

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher provides theories related to the research problem in this study. This chapter explains into theoretical review talking about theories which relate to this study and the previous study.

A. Theoretical Review

In this particular section, the researcher focuses on the elaboration of literature on related topics. It covers EFL teacher, English Language Teaching, Perception, and ELT media.

1. EFL Teacher.

Some efforts are done continuously in educational improvement by government. One of them is such as changing again and again about the curriculum development which can be practiced in teaching learning activity especially English course. Teachers are always considered as most important one who in activity class understands everything in the class especially for students. It is mutual with what Newby, et al (1996) said that the teacher is seen as not only the content expert but also the good source for all. It means that the teacher has to be able to control the situation in the class in as much he / she is the controller handling the running of activity class. The teacher has to give more attention of each student and recognize the character of students.

The teachers also has to know again when they set in a proper position such as when they keep the students on the track or arranges the situation of class than

the teacher merely teaches the material as the supplier of knowledge. However, the teacher has to realize and know better his/her duty as instructional expert like what is explained by Woolfolk (1990) than a knowledge source. The interactional expert here means that someone can do or has responsibility in activity class such as planning, implementation and evaluation.

The teacher as a planner of teaching should give more attention and preparation to some elements of teaching such as the objective of learning, the student's needs, method, strategy and anything that maximally can be used in teaching learning activity for good result. the teacher as a implementer also has to act like what he/she has made from the planning before. For this part, the teacher can consult and discuss with the professional one or someone having much experience to solve the problem in the class. It is very considered to know what strategy to face this problem or what method to teach this lesson. It is based on the condition of the class and the students.

a. Teacher Role

Discussing about the teacher role, there are many roles of teacher in teaching learning activity. It is based on the situation. Sometimes, the teacher can be an explainer, starter, controller, motivator, participant and resources as good as tutor, Soko (2017). Generally, the teacher is able to be an explainer or a starter of class activity. The activities of controller here are like delivering the material, explanation the material, arranging the group or individual work. The controller or motivator usually is a teacher's role when she/he gets the students facing the problem about each thing influencing student's education. The teacher here has to

play the best role in motivation and control to support the student in solving the problem by him/herself. For the participant role, it sounds strange, yet it really exists when the teacher sets a method of active class in the classroom. Generally, the teacher merely has to spur on what students have in experience, what students do in action of group work because the students are forced to be independent.

b. Teacher Skill.

Teacher skill here means that every teacher has to have the skill or ability such as managing the classroom activity, being creative in delivering material by using special strategy or method, varying and recognizing an activity and a condition of class. What means of some previous points is how the teacher can connect the ability to remain the students on track of well running class. It is better solution than the teacher has to sift out each student in the classroom about the character and ability. It is the reason why the teacher must be able to deal with some different situations by forming pleasure activities that can attract students to enjoy the class. What is needed by the teacher is like that.

2. English Language Teaching

English language teaching here means merely a term known as a process of delivering knowledge from teachers to students. Brown (2000) explained that definition of teaching is appearing, guiding of supporting someone to study how to do something, supplying with knowledge, resulting to know and understand. Foreign language teaching learning has usually a complex process and problem. Due to that, the teacher has to understand with different method and strategy to

achieve the goals. There are some theories concerning language teaching learning such as from behaviorism, cognitivism, and constructionism. Each of them has strengths and weaknesses. Some methods of teaching have been applied by language teachers and to achieve the objective of learning. The role of the teacher here is to determine what type of tricks that can produce the desired response, to create conducive situations to achieve the target in conducive environmental condition. Richards, et. al (1986) stated that behaviorism has an important influence on psychology, education, and language teaching. Behavior is interpreted in terms of stimulus and response.

English in Indonesia for the education field is taught as foreign language. English is regarded as the important course to be explained in school. It is shown by English becoming the compulsory material which is involved from junior high school until senior high school. For the most issues in early decade, English material has been in elementary school in some provinces Indonesia based on a compulsory course, (Kasihani: 2000).

Four skills such as listening, reading, speaking and writing are an obligation for each student to develop from lowest level until highest level. Those skills are usually divided into two terms for each content. The first is receptive skill. It includes skill covering listening and reading. The second is productive skill. It includes the skill covering speaking and writing, Soko (2017). Mundhe (2015) said that Receptive skill is skill which merely is used in accepting information from informer. Productive skill is skill which is used to produce and

deliver the information. For every skill of them, they will be increased from syllabus of education in every proportion.

3. Perception

As mentioned before, this research aims to study the EFL teachers' Perception and implementation of media usage in teaching English. It is better before conducting research deeply to know about the meaning of Perception if seen from some sources.

Perception can be basically like impression given by people from what they see, experience, and have about something (Soko, 2017). It means that the Perception of each one in this world can surely be distant. Chaplin (1968) defines that Perception is an effort to recognize anything about human sensibility which affects the people's consciousness in believing about something. Gibson (1985) also comments about the Perception. He explains that it is the cognitive process used by people to interpret and recognize the world. He also adds that Perception is the process, in awareness, of observing, understanding, and countering an important thing in which someone can try to interpret the code that she/he accepts. Perception also is known as the process of arranging and understanding some fillips toward a lot of phenomenon in environment, (Atkinson et.al: 1999).

