CHAPTER I

INTRODUCTION

This chapter covers the introduction of the research. It consists of background of study, research question, objective of the study, scope and limitation, significance of the study and definition of key terms.

A. Background of Study

English subject in Indonesian schools has been taught since 1914 when junior high schools were established.¹ The government considered that English is necessary to be taught to students because English as an international language plays important roles in wide use of fields.² Thus, students have been expected to have ability to use English written and spoken in daily life or particular conditions.

Considering the English subject application in Indonesian schools, automatically it is related with teacher's skill. Having a good skill in teaching will help students to understand the material and to be active in the learning process. Moreover, teacher's skill is also expected to make the learning condition fun for students. So, the goals set by teacher before can be reached.

² Ibid, 10.

¹ Allan Lauder, "The Status and Function of English in Indonesia: A Review of Key Factors," *Department of Linguistic, University of Indonesia*, 1, 12 (2008): 9.

Today, English teachers face many challenges in teaching process. Teacher is often demanded to develop students' cognitive aspect without considering students' motivation. Whereas motivation in class is needed for students to learn English happily without feeling threatened, so that students can involve in learning process well.

Moreover, teacher also faces many challenges in classroom, such as: students are getting bored in learning process, students do not pay attention to teacher, classroom situation is unconditioned, etc. Considering those problems, students need support which is able to encourage them in class instead of listening to teacher all the time. Teacher should be creative in designing the learning process, thus students will be interested with the lesson.

Instructional media as an instrument in teaching and learning process is very useful to build communication between teacher and students. A teacher should be able to raise students' motivation using instructional media because the learners' motivation increases when the teacher uses media in the learning activities.³ In addition, using instructional media can give input for the teacher to design various interesting activities in the classroom. So the students will not be easy to get bored to

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³ Nuhung Ruis, Muhyidin, and Tri Waluyo, *Instructional Media* (Jakarta: Ministry of National Education, 2009), 3.

the teacher. Having supply of aids, the teacher is able to create variety of lessons and activities in English learning and teaching process.⁴

The findings that usually found in the field are, there are many teachers design the visual instructional media without using clear message, and also it is often found that the teachers put much information without using limitation. That is why, having good ability in designing visual instructional is very important. Especially for preservice teachers in the microteaching (PPL 1) class, in which the program was aimed to train pre-service teachers to be more ready in facing the next PPL 2 program.

Instructional media can be visual, audio, or both. Using instructional media makes it easier for students to understand the lesson. Sharon E. Smaldino et al states that "For over a hundred years, teachers have used various types of audio and visual aids to help them teach." Usha V. Reddi wrote that "Using the text only, even in a creative way, has obvious limitations as compared to the use of both text and pictures." Additionally instructional media have been used by many teachers for a long time.

Students who are majoring at English Teacher Education also should understand about the importance of the use of instructional media in teaching and learning

⁵ Sharon E Smaldino et al., "Instructional Technology and Media for Learning" (USA: Pearson, n.d.),

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⁴ Eleanor Wall Thonis, *Teaching Reading to Non-English Speakers* (California: Collier-Macmillan, 1970) 206

⁶ Usha V Reddi and Sanjaya Mishra, eds., *Educational Multimedia: A Handbook for Teacher-Developers*, Version 1.1 (New Delhi, India: Commonwealth Education Media Centre for Asia, 2003), 5.

process. Through microteaching class (also known as PPL 1) pre-service teachers are trained to manage a classroom, including the problems. So they will have view about the condition including the problems in classroom. In impact, pre-service teachers will have experience for the next program (PPL 2) teaching in the real classroom.

Considering the abovementioned challenges, it is important for pre-service teachers to know about the importance of instructional media in teaching and learning process. By using instructional media, it is expected that the teacher can facilitate students to learn English. Moreover, students will be motivated when they find it is easy to learn English.

Furthermore, several previous studies related with instructional media can be considered for the current study. The first is, an online journal written by Sutapa Bose and Parveen Sharma entitled "Choice of Instructional Media of B.Ed. Students of IGNOU from Two Indian Metropolises". This study investigated B.Ed. students' of two Indian metropolises decision of utilization of instructional media. Moreover, this study also investigates students' consideration in using ICT for learning.

The thesis entitled "Utilizing Audio Visual Aids as an Instructional Media in Teaching Writing for the Tenth Grade in SMAN I Baureno Bojonegoro" written by Eliana Maghfiroh from Sunan Ampel Islamic State University.⁸ This study

⁸ Eliana Maghfiroh, "Utilizing Audio Visual Aids as an Instructional Media in Teaching Writing for the Tenth Grade in SMAN 1 Baureno Bojonegoro" (Sunan Ampel State Islamic University, 2012).

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⁷ Sutapa Bose and Parveen Sharma, "Choice of Instructional Media of B.Ed. Students of IGNOU from Two Indian Metropolises," *Turkish Online Journal of Distance Education* 11 (October 2010).

investigated how audio visual aid can be implemented in teaching writing for the tenth grade students of SMAN 1 Baureno Bojonegoro. This study has three objectives of the research, they are: 1) to analyze the implementation of audio visual aids as an instructional media in teaching writing, 2) to discuss the students' responses to the implementation of audio visual aids as an instructional media in teaching writing, 3) to improve students' writing ability by using audio visual aids in teaching writing. The results of this study are: 1) although the researcher found some difficulties in general, but overall the students could receive the technique effectively, 2) based on the questionnaire, 84 percent of the students accept the audio visual aids to be implemented in teaching writing to improve their writing skill, 3) the result of the implementation shown that 100 percent of the students get the minimum standard score achievement in the second cycle.

