

CHAPTER I

INTRODUCTION

This chapter describes about some aspects for conducting a study on EFL teachers' perception of media usage in teaching English. This description includes the background of the study, problem formulation, research objective and the benefit of the study.

1. Background of the Study.

Education is an effort planned to influence someone else for individuality and society, so that they can hope what the educators do (Soekidjo:2003). Sedarmayanti (2001) said that education can make someone to have a provision to know, understand and develop a thinking method systematically in order to solve the problem will be. Those are brief definitions of education. The education based on what are mentioned above engaged the relation between the role of educators and society. It is one of the reason the educator has important role to improve the education.

College students as young generation have important role to improve the quality of education. With their high intellect they are hoped to give a change toward the development of education in Indonesia especially English education. Like what we've known the quality of English education in Indonesia is very low. It happens because there is an obstacle influencing the education quality in Indonesia. Soedijarto (1991) claimed that there are some points engaging the low quality of education such as less giving role of each teacher, less planning, less

action, bad management of curriculum, and the system of evaluations that is not used as education tool and integrated curriculum system.

College student as *agent of change* should give certain role to change to education in Indonesia. The function of *agent of change* is closed to college students' character, because of that thinking and role of college students are hoped to solve the English education problem in Indonesia.

English is a foreign language that has to be mastered for each student in Indonesia. Teaching-learning process for English becomes the important discussion for EFL teachers' theme in which is applied to achieve maximal result for not only student' attainment target but also teachers'. The common problems in Indonesia are that the most students still have a difficulty to get good achievement for English course. This is every EFL teachers' responsibility to solve them.

Soko (2017) said that excellent achievement of learning is able to be attained by the teachers' sterling material provision and seen with the activity of teaching-learning in the class running well. Ali (2005) claimed that there were two components to subscribe the triumphant acquiring of knowledge, those were teaching material and instructional media. The researcher focuses on the instructional media in English teaching-learning process since the material of government's curriculum is arranged by specialist in education field. Media is a teacher's tool to deliver knowledge for his / her student creatively and teacher's perception of how the material can be understood easily. Because of that, the

researcher wants to focus and conduct the research concerning the EFL teachers' perception toward Media Usage in ETL (English Teaching-Learning).

Education in our country, Indonesia, is attempting to increase toward the best level in achievement. There are many endeavours covering notion, innovation and improvement to clear the problems up about education.

According to Soko (2017), the complications found repeatedly in education are isolated into three categories such as input, process and output. For the first category, the problem engages the aspects including the teaching and learning process for instance competence and qualification of the teachers, the independence and the learning interest of students, teaching model, media usage, and tool of teaching learning activity. In the second category, the focus of process means management of class. In the third category, it is output. It concerns about the achievement and evaluation of the students.

The urgency of English in Indonesia especially in Education becomes the common issues by educators. To learn or teach it is not easy to be done in as much as English is the foreign language for nations of Indonesia. Harsono (2006) said that English has some functions like developing the state and nation and building the relationship with other nations. Based on these functions, it is an obligation not only for each student to achieve the best but also for each teacher to teach the best in teaching-learning activity conducted in school or other institution of English education.

Regulation of national education minister stated that English is actuated to be demonstrated officially in junior high school as compulsory subject. In fact, we can find that English is started in elementary school as local content subject. If English is seen in the standard of competence and basic of competence created by national education Standard board (2006), the teaching learning activity of English designed by goverment becomes an English teaching reference to be done.

There are four skills that have to be mastered in school for instance Listening, Speaking, Reading and Writing. Students are expected to pass standard competence and basic competence from teachers' lesson plan, and students are hoped to be able to at least practice confidently those four aspects in daily activity of students at home or school. Hence, the closure based the brief explanation above is Input from this case like the teachers, students and lesson plan, Process from this case like teaching learning activity of english, and the Output from this case is like student's achievement.

According to Ali (2005), The result of learning can be said that it is good when surely the teacher , before teaching, prepares what he / she must do to support the running of activity in the class such as the material, lesson plan, method etc because to gain a success in teaching learning, the teacher has to be supported by two important aspects for instance understanding more about teaching material and instructional media.