Perception not only engages experience refering to past time but also involves to people at work attempting to create meaning of what is going around, (Murphy 1960). According to Boore (2002) about Perception, after getting events or experience, people give what they got to be interpreted or presented. Referring

to this candidate research, Interactional media here is noticed as a tool existing among the EFL teachers and always used by the teacher every activity in teaching learning process.

There are many explanations about what the Perception is based on experts. The researcher adds one definition from Vernon (1987). He said that there are three parts of Perception based on the experience of people. The first is an understanding. It refers to the object. The second is view, and the third is an action toward the object. it can be conclude that the researcher here uses from Vernon to dig the Perception of people based on three components above.

a. Understanding

Undersanding here simply as genearly recognized is like an insight round something and it knows how to do it well. It is almost mutual with what Perkins (1988) said that understanding is mind based on what someone recognizes. Understanding also engages the appointing process for information organization, (Ip, 2003). In the other accession, Garder (1998) explains that understanding itself is someone having a enough concept, assumption, and talent to something so that someone can solve a problem about what he/she doesn't understand yet.

There are many definitions above that are explained by experts. Due to that, it can be concluded that understanding here is a compatibility and consciousness of relation between that someone itself and information. From information, he/she can give an implementation from his/her knowledge for better action than others. It is the reason why the EFL teacher has to understand about the media usage well such as the interactional media, the component of it, the method of it, the strategy

and the others. The understanding here is mostly needed in the Perception of media usage.

b. Outlook

The term *outlook* here hints to how to think and judge about something. According to Ramsey (1986), View here is an intuition from the evident fact. As seeing from Ramsey's definition, outlook can interpret what we have to do well based on the experience. The implementation of media usage in teaching learning of English needs someone's view that, if it can be, has much experience. From the experience, someone can conclude and determine the way of it. Nick (2006) claimed that outlook is like opinion, faith and closure carried by confidence.

As known from definition above, outlook is an announcement that has an outcome of clarification based on the real fact. In general event, outlook or opinion usually is not always approved by proof. Sometimes, outlook can be recognized as a subjective answerable statement based on thinker's good idea. There are parts of causes affecting the subjectivity. Those are emotion and individual analysis of fact, (Plants, 1999).

Thus, the EFL teacher is able to evaluate the component of interactional media toward teaching learning English based on his/her experience in use. His/her instructional media can be implemented in teaching learning of English in its components in this study concerning about procedure, design and procedure.

c. Action

Action is able to be said as like what is done about something. Due to that, according to Soko (2017), Action always handles five senses and bodily

movements. Those are the act of seeing, hearing, touching, tasting, and smelling. Dreske (1988) said action is causal innovative process started with purpose in influencing to the environment. The involvement of action includes the subject of the gesture, the target of movement and the cause-affect of their relationship, (Kuniyoshi, 1997). Action happens to someone that has purpose and target to achieve what she/he will. It is mutual with EFL teachers. They have to do an action to increase from what she/he has understood and viewed from the experience of somebody else or the experience from his/her experiment.

Thus, the closure from explanation above can be said that the Perception of this study focuses to three points namely understanding, view and action. Those mean Perception that has relationship around the understanding of EFL teacher in using media.

4. ELT Media

The word *Media* is common for us, but we maybe not know more about what Media based on definition, purpose, function etc. McLuhan (1986) explained that Media is like a channel because it can transfer information from its source to listener or receiver. According to Hamidjojo (2003), he said that it is every tool used by people to propagate an information, knowledge, idea, concept or opinion then something publicized can be received well by someone who needs it. That is why EFL teachers are suggested to use Media in delivering the material.

On the basis of how some experts define media, it is obvious that instructional media are those media used in order to support the run of certain instruction in the class activity. Gagne 1987 says that instructional media cover all components in students' environment that can be used to stimulate the students to learn. Heinich et. al. 1996 asserts that instructional media refer to a channel of communication which includes film, television, diagram, printed materials, computers, and instructors.

Instructional media are used to assist the teacher in delivering the teaching material to the student. There are some objectives that make consideration of using instructional media in learning-teaching process such as to ease learning process in the classroom, increase the efficiency of the learning process, to maintain the relevancy between learning material and objectives, as well as help the students to put more attention in the learning process (Sanaky, 2013). By using media in teaching learning process, it is expected that the process of delivering a message from the teacher to the students will be more effective and efficient.

Since learning process can be carried out whenever and in whatever way, the use of media is not only dealing with the learning process in the classroom. It is even suggested to introduce early children with the media. The intense contact with the media at an early age makes it possible for the students who begin English curriculum later than their peers to reach the same level of proficiency but in a shorter period of time (Königs, 1999). Media can bring some advantages for both the teacher and the student which reflect the smoothness of teaching and

learning process in the classroom. According to Sanaky (2013) media are helpful in facilitating teacher to reach the learning objectives, increasing confidence, creating a better quality of teaching as well as teaching variation and creating fun learning. Meanwhile, instructional media bring some advantages for the students such as, to increase the student learning motivation, as well as variation, stimuli the student for thinking analytically in fun situation, and instructional media are also helpful in understanding the material systematically.

