

CHAPTER I

INTRODUCTION

This study is intended to investigate the background of the study, scope of the study, research question, purpose of the study, significance of the study and definition of key terms.

A. Background of the Study

Media education as the priority field of the educational development in the XXI century. The first movements in media were made in 1920s in France. The media education in Great Britain and Russia is also old, dating back to 1920s. Nowadays media became important in many countries. Along with Britain, France still remains one of the most active European countries to develop the media in learning. Educators have examined the impact of media on learning since at least 1912, when the American psychologist Edward L. Thorndike recommended pictures as a labor saving device for instruction.¹

In the international context, the media can influence students to be curious about English. It is the power educating people to be better and the media capabilities can be used to influence learning for individual learners who perform certain tasks in certain context fields.²

¹ Alexander Fedorov, "Media Education Around The World: Brief History", ActaDidacticaNapocensia, vol. 1(2), 2008.

² Preeti, "Education and role of media in education system", International Journal of Scientific Engineering and Research (IJSER), Vol 2(3), 2014, p. 174.

In Indonesia there are many researches about using media in learning because the teacher lacks in utilizing learning media to make students more interested in learning English.³ There is a research which observed about improving the speaking skills of grade VIII students of SMPN 2 Godean through picture.⁴ The result of the research is the implementation of pictures in the teaching and learning process of speaking is believed to be effective to improve the students speaking skill.

In this case, I have found in SMKN 1 Kendari, several students have various difficulties and problems in learning English. Firstly, they said that English grammar is full of subtlety and it makes them confused. Secondly, pronunciation is difficult and inconsistent because there are many silent letters and they cannot guess the pronunciation from the spelling. Thirdly, it is about vocabulary because they cannot express their feeling or write it down if they don't have many vocabularies. The last point is the teacher only focus on textbooks and did the exercise in the book.

There are many studies illustrate about the media used in classroom, the effectives media or kinds of media applied in classroom. But, there is a scarcity of studies that specifically intends to evaluate students' reflecting on media use in English class. Furthermore, in this era almost researches focus on media technology and start ignoring others media such as poster, flash cards and paper media. Hence, the researcher tries to identify students' perception on media use in English instructional context in classroom.

³ Wildan Nurul Aini, "Instructional Media in Teaching English to Young Learners: A Case Study in Elementary School in Kuningan ", *Journal of English Education*, vol 1(1), 2013, p. 204.

⁴ GallisNawangGinusti, *Improving the Speaking Skills of Grade VIII Students of SMP Negeri 2 GodeanThrough Pictures*, 2014.

B. Scope of the Study

This study, the pre-service teacher uses media in learning process. Then, this study oriented on students' perception towards use in English instructional context among 10th grade of students in SMKN 1 Kendari. This study was conducted in the morning, 3 hours in the classroom. There are several media that used in the classroom such as posters, pictures, paper and big cards. Visual media includes diagrams on a poster, an image on a white board, a photo, a picture on a book, a cartoon and so on.⁵

C. Research Questions

The research question of this study is how students' perception on media use in English instructional context?

D. Purposes of the Study

Based on the research statement, this particular study aimed at finding out knowing students' perception towards media use in English instructional context.

E. Significance of the Study

The results of this study are expected to give contributions for students and teachers.

For students:

1. It can attract students' attention more, so that it can stimulate learning motivation.

⁵ Smaldino, Lowther & Russel, *Instructional Technology and Media for Learning: Nine Education*, New Jersey: Pearson Education, 2010.

2. It can make students' do more learning activities because they do not only listen to teacher's explanation but also have other activities such as observing, demonstrating and so forth.

For teachers:

1. It can help teacher to use various method in teaching, not merely verbal communications through teacher's words so that students does not get bored and teacher does not run out of energy.
2. It can help teacher present the lesson more clearly, and interesting to be followed by the students.

F. Definition of Key Terms

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

Perception is brain's ability to translate stimulus or process to translate stimuli into the human senses. Human perception is different in terms of sensing.

There are those who perceive something that is good or positive perceptions and negative perceptions that will affect human actions that are visible or real.

Media are everything that can help teacher to deliver the lesson (message) to the students to make the lesson clearly in order to the students can catching the point.⁶

⁶ Robert A Reiser, "*instructional Planning: A Guide For Teacher*", USA: Library of Congress Publication Data, 1996, p.68.