

# CHAPTER I

## INTRODUCTION

This study is intended to investigate the use of the media in the classroom. This chapter depicts the background of the study, the scope of the study, the research question, the purpose of the study, significant of the study, and the definition of the key term.

### A. Background of Study

Research on the use of teaching media has been carried out in class by English teacher in international and Indonesian context because the use of teaching media in English class is important for improving students' motivation in learning English.<sup>1</sup>

In the international context, there are some researches that have done about teaching media. This leads to the integration of the media in international education. The use of media in the classroom is used to educate and the media play a supporting role in learning.<sup>2</sup> The media is a reciprocal transactional communications process between teacher and students to achieve the instructional objectives that have been established effectively Identifying the use of media in

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<sup>1</sup>Wildan Nurul Aini, "Instructional Media in Teaching English to Young Learners: A Case Study In Elementary Schools In Kuningan", *Journal of English and Education*, Vol. 1(1), 2013, p. 210.

<sup>2</sup>Preeti, "Education and role of media in education system", *International Journal of Scientific Engineering and Research (IJSER)*, Vol. 2(3), 2014, p. 176

the classroom.<sup>3</sup> The shift from textbooks to more interesting material with the media can be a motivating force to encourage learners with target language words.<sup>4</sup>

In the Indonesian context, the research about the teaching media has been carried out by Aini,<sup>5</sup> media is more focused on the use of media in the classroom which is evident from the lack of availability of learning media in schools and the lack of utilization of various learning media to be one factor of teacher shortages. Media can offer new opportunities for participation, for creative communication and for the generation of content, at least for some people in some contexts<sup>6</sup>. In the context of education, learning is a means of channeling learning messages and information. Well designed media will greatly help learners achieve learning objectives. Educational media is commonly defined as a tool, method, and technique used in order to further make communication and interaction between lecturers and students in the process of education and teaching more effective.<sup>7</sup>

In several studies, it was found that media can influence students. The media has the power of educating people, the good and the bad. Since it affects the eyes, the ears and the mind simultaneously nothing can overcome influence of

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<sup>3</sup>Sufri Mashuri, "The Effectiveness of using Computer-Based Multimedia in Teaching Geometry at Junior High School", "International Journal of Innovation and Research in Educational Sciences, Vol. 4(5), 2017, p. 621.

<sup>4</sup>Bolla Mallikharjuna Rao, "Use of Media as an Instructional Tool in English Language Teaching (ELT) Undergraduate level", International Journal of English and Literature, Vol. 2(6), 2014, p. 142.

<sup>5</sup>Wildan Nurul Aini, "Instructional Media in Teaching English to Young Learners: A Case Study In Elementary Schools In Kuningan", Journal of English and Education, Vol. 1(1), 2013, p. 204.

<sup>6</sup>Muhammad. A. Ramdhani, & Hilmi, Muhammadiyah, "The Criteria of Learning Media Selection for Character Education in Higher Education", Proceeding International Conference of Islamic Education: Malang, Vol. 3(2), 2015, p. 174.

<sup>7</sup>*Ibid*, p. 174

the media.<sup>8</sup> Teaching media are the means for transmitting or delivering messages and in teaching-learning perspective, delivering content to the learners, to achieve effective instruction.<sup>9</sup> Media is one of something that can deliver the information between source and receiver. In the teaching and learning process, there are three kinds of media. They are visual, audio and video.<sup>10</sup> The use of media in the classroom is to see students reflecting on the media in English class. Therefore the teacher must use media that is in accordance with the material being taught. Teaching media has become one of the instruments in learning that cannot be separated in education.<sup>11</sup>

Media can help students in greater acquisition of knowledge and ensures longer retention of the gained knowledge.<sup>12</sup> There are has grouped the roles of media into two. In the first instance media are used as instructional aides, here media are used to enhance or enrich the teacher's presentation.

Media used in this way are basically one-way transmitters quite incapable of interpreting any messages that the learner may transmit. Secondly, media are used as instructional systems. The unclear delivered material can be helped by

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<sup>8</sup>Preeti, "Education and role of media in education system", *International Journal of Scientific Engineering and Research (IJSER)*, Vol. 2(3), 2014, p. 176

<sup>9</sup>Ahsan Akhtar Naz&Rafaqat Ali Akbar, "Use of Media for Effective Instruction its Importance: Some Consideration", *Journal of Elementary Education A Publication of Deptt. of Elementary Education IER, University of the Punjab, Lahore : Pakistan*, Vol. 18(1-2), 2008, p. 35.