The first aspect, teaching material, is not about merely the teacher standing up in front of the class, explaining the material monotonously, or writing the material in whiteboard. The teaching material is about the creativity of teacher hoped to deliver the material well and the material can be understood easily. The teacher also has deep thinking to make students active in the class. If we discuss about the improving the material, usually it is handled by someone who works in education field.

The second aspect is about instructional media. It is a tool to assist the teachers' teaching learning activity in delivering the material. There are many media that can be used in teaching such as audio media, visual media or audio visual media. According to Harmer (2001), the instructional media, in language teaching and learning, can be applied to explain language meaning and construction, certain topic and the started activity.

There are also some opinions of the previous researchers about media in teaching learning. The example is like Taiwo (2002). Taiwo took a study about the role of media in classroom. He said that two media roles were selected for the study: media used to supplement the teacher by enhancing his effectiveness in the classroom and media used to substitute the teacher through instructional media system. Other researcher is Rugut and Role (2013). They conducted the research about the Utilisation of Educational Media in Teaching and Learning History and Government in Secondary Schools in Kenya. Their study recommends that teachers should go for in-service training to be acquainted with new educational media resources. Teachers should also work closely with students when

designing, improvising and utilising educational media resources in teaching and learning in schools. The next researcher is Romiszowski (1998) discussing the Selection and use of Instructional Media. He said that the first instance media are used as instructional aids, here media are used exclusively to enhance or enrich the teacher's presentation.

That is one of reasons why the researcher wants to conduct the research about the media usage. Based on the fact and the finding of study above, Media becomes the most recommendation of teachers to be used. The researcher here wants to dig out the EFL teachers' perception about media. Therefore, What EFL teachers understand about the media usage, what EFL teachers believe about the media usage and how EFL teachers use the media in teaching learning activity is the research focus of this study.

2. Research Problem

Perception has three significant points to be discussed based on Vernon's definition (1987). The three points becomes scope of study in this study. The researcher conveys the main problem of the study as what the EFL teachers' perception of teaching English by media usage is. The researcher makes a limitation scope of perception here such as understanding, outlook, and action. Thus, the researcher formulates the question such as:

- How is the EFL teachers' understanding about ELT media?
- What is EFL teachers' outlook about ELT media in aid of English language teaching process?

- How do the EFL teachers act in teaching English toward media usage?

3. Research Objective

The researcher conducts this study about the perception of Media Usage in teaching English by EFL teachers because Media Usage always becomes trending topic and issues in English teaching learning into an effective manner. Hence, the researcher here wants to probe the EFL teachers' perception of media usage when they are teaching so that the researcher surely gets knowledge about the EFL teachers' outlook about the importance of using media in activity of class.

Based on the answer of research question from knowing the understanding of EFL teacher about ELT media, knowing the EFL teachers' outlook about ELT media in aid of TLE process, knowing how the EFL teachers act toward media, the researcher hopes that what will be got from this research is able to help the activity of learning process better than before and the students automatically also achieve better value.

4. Benefit of The Study

Every researcher absolutely has a special hope to get a benefit from each study. So does this research into educational development.

Seen from the benefit of theory, this study is expected to give in scientific information for better education. The result of this research is hoped to be able to give valuable information for the EFL teachers to use effective media in activity

of teaching learning in the class. This result can be a new notion for EFL teacher in delivering the material. Different skill usually has different media to improve the skill of English. The result of this perception is also hoped to know what the appropriate media toward each skill is.

E. Definition of Key term

In order to avoid the misunderstanding and misinterpretation of different terms used, the researcher gives the definition of following essential terms:

1. Perception.

Perception here means that an effort to recognize primarily and classify main objects as distinct based on understanding, outlook and action. Due to that, the perception is about how the subject is, what the subject does and what the subject can do as an action. The understanding here means how the EFL teachers have awareness of the connection between themselves and right information. The outlook means the way of thinking about something especially based on fact or experience that someone ever has. The action means simply something that the EFL teachers do.

2. Media Usage.

Media usage means an interactional media from anything that can be used to help teaching learning activity of English for whole skills such as listening, speaking, writing and reading.