CHAPTER I

INTRODUCTION

This introduction presents and discusses the reasons of this study, why the researcher intends to conduct the study. Based on those reasons, problems of this study, aims of this study, significance of this study and also scope and limitation are presented. The Final part is a list of important terms to avoid reader misunderstanding of those terms about this study.

A. Background of the Study

English is an important means of communication, which is used by many countries in this world. It plays an important role as an international language. This is why the Indonesian government chooses English as the first foreign language to be taught in schools¹. English is introduced as a compulsory subject to be taught from the seventh year of Junior High School up to the twelfth year of students and as a local content subject in Elementary school.

According to Goodwyn, English as school subject is changing². There are numbers of reasons for the change but one of the most important originates in a broadening of the subject to include media education. Media can help the teacher to get the students' attention in English class. Media can be used to support one or

¹ Ramelan. Introduction to Linguistic Analysis (Semarang: IKIP Semarang Press, 1994)

² Sudirman, et al *Ilmu Pendidikan*. (Bandung: PT. Remaja Rosdakarya, 1991)

more of the instructional activities. It can gain attention if pictures in the screen are hung and questions on the board are played when the students enter the room.

Media is excellent way to pose assessment question for the class to answer, or students can submit mediated presentations as classroom projects. The students will response the explanation of the teacher because they are interested in the media and can enjoy the learning activities. But the teacher has to be active to find the right and interesting media to use in the classroom. Andrew Wright stated that the teacher must present picture and other materials in a way which is relevant to the interests and age of his students³.

In order to make the English teaching process more interesting, good media are needed. The term 'media' is defined by Brown as tools or the physical things used by a teacher to facilitate the instruction⁴. The teacher should have a broad knowledge of the good characteristics of the media in order to show the teacher's professionalism in teaching learning process. It is all related with the teacher's opinion of the media they have used because it of course affects much to the student to acquire the English language target as their foreign language⁵. There are three kinds of media in English teaching: audio, visual and audiovisual. Since there are three kinds of media in English teaching, the researcher here

³ Andrew Wright. Visual Materials for the Language Teacher (England: Longman Group Ltd, 1983)

⁴ Brown, J. W; Lewis, R. B; Harcleroad, F. F. AV. Instruction: Technology, Media and Methods (New York: Mc Grow Hill Company, 1977)

⁵ Andrew Wright. Visual Materials for the Language Teacher (England: Longman Group Ltd, 1983)

investigated for the use of visual aids which focused on the relevance of the wall charts and the quality of the wall charts as the media in English teaching.

Many problems have occurred toward the use of wall charts. Sometimes wall charts were too small or hard to see or they failed to serve the intended purpose. The problem is they were too complicated. Because if the teachers give out a handout with a complicated wall charts, the students will scrutinize the document and try to understand the wall charts rather than the material. The more complicated a wall chart is, the less useful it is likely to be. The teacher ought to make effort to create wall chart as "high-quality" as possible. Although wall chart can be tremendously helpful, it can also distract from teacher's explanation if not used properly.

As stated by Brown, creative uses of a variety of media will increase the probability that the students will learn more, retain better what they learn, and improve their performance of the skill they are expected to develop⁶. In language learning, media is tools that can help students to study easily. It can be bought or made by one person to make the objective of language learning achieved. But we must remember that the teachers should pay attention to their media such whether it is appropriate for the students or not.

The researcher chooses wall chart because it is believed that it seems an easy media of visual aids that the use of it is often being neglected by the English teachers in English teaching learning process. Then, it often made few problems

⁶Brown. Principle of Language Learning and Teaching (England: Longman, 1977)

in teaching because of teacher's faults in using the un-appropriate wall chart. It is supported by Gange statement. He stated that visual instructional media is one way to help teaching learning process and will not give other problems⁷. It means that visual aids including wall charts do not only used as teaching media to ease students to understand the material, but also to avoid the problems in teaching learning process. It is also supported by Gerlach and Elly. According to them, to select the appropriate media, the teacher must consider the characteristics of the students, which directly related to the learning process such as verbal abilities, visual and audio perception skills⁸. From this statement, it can be concluded that teachers are not allowed to choose the un-appropriate media to teach their students, because the use of un-appropriate media in teaching will lead them to the teachers' faults and show their un-professionalism in English teaching.