<sup>10</sup>Anissa Indrasari, Dian Novita, &Fika Megawati, "Big Book: Attractive Media for Teaching Vocabulary to Lower Class of Young Learners", *JEES (Journal of English Educators Society)*, Vol. 3 (2), 2018, p. 144.

<sup>11</sup>Sunday, "Teachers' Perception of The Role of Media in Classroom Teaching in Secondary Schools", *The Turkish Online Journal of Educational Technology (TOJET)*, Vol. 8(1), 2009, p. 75.

<sup>12</sup>Ahsan Akhtar Naz&Rafaqat Ali Akbar, "Use of Media for Effective Instruction its Importance: Some Consideration", *Journal of Elementary Education A Publication of Deptt. of Elementary Education IER, University of the Punjab, Lahore : Pakistan*, Vol. 18(1-2), 2008, p. 35.

using the media as an intermediary means in learning activity.<sup>13</sup> The effective of the use media in learning also depends on the expertise of teachers in using media.<sup>14</sup> Media is the material used by teachers to present, illustrate, and explain teaching positions.<sup>15</sup> The media can act as a facilitator in the teaching-learning process. It has immanence potential as an instructional tool.<sup>16</sup> The use of media in the classroom by the teacher is expected so that students can understand the learning given by the teacher and as a support for learning.<sup>17</sup>

Although there are many studies that show and illustrate teaching media in several studies, there is a scarcity of studies that specifically intends to evaluate students' reflecting on media use in English class. In the SMK Negeri 1 Kendari School, the use of media is very rarely used by teachers in the classroom so that the use of media is less exposed by teachers and students. In addition, teaching media are contained picture, poster, card, et al, which are unfamiliar with students since the students always using media technology. Therefore, this study seeks to investigate students' reflections on media in the classroom during teaching pre-service teacher in SMK Negeri 1 Kendari.

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<sup>13</sup>Muhammad. A. Ramdhani, & Hilmi, Muhammadiyah, "The Criteria of Learning Media Selection for Character Education in Higher Education", Proceeding International Conference of Islamic Education: Malang, Vol. 3(2), 2015, p. 174.

<sup>14</sup>Aksa, "Classification and Characteristics of Historical Learning Media", Advances in Social Science, Education and Humanities Research (ASSEHR): International Conference on Teacher Training and Education 2017 (ICTTE 2017), Vol. 158, 2017. p. 38.

<sup>15</sup>Onasanya, "Selection And Utilization of Instructional Media For Effective Practice Teaching", Institute Journal of Studies in Education, Vol 2(1), 2009, p. 127.

<sup>16</sup>Bolla. M. Rao, "Use of Media as an Instructional Tool in English Language Teaching (ELT) Undergraduate level", Internationan Journal of English and Literatur, Vol. 2(6), 2014, p. 142.

<sup>17</sup>Wildan Nurul Aini, "Instructional Media in Teaching English to Young Learners: A Case Study In Elementary Schools In Kuningan", Journal of English and Education, Vol. 1(1), 2013, p. 204.

**B. Scope of the Study**

In this study, the pre-service teacher uses learning media while teaching in English classes. This study only focuses on students' responses or reflection on the media in English class. The teacher use the teaching media in terms of teaching in the classroom. the use of the media aims to facilitate students for understand the material and the explained of the teacher.

The use of effective and interesting media in teaching can help the students understand the material easily. The media used in the class were posters, papers, speakers, and cards that are included in the types of visual and audio media.

**C. Research Question**

Based on the background above, the researcher formulates research as follows: "How do students reflect on the media use in English class at class of XI Akuntansi A5 at SMK Negeri 1 Kendari?"

**D. Purpose of the Study**

Based on the research background, this present study is aiming to reveal the students reflection on the media use in English class at class of XI Akuntansi A5 at SMK Negeri 1 Kendari.

### **E. Significance of the Study**

The results of this study are expected to give contributions to theoretically, practically, and pedagogically.

