

CHAPTER I

INTRODUCTION

A. Background of Study

Education consists of several components in it. One of the most important components in education is the teacher. Teacher holds a leading role in educational development, especially those that are organized formally at school. Teacher also determine the success of the participants especially in relation to the learning process. Lee (2003) explains that "quality teaching is responsive to student learning processes "the quality of a lesson learned by the teacher is an activity that suits the characteristics of learners and the occurrence of a learning process for learners. Therefore, the teacher is the most influential component to the creation of processes and quality education results.

Besides, in order to achieve a best and maximum success in the learning and teaching process is required ideal teachers and students. Ideal teachers criteria adjusted to one of the Holy Quran has stated in the Ali Imron verse 164 as follows:

لَقَدْ مَنَّ اللَّهُ عَلَى الْمُؤْمِنِينَ إِذْ بَعَثَ فِيهِمْ رَسُولًا مِنْ أَنْفُسِهِمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَإِنْ كَانُوا مِنْ قَبْلُ لَفِي ضَلَالٍ مُبِينٍ

Based on the surah above, this surah describes about there are pedagogic implications of the competence that must be possessed by the teacher with the professional teacher duties, because a teacher is required to have pedagogic, personality, professional and social competence. the problem arise about what competencies should be owned by professional teachers according in line Ali-Imran verse 164. This purpose is to know the duties of professional teachers according to the science of education. One of the qualities that professional teachers must possess is the ability to used all the types of .instructional media.

Harmer (2007) said that this instructional media has two vital components. They are hardware and software. Aini (2013) The hardware needed for this instructional media are computer and LCD projector. This instructional media combine both audio and visual material. By using computer-based presentation technology – or so called multimedia presentation— enable the teacher to convey much larger information to the students. Blythe-Lord, Kemp & Smellie, and Wittich & Schuller (1991)

Using teaching media in teaching is very useful, because it will help teacher in acquiring knowledge and skills in producing and developing instructional media such as a hadits about using media in teaching :

عَنْ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُ قَالَ : خَطَّ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ
 خَطًّا مَرْبَعًا , وَخَطَّ خَطًّا فِي الْوَسْطِ خَارِجًا مِنْهُ , وَخَطَّ خَطًّا
 صِغَارًا إِلَى هَذَا الَّذِي فِي الْوَسْطِ مِنْ جَانِبِهِ الَّذِي فِي الْوَسْطِ , وَقَالَ :
 (هَذَا الْإِنْسَانُ , وَهَذَا أَجْلُهُ مُحِيطٌ بِهِ - أَوْ : قَدْ أَحَاطَ بِهِ وَهَذَا الَّذِي

هُوَ خَارِجٌ أَمْلُهُ، وَهَذِهِ الْخُطُطُ الصِّعَارُ الْأَعْرَاضُ، فَإِنْ أَخْطَأَهُ هَذَا،
نَهَشَهُ هَذَا، وَإِنْ أَخْطَأَهُ هَذَا، نَهَشَهُ هَذَا)

(رواه البخارى)

(Hadith narrated by Bukhari)

Based on this hadist above, describes about a media used by Prophet, there is told about the Prophet draw rectangular and made of straight lines when he delivered the message to the companions. This means that the messenger of God by means of drawings to illustrate the parable and make it easier to deliver the content to be studied. This hadits related to one component in the education of Instructional media.

The teachers' role is the key "success in developing the mission of education and teaching in schools in addition to being responsible for regulating, directing and creating a conducive atmosphere that encourages students to carry out activities in class." Raiser and Dick (1996) Given the very complex purpose of education, how big and heavy the task of an educator in creating quality educational outcomes. The skills of teaching teachers have a huge effect on the results of education output. The teacher's skills in teaching are the most dominant factor in "the effort to transfer knowledge to students, because it can overcome students' boredom in learning, so that it creates a creative and fun learning atmosphere." Abdurrahman (1999). However, the fact that occurs in the world of education, so far learning is still dominated by cognitive aspects only. According to Choi and Pucker learning in most classes still uses a teacher centered approach

