## Chapter One

## Introduction

This chapter enlightens all contents of the study. First, the researcher discusses the background of the study and the reason why the researcher chooses this topic. Second, the research explains identification of the problems, limitation of the problems, research questions and purposes of the research. Third, the researcher presents significances of the research.

### Background of the Study

Instructional media encompass all of materials used by teachers to deliver the lesson in the teaching and learning process. Naz and Akbar (2008) explained that media are used to convey the information of the lesson to students and to obtain the proper instruction. One of the examples of instructional media is flash card. Teachers can use flash card to teach letters or words to students. Flash card is made of cardboard which contains of word and sentence that it will be useful for drilling letters and syllables (Komachali & Khodareza, 2012). Another example of instructional media is video. Video is type of audio-visual media offers the benefits for teachers to explain the diversity of cultures to students (Bal-Gezegin, 2014; Cakir, 2006).

Instructional media have a lot of advantages and one of them is to build the interactive communication between teachers and students. As stated by Igu, Ogba and Igwe (2014), instructional media are materials which help teachers to communicate effectively to students and encourage the instructional process. This means that teachers can enhance effective communication by involving several

kinds of instructional media used by students in teaching and learning process. Moreover, teachers use instructional media in teaching and learning process to reduce dependence on chalk-talk method which is often used by teachers for long time. Adegbija and Fakomogbon (2012) argued that the implementation of chalk-talk method which is commonly used by teachers in teaching and learning process brings the problem in communication as noise. Thus, instructional media are important to bridge the communication between teachers and students and also to prevent a breakdown in communication during teaching and learning process.

Learning English can probably be difficult for some students, unless it is taught with various kinds of instructional media. Based on a survey conducted by Alobo (2010), it shows that students perceive English learning as difficult subject because English teachers rarely and occasionally complement their teaching with instructional media. Besides, the different learning styles make the students learn not only from what they see but also from what they listen or hear. It is supported by the study of Gilakjani (2012) who demonstrated that 50% of students learn better through visual, 35% of students prefer auditory learning style for learning, and 15% of students prefer kinesthetic learning style. To conclude, learning English can be made easier for students when teachers equip teaching and learning process with instructional media.

Before deciding to choose and use several kinds of instructional media, teachers should consider some important factors. One of them is the availability of instructional media. The primary factor of selecting and using instructional media is the availability of needed materials (Jebungei, 2016; Alobo, 2010; J. Wamalwa

& E. Wamalwa, 2014). In other words, teachers should ensure that instructional media are easily found before they bring them into the teaching and learning process. Furthermore, Syandri (2015) and Aini (2013) revealed that there are several factors that teachers should ponder in determining instructional media which are easy to prepare, easy to manipulate, attractive, suitable for students' characteristics and relevant to objective of lesson. Hence, teachers should consider several factors to select the appropriate instructional media which do not only appear from the availability but also are relevant to the objectives of lesson.

Internship program at EED of UMY is a program to allow students not only to teach English in the schools but also to learn how to create a lesson plan as guidelines for teaching and how to make instructional media. In the internship program, the students should use instructional media in their teaching since instructional media is component in lesson plan. Internship program at EED of UMY also provides handbook for English teachers to guide the students in choosing the instructional media in teaching. The aspects of choosing instructional media are relevant to the purposes of lesson which are worthy, good quality to attract students' attention and effective to explain and clarify the lesson. To conclude, the students should create instructional media since it is one of the requirements in the internship program at EED of UMY.

In using instructional media in teaching English in the internship program, EED of UMY students deal with some problems. They are unpreparedness of students in learning process, lack of time and knowledge, unsupportive a classroom condition, unsupportive students, and schools' facilities. It is in line

with study from Ayoti and Poipoi (2013) who stated that the problems encountered by teachers in using instructional media in teaching English which are teachers' lack of knowledge, harmful instructional media for students, unsupportive students and classroom facilitation, and teachers' control to students.

The recent research endeavors to find out the types of instructional media most frequently used by EED of UMY students to teach English in the internship program. Besides, the researcher wants on investigating the benefits perceived by EED of UMY students to be the most significant when using instructional media to teach English in the internship program. Then, this study examines the challenges most frequently encountered by EED of UMY students when using instructional media to teach English in the internship program.

**Identification of the Problems**

The challenges of preparing and using instructional media in teaching and learning process are also faced by EED of UMY students in joining the internship program. Based on the researcher's personal experience and the informal interview with some students of EED of UMY that the researcher did, the challenges faced by the EED of UMY students were limited instructional media which were suitable for students characteristics and lesson plan, unpreparedness of students in the learning process, unsupportive students, , lack of school's facilities, lack of resourcefulness to improvise, expensive instructional media, time limitation, lack of innovation to use and to develop kinds of instructional media, lack of skills to implement the instructional media, students' boredom in the learning process, the accessibility in the classroom, students' unlike with

instructional media, and low of Internet connection to obtain the instructional media in the Internet.

**Limitation of the Problems**

In this research, the researcher discusses the instructional media used by English Education Department of Universitas Muhammadiyah students to teach English in the internship program. Based on identification of the problems, the researcher focuses on investigating three types of instructional media used by EED of UMY students to teach English in the internship program including audio media, visual media and audio-visual media. Besides, the researcher wants to find out the benefits of using instructional media to teach English in the internship program. Furthermore, the researcher wants to examine the challenges of using instructional media to teach English in the internship program. In addition, the researcher limited only to investigate at EED of UMY.

**Research Questions**

The research questions being investigated in this chapter are as follows:

1) What types of instructional media do the EED of UMY students most frequently use to teach English in the internship program?

2) What benefits do the EED of UMY students perceive to be most significant when using instructional media to teach English in the internship program?

3) What challenges do the EED of UMY students most frequently encounter when using instructional media to teach English in the internship program?

**Purposes of the Research**

This research is intended to find out:

1) The types of instructional media most frequently used by EED of UMY students to teach English in the internship program.

2) The benefits perceived by EED of UMY students to be the most significant when using instructional media to teach English in the internship program.

3) The challenges most frequently encountered by EED of UMY students when using instructional media to teach English in the internship program.

**Significances of the Research**

This research is beneficial for the researcher, pre-services teachers, teachers, institution and other researchers.

**The researcher**. After doing the research, the researcher acquires a new knowledge related to the various types of instructional media. Moreover, the researcher gets the information how to select the proper instructional media which are appropriate with the lesson, the benefits of using the instructional media and the challenges encountered in making and implementing of instructional media.

**Pre-services teachers.** This research is advantageous for the pre-services teachers as follows. First, this research hopefully becomes one of the references for pre-services teachers to enrich their information in terms of instructional media. Second, it offers awareness for pre-service teachers to overcome the problems when preparing and using instructional media in the classroom.

**Teachers.** This research provides information about instructional media used by EED of UMY students to teach English in the internship program. This information is helpful for the teachers to choose and use the availability of instructional media which are suitable with the topic of lesson and also gives the advantages for learning process.

**Institution.** The results of this study can give benefits for EED of UMY and schools. EED of UMY can use the results for this research as an evaluation in terms of the use of instructional media in the internship program and the challenges faced by pre-service to obtain and to prepare the instructional media in the internship program. As a result, EED of UMY can improve the policy in internship program. Moreover, Junior High School (SMP) and Senior High School (SMA) can also take advantages for this research to provide the materials for making instructional media and also to increase the facilities of schools.

**Other Researchers.** The researcher hopes that this research is useful for other researchers. This can be as reference for other researchers if they want to investigate the similar topic about instructional media. They can discuss the similar topic with different research purposes.