1. At the theoretical level, this study provides a useful and referential contribution in developing students' knowledge of English by using learning media in the classroom and expressing their experiences of learning media in reflection.
2. At the level of piracy, this study provides solutions to help students improve their English skills from their various skills, it can be used as an additional source for teachers or lecturers in improving teaching speaking through the use of media, and this research can be use as a reference for other researchers who are interested in conducting research with the same theme or purpose.

### **F. Definition of Key Terms**

For the purpose of this study, the terms to be defined are listed as the following:

1. Learning Journal Reflection (students' reflection):

Journal reflection the response to experiences, opinions, events or new information, response to thoughts and feelings, the way of thinking to explore your learning and an opportunity to gain self-knowledge.<sup>18</sup> Reflective learning involves more than the simple acquisition of new knowledge or skills.

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<sup>18</sup>Mohammed Farrah, "Reflective Journal Writing as an Effective Technique in the Writing Process", An - Najah Univ. J. Res. (Humanities). Vol. 26(4), 2012, p. 999

Rather, it refers to a meaningful learning process, through which one also gains insight into the process of how that occurs.<sup>19</sup> Reflective learning empowers learners by making them more active in the learning process, encouraging them to think about learning more and more critical ways.<sup>20</sup> They might then apply to future situations and focus on first developing their conceptual understanding before turning to the procedural side of things.

Reflection in this study is the students' response to the use of learning media in the classroom where this reflection refers to students' opinions on process using media that occur in the classroom. Provision of reflection to students is to know the impact of instructional media and as a teacher's feedback in teaching.

Reflective learning encourages students to think carefully about their study habits and performance classes and to make appropriate changes when needed. In a more controlled study that conducted psychology students are better at performing than students who have not done the reflection task.<sup>21</sup> Research such as this supports the long standing notion that is beneficial, perhaps the critical event, to teach.

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<sup>19</sup>Brockbank, A., & McGill, I. *Facilitating reflective learning in higher education*, (Milton Keynes, UK: Society for Research into Higher Education & Open University Press, 1998), p. 225.

<sup>20</sup>Ashley, W. Denton, "The Use of a Reflective Learning Journal in an Introductory Statistics Course", *University of Toronto: Psychology Learning & Teaching*, Vol. 17(1), 2017, p. 86.

<sup>21</sup> McGrath, "Just checking in: The effect of an office hour meeting and learning reflection in an introductory statistics course", *Teaching of Psychology*, Vol. 41(1), 2014, p. 84.

## 2. Teaching Media:

Teaching media are the means for transmitting or delivering messages and in teaching-learning perspective, delivering content to the learners, to achieve effective instruction.<sup>22</sup> Media is one of something that can deliver the information between source and receiver. In the teaching and learning process, there are three kinds of media. They are visual, audio and video.<sup>23</sup>

Media is a means of expressing message and information. Medium as a mediator that delivers information between the sender and receiver. When the media brings instructional messages or information that contains learning purposes, it can be called as teaching media.<sup>24</sup>

Media in this study are as a tool to facilitate students in receiving lessons in the classroom. The media used by the teacher in the classroom are various media, namely posters, cards, speakers, pictures, headphone, and books. The media is used by teachers with the aim that students can mean learning when the teacher uses media in the classroom. In addition, the media also acts as a tool to turn tense classes into fun.

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<sup>22</sup>Ahsan Akhtar Naz&Rafaqat Ali Akbar, "Use of Media for Effective Instruction its Importance: Some Consideration", *Journal of Elementary Education A Publication of Deptt. of Elementary Education IER, University of the Punjab, Lahore : Pakistan*, Vol. 18(1-2), 2008, p. 35.

<sup>23</sup>Anissa Indrasari, Dian Novita, &Fika Megawati, "Big Book: Attractive Media for Teaching Vocabulary to Lower Class of Young Learners", *JEES (Journal of English Educators Society)*, Vol. 3 (2), 2018, p. 144.

<sup>24</sup>Friska Agustia Anggraini, (Developing English Multimedia Based Teaching Media by Using Adobe Flash CS3 for VII Grade of MTs Al Huda Bandung Tulungagung, 2015), p. 25.