

CHAPTER I

INTRODUCTION

A. Background of Study

In this era of globalization, English has become an international language and has been widely used in many countries of the world. Moreover, the development of modern science and technology demand people to be able to use English to communicate with other people around the world. The national curriculum has put English education as one of the important subjects to be taught at school beginning from elementary school, junior high school, senior high school and up to university in Indonesia. Considering the importance of the language, Indonesian government has drawn up English as a foreign language that should be mastered by the students in Indonesia. It means the government expect the learners have to be able to communicate in English properly to face the globalization era.

As the popularity of English is expanding day by day, the English teachers feel the need of change in their language teaching methods. The new technology helps the teacher with the educational process, presents new possibilities of creative work, and furthermore presents teachers with a challenge to provide an active participation of all students. Dovedan et al. (2014) stated that the advancements in technology influence our jobs, education, scientific development, market and political cooperations, and communications nowadays. Information and communication technologies have entered every aspect of our lives. Computers are no longer intended for

the selected few since they exist in all forms of contemporary life, and thus including educational institutions as well.

Using media is one of the efforts to improve the students' achievement. It is one of supporting factor in teaching process. Media is used to transfer message from one person (communicator) to another (communican) in order to stimulate ideas, feeling and interest of the students. The basic use of media in the teaching and learning process has been mentioned in surah al-Nahl verse 44:

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ
يَتَفَكَّرُونَ ﴿٤٤﴾

According to that verse, it explains that Allah had sent “zaburu” which means books or written ordinances which refer to “Zabur”, “Tawrat” and “Injil”. Besides, there is also word “Zikra” which refers to al-Quran. The prophets used those books as media to deliver the teachings to the mankind as their way of life. More over, it also explained in surah An-Naml verse 28 – 30, which is the story of Prophet Sulaiman and Queen Balqis:

أَذْهَبَ بِكِتَابِي هَذَا فَأَلْقَاهُ إِلَيْهِمْ ثُمَّ تَوَلَّى عَنْهُمْ فَانْظُرْ مَاذَا يَرْجِعُونَ ﴿٢٨﴾
قَالَتْ يَا أَيُّهَا الْمَلَأُوْأ إِنِّي أُلْقِيَ إِلَيَّ كِتَابٌ كَرِيمٌ ﴿٢٩﴾ إِنَّهُ مِنْ سُلَيْمَانَ وَإِنَّهُ
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٣٠﴾

From the story of the prophet Sulaiman and Queen Balqis above, prophet Sulaiman used an aid which was Hud-Hud to deliver a letter to Queen Balqis. Hud-Hud was the implementation of technology at that time since it helped the process of communication became more efficient and effective. Therefore, in the world of education, a teacher who wants to teach to his or her students is required to use the teaching aid as a tool to deliver the knowledge. Teaching aid can be of some types of media such as graphic media, audio media, silent projection media, motion projection media and multimedia. Multimedia is one of the teaching media that can replace the roles of others media.

Recently, multimedia technology has a significant impact on the educational system. According to Norhayati and Siew (2004, p. 143), one of the most exciting innovations in the informant age is multimedia technology. The rapid growth of multimedia technologies over the last decade has brought about fundamental changes to computing, entertainment, and education. Furthermore, Margie & Liu (1996 as cited in Nusir et al., 2012, p. 306), with the capability of creating a more realistic learning context through its different media, multimedia has the potential to create high quality learning environments. The combination of text, audio, still images, animation, video, or interactivity content forms became a teaching media which has great potential. Interactive multimedia can thus provide an effective learning environment to different kinds of learners. According to Pun's journal entitled *The Use of Multimedia Technology in English Language Teaching: A Global*

Perspective, he found that multimedia teaching has following advantages in teaching process such as motivates students to learn English, develops' student communicative competence, widen students' knowledge about the culture of English, improves teaching efficiency, enhances interaction among students and between teacher and students.

