

CHAPTER I

INTRODUCTION

This chapter discusses about some topics related to the background of study, problems of the study, purposes of the study, significances of the study, scope and limitation of the study and definition of the key terms.

A. Background of the study

Indonesian state educational uses system in the form of school. School acts as an institution that has a critical component to the function to carry out educational purposes. The components include curriculum, teachers, students, schools, means the pre-means. One important component is a teacher in the school institution. The roles of teachers are to implement the national education system and achieve national education goals. Application in achieving national education goals is to carry out the role of the teacher as a teacher.

On the other hand, the teacher acts as a key holder in the generation and development of children's creativity. A teacher who wants to inspire creativity in young protege, should first attempt so that he himself creatively. In general, a creative teacher who was never taught by people who are creative in an environment that supports it. Creativity must change the old concept, which says that education is a system, which factors had earlier collected, and maintained.

Therefore, the teacher needs to develop creativity as an effort to reform the learning process in schools; the teachers are required to have positive views or opinion on how to create conditions that are expected to learn. Because appropriate of teacher's operation directly involved in the learning process at the school. The task of the teacher is very complex, so they are required to master a number of knowledge and skills required.

Teachers must have professional skills in the workforce by applying the concept of learning technologies in solving the problems of education/ learning.

English is the language of the world and the knowledge of the language makes a person, a citizen of the world, so English is the international language. According to Nehru as quoted in Patel & Jain (2008:6) said "English is a big key on the modern world." Its importance as international language cannot be denied by any. People speak and learn English to communicate with another person and achieve their purpose. Therefore, English as an international language of communication is clearly needed by many students to give ideas and interact in a variety of situations.

Based on the meaning above, the teacher should realize about student's condition, the teacher should understand about the student's need. Teacher should know and ask student whether they understand or not about the material of teacher explanation.

We know that teaching and learning is a process. Teacher teaches and students learn from teacher. In process of teaching learning, teacher uses some things to make his teaching learning process effective. The material and aids which are used by teacher to make his teaching very effective is called teaching aids and instructional material. As Patel & Jane (2008:57) state, the language teaching is not a static process but it is a dynamic. It means teacher should know what strategies and creativities in teaching that uses to make students understand. So far, the teacher must be able to make a good learning atmosphere if they want to succeed in their subject, if they want their student interested in their lesson.

Teaching English has the general objectives and specific objectives. Teacher should select teaching material and instructional according to the objectives decided by teachers so that skill of reading, listening, writing and speaking and sub skill of skills could be developed in students.

English also has three components: vocabulary, grammar and pronunciation. Vocabulary as an integral part of a language plays a crucial part in the language learning process. The primary thing in learning a language is the acquisition of a vocabulary, and practice in using it. When teacher is teaching a language, she needs to master four skills above, which are listening, reading, speaking and writing. Meanwhile, vocabulary knowledge is fundamental to them. One cannot understand a sentence without knowing what most of the words mean.

The lack of vocabulary knowledge affects all the four language skills. In this case, the teacher can teach vocabulary by using instructional media. It means that teacher can teach about everything around us to improve the student's vocabularies.

In the learning process, the media has been known as a teaching aid that should be used by teachers, but often neglected. Problems faced by teachers are not exploited the media in the learning process, is generally caused by a variety of reasons, such as preparation time is limited, difficult to find the right media, the cost is not available, or any other reason. It is actually no need arise if knowledge of a variety of media, characteristics, and capabilities of each known by the teachers. Media as a teaching aid developed so rapidly in accordance with technological advances. Variety and pretty much any type of media that can be used in accordance with the conditions, time, financial, and material to be delivered.

The principle use of instructional media that the use of media students to be prepared and treated as an active participant and must take responsibility for the learning activities, this is an attempt to generate motivation in the form of raises or arouse the interest of students to learn, the attentiveness of the students in order to be bound teaching and learning activities. Therefore, teachers also have the creativity in using the media existing learning and using methods appropriate to the material to be conveyed relating to the vocabulary, which is adapted to the material, purpose, method, characteristics of

students in class, it is intended that the use of instructional media not to deviate from the material, purpose, method, characteristics of students so that the students' understanding learning media use can be more easily achieved.

