and master the English as a foreign language. Therefore, Vocational school students are prepared to become experts who can compete in the international world, and for this purpose the ability to communicate in English is an important requirement.

Moreover, some schools in Gorontalo Regency such as Vocational High School of Batudaa, Vocational High School of 1 of Limboto and Vocational High School 2 of Limboto applied curriculum 2013 which published by the government in teaching and learning English. Vocational Schools (SMK) is one level of education to prepare students to become skillful and ready to use graduates in the

workforce. Based on the curriculum, the teachers should be selective in selecting and providing media use of the learning process. After selecting an appropriate media use, the teachers should have an evaluation at the end of the lesson, to see how effective the media use in teaching and learning process. The focus of English learning is to get the learning goals which is in English teaching. To see the goals are successful applying in the classroom, it can be shown by the students are easily to understand the materials and they are curious, active and having the critical thinking to learn and solve their problem in learning.

However, The fact on the ground shows that English teachers at these schools are seldom to use media in their teaching activities. Based on the observation conducted by the researcher on Monday, 13th of November 2017, there were some teachers' problems in using instructional media in the teaching English at the classroom. First, the teacher do not know how to use media. This is because their knowledge on the use of media is limited, even they do not have knowledge on it at all. When they come to the class what they do is to ask their students to read or write. Or they explain the material in lecture style teaching. Second, the teacher do not use the media in the teaching and learning process. They already arrange and make lesson plan for teaching but they do not use it based on it. It means that the teacher already write and choose one media for example cards or realia to teach a topic, but in the real process they ignore it and only use the whiteboard to write the materials. Also, the teacher do not have resource in providing themselves with media. This is because the lack of money

and time. These all have deteriorated the fact that the teachers do not use media in teaching maximally and professionally.

Based on the interview which conducted at Tuesday, 14th of November 2017, the teacher explained that the government do not solely provides the training on the use of media in teaching. Thus, the teachers do not know and master how to use the media like operating computer and using others. Therefore, those are some problems which happen at these schools in using the media in teaching and learning English in Gorontalo Regency. On the other hand, there are many various types of media which can supported the teaching and learning English. Instructional media can bring authentic situations into the classroom. It helps the students to get closer to the real life situations. Additionally, Reiser and Dick (1996) describe instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom. Thus, the teachers should use a variety of media in EFL classroom.

Based on the problems, there are two researchs which have been conducted studies in instructional media. Firstly, the study conducted by Owusu Koranteng Seth, B.F.A Sculpture (HONS) about Instructional Media as a tool for ensuring quality teaching and learning for pupils in the Junior High Schools. He found that instructional media are generally not available in the Junior High Schools in the Kumasi metropolis. While few teachers have visited the Teachers Resources Centre in Kumasi, environmental resources such as internet café, chief's palace, found objects or farms are not considered as instructional media for classroom use. Lack of wall charts, models, and other conventional media to

complement the use of chalkboards and textbooks in the schools is making it difficult for teachers to offer quality teaching to promote high academic achievement for Junior High School pupils.

The second study is conducted by Flora MajwengMolwantwa about *The Selection and Integration of Instructional media for teaching of History*. He found that a limited number of teachers received training in the effective use of instructional media, or in instructional media science. It appears that the choice of instructional media is considered no easy task by them. Based on both of the studies, they only focused on the lack of the media use in classroom and lack of the teachers' knowledge in selecting the media. In contrast, the researcher want to explore the instructional media use in EFL Classroom in Gorontalo Regency.

Meanwhile, some other researchers have done the investigation on this issue. They focus on the role of technology based media. For example, Sze (2006) states that podcasts are beneficial for “less confident students as producing podcasts involves performing behind the scenes” (p. 122). Possible uses of podcasts for listening are providing learners exposure to native speakers' speech supplementing the course book with authentic audio materials, and teaching pronunciation.

Chan (2011) observes, “media are essentially realia to be brought into a classroom from the outside world in an attempt to make language activities appear more realistic, more interactive, and therefore, more meaningful” (p. 132).

Moreover, the media is used in the EFL classroom like a magazine picture, a short video or a tablet application, it is commonly used for the purpose of bringing a

piece of real world into the lesson. So, the teacher can build real teaching and learning materials to the students. To illustrate, the teacher teach about descriptive text about things or place and bring a media like an apple or vegetables in the classroom. Then, the teacher ask the students to describe the parts of the apple directly. It is the example of using authentic media into the classroom. However, some problems happen at some schools, which make the teacher cannot facilitate the students with the appropriate media in instructional process.

Based on the problems above, it is important to conduct a research related to the how portraying the use of English instructional media used by English teacher in EFL classroom at some Vocational High School in Gorontalo Regency. Additionally, the use of instructional media should be analyze weather it is used to be appropriate or inappropriate. Hence, the researcher want to investigate the use of English instructional media used by English teacher in EFL classroom, to explore the problems that the teacher encounter in implementing instructional media and to find out the strategies to solve the teacher problems in using the instructional media in EFL classroom at Vocational High School in Gorontalo Regency.

Problem Statement

Based on the explanation above, the problem of this research are:

1. What are the English instructional media used by the teacher in EFL classroom at SMKN in Gorontalo Regency?
2. What are the problems faced by the teacher in using English instructional media in EFL classroom at SMKN in Gorontalo Regency?

3. What are the strategies in solving the teacher problems in using English instructional media in EFL classroom at SMKN in Gorontalo Regency?

Objective of Study

The aims of this research are firstly to investigate the types of English instructional media used by the teacher in EFL classroom at SMKN in Gorontalo Regency. Secondly, to explore the problems faced by the teacher in using English instructional media in EFL classroom at SMKN in Gorontalo Regency. Thirdly, to find out the strategies in solving the teacher problems in using English instructional media in EFL classroom at SMKN in Gorontalo Regency.

Significances of Research

There are some significances of this research. They are divided into two parts such as theoretical and practical significance.

Theoretical significance.

Theoretically, the result of this research can be a reference for the study of how to use the appropriate instructional media in teaching and learning process. Also, this research can help the teacher to understand how to use media in the classroom. Also, they can understand what kind of problems in using media which needs the solutions. Otherwise, this research can help the students to understand more about the theory of instructional media.

Practical Significance.

Practically, this research can be a reference for the students and the teachers about the instructional media in English Language teaching.

Additionally, the teacher can know their lacks and the government can give the

solutions to the teacher to overcome their problems. For example, the government can make the teacher training about how to use and to implement media in the classroom. Also, the students of Vocational High School can achieve the English competencies so that they can increase their skills in English.

The Scope and Delimitation of Research

This study focused on portraying the types of English instructional media used by English teacher in EFL classroom at SMKN in Gorontalo Regency. Thus, the result of this research was the description about the types of instructional media used by the teachers, teachers' problem and how to solve it. This study delimited in the second grade students from three classes in three different Vocational High School in Gorontalo Regency. Also, there were three English teachers from SMK Batudaa, SMK 1 and 2 of Limboto who become the participants. This research only used written interview which become the delimitation of this research because there were many students who came from three classes so that it was important to use structured interview in written form. Additionally, this study delimited to the types of instructional media based on Tolurenke (2013) theory about the classifications of media such as audio visual media, print and non print media. Also, it supported by Harmer (2007) theory and Scanlan (2003) theory. Thus, this study designed to describe the instructional media from three Vocational High School in Gorontalo Regency.