# Chapter One

# Introduction

This chapter presents the background of this study which divided into six parts that are background of the study, identification and limitation of the problem, formulation of the problem, objectives of the study, significance of the study, and outline of the study.

## Background of the Study

Teaching and learning process is an important activity in education. It is an activity which involves teachers and students in an educational environment. The aims of teaching and learning process is to achieve some goals that have been created prior to the teaching and learning process. It is in line with the statement of Farhadi (2014) who stated that the teaching and learning is a contact between a teacher and student in an educational situation that aimed to reach a goal, using four key elements which are the sequence or steps of teacher and student activities, teacher's role, student's role, and the route of communication between teacher and students. During the teaching and learning process, students will be able to get some new knowledge from many subjects in the school.

Teaching and learning process in recent time cannot be separated from media and technology. Technology provides educator a lot of options in teaching and learning as Pun (2013) stated that technology offers a lot of selection which

create a dynamic teaching and learning process. Also, media and technology can give a lot of advantages for teachers in their teaching and learning. "It is indispensable to take advantage of the modern technological facilities in aiding the task of English language education. Media and technology is needed by the lecturers to help them during teaching and learning", (Nomass, 2013, p. 111).

During the teaching and learning process lecturers need to help students to reach their potential. In doing so, lecturers can use instructional media to help them deliver the material. Farhadi (2014) argued that educational media is an instrument of teaching and learning and also a part of learning process and technology. Using instructional media in learning process is a good idea because students can actively involve in the process of learning. Pun (2013) stated that "the use of multimedia technology makes the language class lively and interesting, motivating the students to participate in the classroom activities" (p. 33). Instructional media is also able to help students to understand material given by lecturers easily. Heinich, Molenda, Russel and Smaldino (2002) stated that "properly designed instructional media can enhance and promote learning and support teacher-based learning" (p. 12).

Then, media cannot be used in a classroom without the presence of a lecturer. A lecturer is a facilitator in the class and a lecturer is someone who help student in learning process. A lecturer has an important role in the class because they are responsible to facilitate and give some materials and also new knowledge that can help students to improve their skills. Without the presence of the lecturer, students may face some difficulties in learning process. Beside lecturers'

responsibility to facilitate and improve students' knowledge and skills, a lecturer is also responsible to give some feedback to students. Beside lecturers' responsibility to facilitate and improve students' knowledge, a lecturer is also the one responsible to decide types of instructional media they are going to use in their teaching. Since there are many types of instructional media available to be used in teaching and learning, a lecturer has the responsibility to choose the best media to be used based on their teaching objectives. A lecturer needs to make sure that the media can work properly during teaching and learning process or they may prepare a backup media if the media they have fail to be put on use. Then, the important part is that the lecturer should be able to maximize instructional media to support them in teaching and learning.

The teaching and learning process in English Education Department has already using instructional media. Instructional media in teaching and learning process at English Education Department is usually employed as a medium to deliver materials to students. Instructional media is also used during teaching and learning process because it can provide interactivity between lecturer, students and the environment. Ruis, Muhyidin and Waluyo (2009) stated that "instructional media are created the possible direct interaction between the learners and their environment" (p. 3). There are some types of instructional media used in teaching and learning process at English Education Department such as whiteboard, LCD projector, audio, video, multimedia and visual media. The lecturers often use LCD projector to project their material in a power point slide while whiteboard is often used to write additional information. Audio and video are also used as they will be

used to support some listening activities. The use of instructional media in teaching and learning at EED of UMY is very important because it always motivates students to be more active and engaged into the activity in the classroom. Ruis, Muhyidin and Waluyo (2009) argued that "the learners' motivation are aroused by using media in learning" (p.3).

Instructional media is something usually used in teaching and learning process. Instructional media in teaching and learning has some impacts in teaching and learning especially for students. The lecturers should be aware on choosing the instructional media for teaching and learning process because students are the one that get the impact of the use of instructional media. Alobo (2010) stated that "learning English can be so cumbersome to learners, unless it is taught in an interesting way utilizing appropriate learning resources" (p. 106). The use of appropriate instructional media will provide great benefits for students as students can learn easily and enjoy the learning process as Alobo (2010) argued that "adequate and appropriate selection and use of instructional media by both teacher and learner to facilitate better learning of the English language are most desirable" (p. 106). In the other hand, the use of inappropriate instructional media will only give students disadvantage. Inappropriate media in teaching and learning sometime can affect students' motivation in learning.

Based on the background that lecturers at EED of UMY use of instructional media in their teaching and learning process, it is important to conduct a research about students' perception of the use of instructional media in teaching and learning process because the use of instructional media might

influence the process of teaching and learning. Also, the researcher feels that it is important to conduct a research about students' perception on instructional media as students are the one that get the impact from instructional media. Also, there is no research about instructional media in teaching and learning yet to be conducted at English Education Department, the researcher chose to carry research about students' perception on the instructional media used by lecturers in teaching and learning process at English Education Department of Universitas Muhammadiyah Yogyakarta.