or centered on the role of the teacher itself. In the practice of learning carried out the teacher is often found to be a symptom that the learning process is monotonous, the classroom situation is passive and verbality, namely students are only given a way and receive, and the teacher carries out verbal learning rarely found further learning activities such as discuss, or make a discovery. Kirkorian et al (2008). In simple terms such teaching situations can be described by sitting, listening, noting and memorizing. Even though students are not like empty bottles that only need to be filled with information content that is deemed necessary by the teacher, only by sitting listening, taking notes, and memorizing what is conveyed by the teacher. Diaz et al (2014) This reality is clearly not justified, because it can make students passive in the classroom and only static to watch lectures from the teacher in front of the class. In addition, this fact certainly will also impact on the decline in student learning achievement. To overcome this situation, a teacher must use learning media. Lewis dan Perry (2012). Because, one of the main functions of learning media is "as a teaching aid that also influences the climate, conditions, and learning environment that is organized and created by the teacher." Azhar, (2005) In addition, learning media can stimulate all the senses. Azhar further explained, "the more sensory devices used to receive and process information are understood and can be maintained in memory. Thus, students are expected to be able to accept and absorb easily and well the messages in the material presented.

Therefore, before the teachers utilizes learning media, they must equip themselves with knowledge about instructional media, because many teachers do

not understand about instructional media. Technology fever apparently attacks some of our teachers. There are some teachers who are "afraid" of electronic equipment, afraid of being stunned, afraid of having a short circuit, fear of being wrong when pressing the button, and so on. In addition, teachers are not enough to only have knowledge about the media, "but also must have the skills to choose and use the media well." Hamalik, (1994). This is important because we know that students have different characteristics, both their interests, talents, motivations and learning styles. This becomes one of the teacher's considerations when choosing learning media to be used, so that each student's characteristics are able to be touched by the teacher when delivering teaching material to students.

In teaching and learning activities that adhere to active, creative learning in order to be effective and enjoyable, the teacher cannot escape the learning media. Smellie (1999). Instructional media is an important part of the implementation of education in schools, but the provision of learning media so far is still a problem. Instructional media is a tool that is used or utilized so that teaching can take place well, make it closer or smooth the way towards the planned goals. Eniyewu (2005)

The benefits of each media depend on the willingness and ability of the teacher and students to communicate and interact with the messages contained in the learning media that are utilized. Various studies conducted on the use of media in learning show that the media have a positive impact on learning. "A picture means more than a thousand words" as written by Deporter, Reardon, and Singer Nourie (2000) that the use of these teaching aids in initiating the learning process

will stimulate visual morality and ignite the neuronal pathway to give rise to thousands of associations in student awareness. Marisa et al. (2012).

Instructional media in the form of teaching aids is very important to support the real context with the community. In learning with its context the needs of the people (community) need to be presented with practical displays before students. Alaku (1998) For students, often material that is too abstract makes them confused, for that teachers need to make their own learning media as a guide for students who are developed according to the characteristics of the social, cultural, and geographical environment, also includes the development stages of students, mastered initial abilities, interests, family background and others. For this reason, the self-developed learning media can be adjusted to the characteristics of students as targets. Agnew et al (1996)

According to Briggs (1997) there are some teachers who are only fixated on assistance in providing learning media even though learning media can be designed from various sources in various forms according to the needs and characteristics of the teaching material to be presented.

Through instructional media the teacher will be easier in carrying out learning and students will be more helpful and easy in learning. Dick et al (2005) If the instructional media in accordance with the demands of the curriculum, none of them is difficult to obtain, so making the learning media itself is a wise decision. To develop instructional media, references can be obtained from a

variety of sources both in the form of experience or knowledge , or extracting information from resource persons, both experts and peers. Jonasen (1999)

The field about media has been conducted by Qomariah (2015) Talked about the problems of the teachers in utilizing english instructional media and kinds of media in teaching english that used by the teachers in Madrasah Aliyah Negeri Laung Tuhup.