There are a few schools in South Kalimantan that emphasize the integration of the multimedia in their teaching process which the writer knew, they are Global Islamic Boarding School, SMA Banua Kalsel Bilingual Boarding School, MAN Insan Cendekia Tanah Laut, SMAN 1 Bati-Bati, MAN 2 Amuntai, MAN 2 Model Banjarmasin. The teachers use multimedia in order to help them teaching in the classroom. The teachers became a resource person and a counselor rather than the only authority and decision-maker when integrating the multimedia. Looking at those benefits, multimedia will be very useful for teachers to teach English when teachers integrate it optimally.

Among these schools, the writer more interested in conducting this research at Global Islamic Boarding School. In choosing the school, the writer have some consideration which are consistency in using multimedia in teaching-learning process, the availability of the multimedia and teacher's competency in using multimedia. According to the pre-observation that have been carried out by the writer, the writer found that Global Islamic Boarding School is a modern Islamic school which the use of media becomes an important variable in the learning process in that school. This is in line with GIBS policy which requires the teachers to use multimedia presentations

whenever they want to teach in the classroom. Because of that, every teacher who teaches at GIBS is demanded to have basic competency in technology in education. Also, the school has adequate learning media facilities and strongly emphasizes the use of multimedia in teaching.

According to the statements above, the writer wants to describe how do the teachers integrate the multimedia as teaching aid in English language teaching at GIBS. The integration of multimedia as teaching aid covers pre-active phase, inter-active phase and post-active phase. Moreover, the writer wants to analyze students' responses toward the integration of multimedia in English language teaching which covers cognitive, affective and conative response.

B. Research Questions

Based on the background of study, the problems of the study are as follow:

1. How do the teachers integrate the multimedia as teaching aid in English language teaching at GIBS?
 - a. How do the teachers integrate the multimedia in pre-active phase?
 - b. How do the teachers integrate the multimedia in inter-active phase?
 - c. How do the teachers integrate the multimedia in post-active phase?
2. What are students' responses toward the integration of multimedia as teaching aid in English language teaching?
 - a. What are students' affective responses toward the integration of multimedia as teaching aid?

- b. What are students' cognitive responses toward the integration of multimedia as teaching aid?
- c. What are students' conative responses toward the integration of multimedia as teaching aid?

C. Objectives of Study

Based on the problems above, the objective of the study are as follows:

1. To describe how the teachers integrate the multimedia as teaching aid in English language teaching at GIBS.
 - a. To describe how the teachers integrate the multimedia in pre-active phase.
 - b. To describe how the teachers integrate the multimedia in inter-active phase.
 - c. To describe how the teachers integrate the multimedia in post-active phase.
2. To analyze the students' responses toward the integration of multimedia as teaching aid in English language teaching.
 - a. To analyze the students' affective responses toward the integration of multimedia as teaching aid.
 - b. To analyze the students' cognitive responses toward the integration of multimedia as teaching aid.
 - c. To analyze the students' conative responses toward the integration of multimedia as teaching aid.

D. Significance of Study

The results are expected to give benefit both theoretically and practically.

1. For the teacher, it is also expected to be a contribution for English teachers to broaden their insight in understanding the concept of multimedia teaching and make the teachers aware of the students' responses of multimedia as teaching aid.
2. For the students, it is expected to motivate them to adapt and be accustomed to the media used by the teacher.
3. For the other researchers, this research can enrich literature or became a reference to conduct similar research in other places or different research in the same place.

E. Definition of Key Terms

1. Integrating

Integrating which is referred to this research is some tasks that the teacher must do which are related to the integration of multimedia in teaching phases, involve: pre-active phase, inter-active phase and post-active phase

2. Multimedia

Multimedia which is referred to this research is those technological media in language teaching which involve the use of mechanical paraphernalia.

3. Students' Responses

Students' Response which is referred to this research is GIBS Students' responses toward the integration of multimedia as teaching aid in English language teaching. The students' responses cover affective, cognitive and conative response.