The writer feels that one way to begin this research is to analyze the teachers' own problems regarding the use of the appropriate wall chart in English teaching. Since teachers play a central role in the delivery of language instruction and are also responsible for motivating their students to learn, it is essential that teachers themselves are aware of the opinion they are operating from. Through this awareness, perhaps teachers can also reflect if their current opinion and teaching practices are worth maintaining. As Parker Palmer points out, "When I do not know myself, I cannot know who my students are. I will see them through

⁷ David Nunan. Language Teaching Methodology (England: Prentice Hall International, 1998)

⁸ Gerlach, Vernon, S. and Elly, Donald, P. Teaching and Media: A Systematic Approach (New Jersey: Prentice Hall, 1980)

a glass darkly, in the shadows of my unexamined life – and when I cannot see them clearly, I cannot teach them well⁹." This is the writer hopes that the findings of this study will provide inspiration into the teacher's problem and practice in teaching English in order to gain some indication to make their teaching media more appropriate and how such awareness affects their teaching.

B. Statement of the Problem

- How are the wall charts implemented in English teaching at SMPN 2 Buduran Sidoarjo?
- 2. What are the teacher's problems in the use of wall charts in English teaching at SMPN 2 Buduran Sidoarjo?
- 3. What are the teacher's solutions for the problems in the use of wall charts in English teaching at SMPN 2 Buduran Sidoarjo?

C. Purpose of the Study

- To describe how the wall charts are implemented in English teaching at SMPN 2 Buduran Sidoarjo
- 2. To describe the teacher's problems in the use of wall charts in English teaching at SMPN 2 Buduran Sidoarjo
- 3. To describe the teacher's solutions for the problems in the use of wall charts in English teaching at SMPN 2 Buduran Sidoarjo

⁹ Palmer, P. J. The Courage to Teach. (San Francisco: Jossey-Bass, 1998)

D. Significance of the Study

1. For the Teachers

- a. It can suggest for teacher to be more optimal and professional in using appropriate teaching media.
- b. They can try to apply visual aids as the media in English teaching based on the procedure to ease the students on understanding the materials and as an effort for teachers to be more professional on using the media in English teaching.
- c. For the English teacher of the 8 grade of SMPN 2 Buduran Sidoarjo, this research is hopefully able to give new support to make a better way to use the visual aids correctly

2. For the Students

- a. It can give students different experience in english learning process
- b. It can enable them to be interested in learning english
- c. It is expected by using the visual aids correctly, students can understand the materials easily

3. For the Reader

By knowing the result of the study the reader will get valuable information about many problems toward the use of visual aids and how to used the visual aids correctly in English teaching

4. For the Researcher

The researcher as a teacher to be will be more selective to use the

appropriate visual aids

5. For the Next Researchers

- a. It can become a contribution to the university students who are the teacher to be, more selective to use the appropriate visual aids in English teaching especially in PPL
- b. The result of this study is also expected to get feedback for the other researcher to conduct the similar study in the different place and with another respondent
- c. The result of this study will be used as a reference for next researcher who is interested in further development of this matter.

E. Scope and Limitation of the Study

Since there are many kinds of teaching aids in English teaching learning process, the researcher limited them by only taking the visual aid as her preferred choice. This study focused on the application of wall chart as an easy media of visual aids that the use of it is often made few problems in teaching because of teacher's faults in using the un-appropriate wall chart. This study will be conducted to the English teachers and also the students of 8 class at SMPN 2 Buduran Sidoarjo during four times of classroom observation's meeting.

F. Definition of Key Terms

This following terminology used to contribute to the readers to have the same interpretations in understanding the study:

- 1. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning¹⁰.
- 2. Media are the tools, materials, or events that establish conditions used by a teacher to facilitate the instruction to acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basis of activity¹¹.
- 3. Visual aids are media that refer to the learned ability to interpret visual messages accurately and to create such message¹². The visual aids here especially for wallcharts. They are hung pictures or charts on the classroom wall. If needed they are may be hung on the blackboard. Wall charts are not chains of stories, but just the classified pictures according to kinds of them, such as group or the picture about everything in or surrounding They serve an idea or a difficult concept in order to make the students understand about the material easily and also summarize the main concepts from the material. They include graphics such as: pictures, diagrams, cartoons or verbal symbols.

¹⁰ Brown, J. D. Understanding Research in Second Language Learning (Cambridge: CUP, 1988)

¹¹ Gerlach, Vernon, S, and Elly, Donald. P. Teaching and Media: A Systematic Approach (New Jersey: Prentice Hall, 1980)

¹² James D russell et al. Instructional Technology and Media for Learning (Columbus Ohio: Pearson Merrill prentice hall, 2007)