

CHAPTER I

INTRODUCTION

This chapter discusses introduction parts of the research with the elaboration as follows; the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research and the operational definition.

1.1 Background of the Research

In this development of education's world era, teaching becomes more complex that need special skills and knowledge to influence meaningfully on students' learning. Primamukti & Farozin (2018) stated that teaching means guiding the students to reach the mature of conduct and knowledge. Teaching helps people in acquiring the knowledge needed to be responsible citizens, to earn living and to lead useful rewarding lives (Rahmi, 2017). It makes teaching a very important way to form educated people.

English as an international language used to communicate in most countries in the world. To use English successfully and effectively, four language skills that need to master, they are listening, reading, speaking, and writing. However, the use of English as communication still finds problems without exception in Indonesia where English is not as a first or second language but as a foreign language.

Introducing English earlier in the primary level is one of the solutions to help people mastering English well. However, teaching English at the primary level itself also challenging where the teachers will face up children for teaching them a new language. Rahmi (2014) suggested that the English teacher at the primary level has to understand more about young learners in choosing methods, techniques, and media based on their need, ability and interest.

Primary level students' characteristic shows that they will be enthusiastic if they are taught using fun activities or being involved in activities. In creating fun activities for children, the teachers recommended using teaching media in the classroom. Teaching media is one of most important components that influence

teacher in creating alive classroom. Being creative in using teaching media is one of the abilities a teacher for young learners must have. Without using media, the teaching-learning process will be monotonous and cannot reach the learning goals. According to Rany, Jafre, Abidin and Mei (2013) factors that cause low English performance are weak curriculum design, lack of English teacher, low students' learning motivation and the lack of media used in the classroom.

A preliminary observation was conducted in three elementary schools in Gribig Kudus. The observation was conducted through an informal online interview. It was observed that learning media commonly used by English teachers was traditional media such as whiteboards and textbooks. The teachers rarely used another various media to stimulate the students' enthusiasm in learning English such as flashcards, videos, and songs. As cited by Ruis, et al, (2009) that instructional media help arisen the learners' interest, stormed the learners' brain to think concretely, found a high understanding of learning efficiently and permanently.

As a result, it found the problem that students are difficult to gain the material given by the teacher because the limitation of learning media used that makes the students get bored and give minimum attention to the learning activity. Mutohhar's (2009) study that many elementary school teachers in Indonesia deliver their material in such a way but makes the students still bored, not enjoying the learning process. Due to primary level students' characteristics, it can make them uninterested to learn English language that will influence the achievement and the result of the teaching-learning process.

Considering the above phenomena, the researcher would like to investigate more about the kinds of media used by teacher in the English language teaching at SD Negeri 1 Gribig Kudus and the students' perceptions of the media used by an English teacher in the classroom. It is important to recognize the students' perceptions related the media used by the teacher, so that as a teacher he/she can consider which media are most suitable to young learners and reach the learning goals.

1.2 Statement of the Problem

Based on the background of the research above, the statements of the problem can be formulated as follows:

1. What kinds of media are used by the English teacher in SD Negeri 1 Gribig Kudus in the Academic Year 2020/2021?
2. How are the sixth-grade students' perceptions on the use of media in English teaching in SD Negeri 1 Gribig Kudus in the Academic Year 2020/2021?

1.3 Objectives of the Research

Based on the statements of the problems written above, this research aims to:

1. Find out the kinds of media used by the English teacher in SD Negeri 1 Gribig Kudus in the Academic Year 2020/2021.
2. Find out the sixth-grade students' perceptions on the use of media in English teaching in SD Negeri 1 Gribig Kudus in the Academic Year 2020/2021.

1.4 Significance of the Research

By conducting this research, the researcher hopes that this research will be beneficial theoretically and practically.

Theoretically, it is hoped that this research can be used as one of the references by the future researcher who will conduct the research related to media in teaching English to young learners.

Practically, the researcher hopes that this research can give information to teachers about students' perceptions of the use of teaching media in the classroom, so that they can use the various kinds of media and choose them based on the students' need, ability and interest, to anticipate the students get bored and give low attention to English learning activity. Moreover, if they face same situation, hopefully this research will give them solutions, so that the result of teaching-learning process will be improved.

1.5 Scope of the Research

This research took place in SD Negeri 1 Gribig Kudus in the Academic Year 2020/2021 (around August 2020). The researcher focuses on the kinds of teaching media used by the English teacher in English learning and the sixth-grade students' perceptions of the use of those teaching media. Teaching media usually used by the English teacher (according to Rahmi, 2014) are audio media, visual media, and audio-visual media. While the sixth-grade students' perceptions can be positive perception or negative perception.

1.6 Operational Definition

Avoiding misunderstanding, some terms are defined as follow:

1. Students' perceptions mean the recognition and interpretation of sensory information; opinions and views of the sixth-grade students of SD Negeri 1 Gribig Kudus in the Academic Year 2020/2021 on the use of teaching media in English learning.
2. Media means tools that used by the English teacher of SD Negeri 1 Gribig Kudus to conduct English teaching-learning activities and support students in reaching instructional objectives.
3. English Teaching is the process of sharing knowledge and experience of English subject between English teacher and sixth-grade students of SD Negeri 1 Gribig Kudus in the Academic Year 2020/2021.