**Identification and Limitation of the Problem**

As the importance of instructional media in teaching and learning process is inevitable, the use of instructional media becomes an issue for some researchers. Media provides so many options for the lecturers to help them giving instruction in teaching and learning process. The various kinds of instructional media that can be used in teaching and learning process is a great advantage for the lecturer because the use of media will provide better environment in teaching. Pun (2013) stated that "the use of multimedia technology in the classrooms creates a favorable environment for language teaching" (p.33). Beside the advantages, the variety of instructional media can provide a problem if lecturers are fail to choose suitable media for their teaching and learning. It is also important for teachers to know how and when to maximize the potential of media. There are some problems may arise from the use of instructional media and it can

become a focus for the researcher to do a research. Those problems are selection of instructional media for teaching and learning process, utilization of instructional media in teaching and learning, and effectiveness of instructional media.

This study focused to investigate types of instructional media used by lecturers in English Education Department of Universitas Muhammadiyah Yogyakarta. In addition, the researcher also focused to find out advantages of instructional media in teaching and learning, and disadvantages of instructional media in teaching and learning at English Education Department of Universitas Muhammadiyah Yogyakarta based on the perception of the students of English Education Department of Universitas Muhammadiyah Yogyakarta.

**Formulation of the Problem**

The goal of this research is to explore students' perception on the use of media in teaching and learning process. The formulation of the problems are as follows:

a. What are the types of instructional media used by lecturers of EED of UMY as experienced by students of EED of UMY?

b. How is students' perception on the advantages of instructional media used by the EED lecturers in teaching and learning?

c. How is students' perception on the disadvantages of instructional media used by the EED lecturers in teaching and learning?

**Objective of the Study**

This research contains three research objectives, which is set as follow:

a. To investigate the types of instructional media used by lecturers of EED of UMY as experienced by students of EED of UMY.

b. To identify students' perceptions on the advantages of instructional media used by the EED lecturers in teaching and learning.

c. To identify students' perceptions on the disadvantages of instructional media used by the EED lecturers in teaching and learning.

**Significance of the Study**

**Researcher.** This study is expected to give the researcher an information about the use of instructional media during teaching and learning process. In addition, this study is hoped to widen the researcher' knowledge on how to maximize the use of media in English classroom.

**Institution.** Hopefully this research can give the institution some input about the use of instructional media, so that the institution can provide teachers with instructional media to help teachers in teaching and learning process.

**Lecturers.** The result of this study hopefully help lecturers to be careful to choose the instructional media to be used in teaching and learning process. Then, this study is also helpful for the lecturers to be aware about kinds of instructional

media in teaching and learning, so that lecturers can make a correct decision on what kinds of media that should be applied in the classroom.

**Students.** Since students of EED of UMY is pre-service teacher, this study is expected to give students information about kinds of instructional media that can be used in teaching and learning process. This study also aims to give students clear information about what kinds of media that are suitable to be use in the classroom and its advantages and disadvantages. Then, the information from this study is expected to help students when they become a teacher in the future.

**Future Researchers.** This study is expected to inspire the future researchers to conduct a research related to the instructional media used in the process of teaching and learning. The future researcher may conduct a research focused to certain types of instructional media, the advantages, or the advantages of instructional media itself. The researcher also hope that this study can be a reference for the future researcher.

**Outline of the Study**

This study consists of five chapters, namely introduction, literature review, methodology, finding and discussion, and conclusion.

The first chapter discusses about the introduction. This chapter consists of background of the study, statement and limitation of the problem, research question, objective of the study, significance of the study, and outline of the study. Chapter two presents the literature review. This chapter presents the definition of

instructional media, types of instructional media and advantages and disadvantages of media. Review of related study presented after those reviews and will be followed by conceptual framework. The third chapter discusses research methodology used in this study. It discusses the research design employed in this study, research setting and participant, data collection method and data analysis. The method used in this study was a qualitative research method with a descriptive qualitative research design. Interview was chosen as the instrument of data collection by the researcher to collect the data. There were four participants in this study. Those participants were students of EED of UMY batch 2014. They were selected by the researcher using convenience sampling technique. The data gathered by the researcher was analyzed by coding the data. Then, the fourth chapter presents the finding and discussion. This chapter reveals the finding of this research and followed with the discussion of the findings. There were three findings revealed in this study. The first finding was about the types of instructional media used by lecturers of EED of UMY as experienced by students of EED of UMY. The second finding was about advantages of instructional media in teaching and learning. The third finding was about disadvantages of instructional media in teaching and learning. There was also another finding in this study which was the frequently used instructional media. The last chapter, chapter five discusses the conclusion and recommendation of the study.