Teachers at MTsN 2 Tulungagung have a lot of creativity in teaching. It proved this school follows some English Championship. In this case the teacher has successfully taught English learning materials to students using the media. In selecting the use of English language learning media at MTsN 2 Tulungagung, the first thing is determine the appropriate media type, meaning that teachers choose in advance which media are in accordance with the purpose and subject matter to be taught. Second, assign or take into account the exact subject, meaning that need to be considered whether the use of the media in accordance with the level of maturity/ capability of the students. Third, the media presents a precise, technical means and methods of use of media in teaching must be adapted to the purpose, materials, methods, time, and existing facilities. Fourth, place or show the media at the time, place, and circumstances are right, it means when and under which circumstances the use of teaching time.

Based on the phenomena that researcher found in MTsN 2 Tulungagung in April when researchers made observations , there are many English teachers who are very creative in the develop of instructional media.

For example, teachers have a large collection of media and are able to utilize instructional technology or draft a good learning teachers have changed the pattern of learning by improving knowledge skills and exercises that can stimulate the creativity of students, and so forth.

By looking at these arguments, the medium of instruction can help teachers facilitate students understand the process of subject matter, as well as a means of learning which prepared the teacher to facilitate the students to learn, be a very significant provision by the teachers for the learning process more effective, and quality of results learning will increase. Associated to it, the teacher must be creative in preparing media and learning tools, so as to deliver the students become human beings intelligent, creative, and have strong religious integrity.

Based on the above background, the authors sought to examine more deeply to these problems and set forth in the form of a thesis entitled, **Teachers' Creativities in Developing and Applying Teaching Media for Teaching Vocabulary in MTsN 2 Tulungagung** in the hope this study can be used for thought for activities related to the creativity of teachers to teach English using instructional media in the successful delivery of the vocabulary in the educational institutions.

B. Statement of Research Problems

Related to the backgrounds of the study above, the problems of the study are:

1. How are teacher's creativities in developing teaching media in MTsN 2 Tulungagung?
2. How are teacher's creativities in applying teaching media to teach vocabulary in MTsN 2 Tulungagung?
3. What are the advantages of using media in learning vocabulary at MTsN 2 Tulungagung ?

C. Objectives of the Research

In the line with the research problems above the purposes of this study are:

1. To know the teachers' creativities in developing teaching media to teach vocabulary in MTsN 2 Tulungagung.
2. To know the teachers' creativities in applying teaching media to teach vocabulary in MTsN 2 Tulungagung.
3. To identify the advantages acquired by teachers and students by using media in learning vocabulary.

D. Significance of the Research

The findings of this study are expected to give contribution for the teacher and other researchers.

The result of this study can be used by the teachers as reference and feedback for the effectiveness in teaching. Hopefully, the result of the study will help English teachers to improve skill in teaching vocabulary in using teaching media. Therefore, the teacher can teach easily in process of teaching learning in this level and the next level.

The result of the study can be used as a reference for other researcher to conduct a further research dealing with teacher's creativities in developing and applying teaching media for teaching vocabulary in MTsN 2 Tulungagung.

E. Scope and Limitation of the Research

To avoid misunderstanding upon what the writer has explained, the researcher limits the scope of study in order to make it more detail and focus.

The study is conducted at a school namely MTsN 2 Tulungagung. The subject of the study is teachers English in MTsN 2 Tulungagung that the teachers have creativity in teaching media.

In the other hand, the researcher observes how the teachers' creativities in developing and applying teaching media to teach vocabulary. Moreover, the researcher also observe what the advantages that acquired by teachers and students using media in teaching learning vocabulary.

F. Definitions of the Key Terms

1. Teacher Creativity

Creative teachers are willing to experiment, innovate and take risks. Risk-taking represents teachers' innovative agile mentality and their belief in themselves. They are eager to try things, even if sometimes their actions are not exactly as expected.

2. Teaching media

Teaching media according to Arsyad, media is a message or learning knowledge that carries a teaching purpose. Media is a medium for messages and expression of knowledge.

3. Vocabulary

Richard, said that vocabulary is a core component of listening, speaking, reading and writing. Vocabulary is very important to learn by students who want to master a language.