Instructional media whether they are operated digitally or traditionally can be categorized into three forms namely: audio, visual and audio-visual. Each of them has its own role in stimulating the sensory channels in order to process the message delivered by the teachers during English language teaching.

a. Audio

Audio media undoubtedly deal with the listening experience. Audio is used in order to stimulate the students' sense of hearing. However, it does not mean that in English language teaching, audio media are merely used in listening comprehension activities. Information that is given by the teacher through audio media to the students supposed to be useful whether in listening itself, as well as speaking, reading and writing. Barker et al. in 1981 conduct a research among undergraduate students and find that they use 53% of their wake time for listening (Munadi, 2010). It means, in their daily communication, the listening portion is bigger than other activities such as speaking, reading or writing. It can be concluded that the students' sense of hearing are accustomed to listening to the given information. When it is applied in English language teaching, it supposed to

be easy for the English teacher to simply lecture in front of the classroom to achieve the objective of his/her teaching and learning activity.

Listening is not a simple process. In order to totally understand other's talking, someone has to get through some steps including hearing, listening, understanding and memorizing (Munadi, 2010). Students in the classroom, of course hear what the teacher says, but it is not guaranteed that all of them are listening to him/her which then brings them into a process of understanding and eventually memorizing what they just listened to in a long period of time. In this case, a teacher has to give his/her best in getting the students' attention to listening to his/her given information. Here, audio media can play their role as helpful devices to assist the teacher to deliver information in enjoyable ways.

Different audio media are made or probably be utilized by English teacher whether in listening, speaking, reading or writing activities. The material can be in the form of audio media such as instruction, narration, dialog, drama, interview, news report or even a song.

b. Visual

Visual media are definitely dealing with the sense of sight. They can be generally divided into two categories, whether they contain verbal or nonverbal messages (Munadi, 2010). Verbal messages can be seen in meaningful words that form certain writing. This might be the most common visual media that exist in English language teaching. They exist in the form of books, magazine, newspaper, etc. Whereas nonverbal messages can be seen in pictures, drawings, charts, graphs, posters and cartoons (Smaldino et. al. 1996). They can be presented in the

form of printed visuals, presentation software, digital images, and overhead projection.

Like other media, visual media are also utilizing to assist the teacher in delivering information in the classroom. Along with delivering contained knowledge information to the students, visual media that used by English teacher are also able to make concrete of abstract ideas, encourage students, and direct attention. (Smaldino et. al 1996) Visual media, particularly that contain nonverbal messages ones, can be objectively used to make English language teaching and learning become more colourful.

c. Audio-visual

These particular media are the integration of motion pictures and sound at a time. Smalindo et. al. (1996) claim that these particular media are available for almost all educational topic and able to embrace all of the learning aspects such as cognitive, affective, psychomotor and interpersonal abilities. They are available in the form of videos (documentary, tutorial, and lectures), films (drama, fairy tale, biography) and TV programs (news, series, talk show).

Our recent generation is the generation that cannot stay away from television, computer and the internet. A research conduct in the US shows that people watch tv more frequently than do any other daily activities like reading newspaper, book, or magazine (Hamalik, 1994). Thus, audio-visual media are expected can be the media that are able to deliver a message (from the teacher) which will be received and processed well by the students.

B. Previous Studies

As previously discussed, the purpose of this study is to know the EFL teachers' Perception toward media usage in teaching English. Hence, the researcher needs a related study to assist the researcher's research. The researcher reviews some studies that has a relationship with his research especially about ELT media. There are some different contexts for each research such as the focus of the research and the methodology of research. The diversity of the studies is able to assist the researcher to support the topic chosen by the researcher in his study.

The first study here is done by Shen (2009) for using song in ELT. She conducts her research by using an experimental study. The location of research is in university at Hangzhou, China. She takes two different classes in the mutual year and mutual collage. Two classes mean that those are control group and experimental group. The first class is Electronic class and the second class is Communication Engineering. In the result of this research, she concluded that the students studying English are easy to be motivated by the singers, the rhythm variety, the music and the popular theme. In the other side of her conclusion, she also accentuates the closure by saying that Song of English has an effective capability to support language learning and to increase language awareness.

The next study is from Li and Wand (2015) concerning to media application. They use English film for the English teaching in the class toward Chinese college students. The result of this study shows that Chinese college students can increase their speaking and listening skill. In other side, they,

moreover, are able to augment their vocabulary and get knowledge about better intonation and production.

Based on explanation above, the previous studies show that kinds of media can give an essential role to improve the English language teaching. There are many studies conducted above with the various media and different methodology. The focus of researcher from the previous studies is on the EFL teachers' understanding and outlook in using media