The thesis written by Ana Fitriya entitled "Using Picture Series as Instructional Media to Improve Students' Ability in Reading Narrative Text at the Eight Grade of SMP Ihyaussalafiyah, Surabaya" focused on the use of picture series to improve students' ability in reading narrative text. The researcher found that the use of visual media (picture series) had successfully improved students' ability in reading narrative text. This finding is proven by the mean of the score, the pre-test mean was 45, the mean of the post-test in cycle I was 63 and the mean in the post test cycle II was 81.

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⁹ Ana Fitriya, "Using Picture Series as Instructional Media to Improve Students' Ability in Reading Narrative Text at the Eight Grade of SMP Ihyaussalafiyah, Surabaya" (Sunan Ampel State Islamic University, 2013).

This means that the researcher was successful in applying picture series as the instructional media used to improve students' ability in reading narrative text.

Based on the previous studies above, the first previous study discusses about teachers' considerations in selecting instructional media and ICT for learning. The second study discusses about the effect of audio visual aids as an instructional media in teaching writing. And the last one discusses about the use of picture series as an instructional media to improve students' ability in reading narrative text. Those studies discuss different problem in the same topic which is about the use of instructional media.

Comparing with those previous studies, this current study takes the same discussion topic which about instructional media. The focus of this study is to investigate students' ability in designing instructional media in the microteaching (PPL1) class. The guidelines or criteria in designing visual instructional media to assess the media are adapted. In addition this study used observation to collect the data.

There were 83 pre-service teachers in academic year 2014-2015, and also 45 preservice teachers that used visual instructional media during the microteaching (PPL 1). The pre-service teachers that used Pre-service teachers' visual instructional media were assessed concerned with the instructional media chosen. This research viewed the quality of the instructional media used through the considerations of designing instructional media. And then hopefully this research will give the readers information about pre-service teachers' ability of designing instructional media.

B. Research Question

This study proposes one research question as below:

What is the pre-service teachers' ability in designing instructional media in microteaching (PPL 1) class?

C. Objective of the Study

Considering the research question above, thus this study aims to:

1. Investigate pre-service teachers' ability in designing instructional media in microteaching (PPL 1) class.

D. Hypotheses

The hypotheses of this research are described as following.

Ha : More than 75% of pre-service teachers in the microteaching (PPL 1) class of English Teacher Education Department of Sunan Ampel State Islamic University have high ability in designing visual instructional media.

Ho : Less than 75% of pre-service teachers in the microteaching (PPL 1) class of English Teacher Education Department of Sunan Ampel State Islamic University have high ability in designing visual instructional media.

E. Scope and Limitation

This study discusses on teaching and learning area, particularly in designing instructional media. It focuses on the ability of pre-service teachers in designing visual instructional media in PPL 1 class. Considering there are several types of instructional media, this study limits on the visual aids which were used by the preservice teachers.

The researcher conducts the study in the PPL classes of English Teacher Education Department at Sunan Ampel Islamic State University which consist of 7 (seven) classes. The amount of data was 16, because it was considered as the representative of all pre-service teachers, because the data were taken randomly from overall classes.

F. Significance of the Study

This study is expected to give contribution to educational area, especially in English teaching and learning. For details, the significances are broken down as below:

1. For pre-service teachers as the candidate of English teachers, this study is expected to give view about the importance of instructional media to facilitate the delivery of materials to students. Hopefully, the pre-service teachers will consider it as one of the important aspects which is really helpful in delivering materials in teaching and learning process. So, the

pre-service teachers will understand and be ready to design instructional media for real classroom, especially in PPL 2 program.

- 2. For teacher as the educator, a teacher should be able to attract students' interest when studying in the classroom. Understanding the considerations in designing instructional media will help the teacher to deliver the lesson well, and moreover it also can reduce teacher's talking time.
- 3. For future research, this study is expected to enrich literature about instructional media for teaching English. In addition, this study is expected to be one of references for other researchers who want to conduct further research in the same topic.

G. Definition of Key Terms

To avoid misinterpretation in understanding this study, several key terms are clarified as below:

1. Visual instructional media

Basically, Smaldino stated that instructional media is a source of information that provide messages with an instructional purpose, to facilitate communication and learning.¹⁰ In this research, visual instructional media was defined as the instrument used by teachers to facilitate students teaching and learning process visually.

2. Pre-service teacher

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¹⁰ Sharon E Smaldino et al., *Instructional Technology and Media for Learning* (USA: Pearson, n.d.) 9.

This term refers to sixth semester of English Education Department students at UIN Sunan Ampel Surabaya who are joining in PPL1 (microteaching) class. This term is used in this research instead of student, to differentiate the term of student in real class.

3. Ability

According to Junaidi, ability is everything that underlying linguistic knowledge and ability belonging to concepts of appropriateness and acceptability.¹¹ In this research, the term of ability is defined as preservice teachers' skill in designing instructional media based on the considerations adapted from Stephen E. Lucas.

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¹¹ Junaidi, "Using Critical Debate Technique to Improve Students' Speaking Ability" (Sebelas Maret University, 2011) 10.