The second previous study held by Fathiah, in (2003) The result showed that the teachers activity in teaching used pictures, chalkboards, and real things as the media in teaching and learning process. In using pictures as media and give the student copies that pictures. The teacher also involve the students to participate in using, pointing the media as asked by the teacher, showing the media in front of the classroom, and observing the media directly. However , the availability of media at MAN 4 Marabahan is still limited.

The third previous study held by Rifani, in (2005) The result of the research showed the use of media in teaching english at the third class of language major Islamic State High School 2 Banjarmasin is quite useful, the availability of teaching media that can be used in teaching english is effective and lack of teachers skill in operating the media.

The researcher has some similarities and differences with the previous researchers, the similarities are equally used qualitative research, has same subject and object that is English teachers as subject and media as object. and on the focus study both of previous researchers focus on media uses by teachers in teaching

while the researcher focus on the types of English instructional media used by the English teachers in teaching English. Most English teachers usually used English instructional media for a variety of reasons.

Therefore, the researcher chose SMAN 7 Banjarmasin as a research place because the school is one of the best high schools in Banjarmasin and has an A accreditation as well as students who are known to often win various competitions in the field of language, especially English. By having A accreditation, of course the school has the best teachers , especially the English teachers, because the teacher's role is very influential on student learning achievement. Of course the teacher has their own way of delivering learning material in order to improve student achievement by using instructional media. The best schools with the best teachers of course will use media instructional in the teaching and learning process and on this basis research the researcher want to explore that problems by conduct a research entitled **“THE TYPES OF ENGLISH INSTRUCTIONAL MEDIA USED BY THE ENGLISH TEACHERS AT SMAN 7 BANJARMASIN”**.

B. Research Questions

Nowadays there are still many teachers who can not create and develop instructional media and still teach in traditional way, it will have an impact on the interest of students in learning English. Therefore researcher want to know about :

1. What are the types of english instructional media used by english teachers at SMAN 7 Banjarmasin?
2. Why the teachers did use those English Instructional media in teaching English at SMAN 7 Banjarmasin?

C. Research of the study

Based on the question above, the purpose of this research are:

1. To identify and describe types of english instructional media available for the teaching and learning at SMAN 7 Banjarmasin.
2. To know the reasons of the teachers used those English instructional media at SMAN 7 Banjarmasin.

D. Significant of the Study

The expected benefits to the research and development are as follows:

1. Theoretical.
 - a. For Students
 - 1) Helps students increase to interest in the English subject at SMAN 7 Banjarmasin.

2) To improve students activeness in the process of learning English.

b. For teachers

1) Adding the teachers insight about instructional media in interesting learning and useful for learning activities.

2) Increase the teachers motivation to take advantage of learning media accordance with the desired skill.

2. Practice.

a. For Students

1) Get an exciting experience in the English subjects of learning by using media.

2) Increase spirit of students to study harder because of their interest in learning English using the interesting media.

b. For teachers.

1) As a tool to teach English subjects at SMAN 7 Banjarmasin.

2) To stimulate teachers creativity in using all the types of instructional media in teaching learning

c. For School.

1) Adding a collection of media that can be used at any time for learning in the classroom and individual learning in the library.

- 2) Increasing students spirit in learning and increasing students quality in the schools that has an impact on increasing the quality of schools.

E. Definition of key terms

There are some term used in this research. In order to avoid misunderstanding , the following important terms need to be operationally defined:

1. English instructional media are defined as educational setting to deliver the materials information to reach effective teaching learning such as electronic and non electronic instructional media.
2. Types of English Instructional media are All types of media used by English teachers at SMAN 7 Banjarmasin such as Audio Media,Printed audio media, Object media, Silent visual media, Media Projection, Visual silent media and audio,Visual media motion and audio, human and enviromental media, and also Computer assisted Instruction.

