

CHAPTER I

INTRODUCTION

A. Background of The Study

Teaching media is an important tool that teachers can use to support the teaching and learning process. It helps teachers present learning materials more clearly and makes classroom activities more interesting. Nurmala (2019) states that media is an important teaching tool that teachers should use during the teaching process. By using media, teachers can deliver information and learning materials in ways that are easier for students to understand. Media also functions as a means of communication between the source of information and the receiver (Mumtahabah, 2014). In the learning process, media help teachers deliver messages to students in a planned way and create a learning environment that supports effective and efficient learning.

In English teaching, media can help teachers present various types of language materials. English includes four main language skills: listening, speaking, reading, and writing. Each skill involves different classroom activities and may require different types of media. For instance, audio recordings can support listening activities, while pictures, PowerPoint presentations, and written materials can be used for reading, vocabulary, and speaking activities. Therefore, the selection of teaching media should consider the learning materials, objectives, language skills, and classroom activities.

Teaching media can also provide students with visual and audio experiences that make learning materials easier to understand. Smaldino et al.

(2014) explain that instructional media support learning by presenting information through various forms and experiences. Media can attract students' attention and encourage their thoughts, feelings, and participation in learning activities. This is especially useful in English teaching because students need not only to understand explanations but also to practice using English through different activities. Therefore, appropriate media can give students opportunities to see, hear, read, and practice English during the learning process.

Teachers also have an important role in selecting and using appropriate teaching media. They need to consider students' characteristics, learning objectives, teaching materials, and the facilities available in the classroom. Farida (2019) explains that teachers need creative ideas when selecting and using media in teaching. Therefore, teachers should not choose media simply because they are available, but should consider whether they are suitable for the learning activities. Appropriate media can help teachers present learning materials in a more organized and understandable way.

There are many types of teaching media that can be used in the classroom, including books, pictures, worksheets, PowerPoint presentations, whiteboards, audio recordings, videos, and other digital and non-digital media. These media can present information in textual, visual, audio, or audio-visual forms. Combining different types of media can provide students with varied learning experiences and make classroom activities more interesting. For example, teachers can use PowerPoint to present topics and examples, a

whiteboard to explain difficult vocabulary or concepts, and audio recordings for listening and pronunciation practice. Therefore, teaching media can be used at different stages of classroom activities based on the needs of the lesson.

The use of teaching media is also connected to how teachers organize classroom activities. At the beginning of a lesson, media can be used to introduce the topic and attract students' attention. During the main activity, media can help teachers present and explain materials, provide examples, give instructions, and support students in completing exercises. At the end of the lesson, media can be used to review the material, provide additional exercises, or evaluate students' understanding. Thus, teaching media are not only used to present learning materials but can also be integrated into different stages of the teaching and learning process.

Teaching media can also support student participation in English classroom activities. English may be difficult for some students because they need to understand and use a foreign language in different situations. Students may have difficulties expressing ideas, pronouncing words, understanding spoken English, reading texts, or writing sentences. Some students may also feel hesitant to speak in front of their classmates. In such situations, teaching media can provide materials and activities that help teachers involve students in the learning process. For example, pictures can encourage students to describe objects or situations, while audio recordings can provide examples of pronunciation and spoken English.

At the junior high school level, English teaching should provide meaningful and interesting classroom activities. Students need opportunities to participate actively instead of only listening to the teacher's explanations. Therefore, teachers should organize activities that allow students to observe, listen, read, speak, write, practice, and respond to questions. Appropriate teaching media can support these activities by providing concrete examples and different forms of learning materials. Media can also help teachers vary classroom activities so that students do not depend only on verbal explanations.

Previous studies have shown that teaching media are widely used to support English teaching and learning. Fajar Wirawan (2020), in a study of teaching media used by an English teacher at SMP Muhammadiyah 2 Malang, found that the teacher used various digital and non-digital media to support English teaching activities. Similarly, Ristika et al. (2020) investigated instructional media used by English teachers and found that teachers used different types of media in teaching English. These studies show that teachers may select different media depending on the learning activities, materials, and available facilities. However, previous studies also discussed challenges related to facilities and preparation in using teaching media.

Although previous studies have discussed the use of teaching media in English teaching, further research is still needed to understand how media are actually applied in specific classroom activities. Some previous studies have focused on media effectiveness, learning outcomes, motivation, students'

perceptions, or challenges in using media. In contrast, this study focuses on identifying the types of teaching media used by an English teacher and describing how the teacher applies them in classroom activities. This focus is important because identifying the types of media alone does not fully explain their role in classroom activities. It is also necessary to understand when, how, and for which activities the teacher uses the media.

Based on preliminary observations and an interview with an English teacher at MTsN 1 Bukittinggi, teaching media are used to support the English teaching and learning process. The teacher uses several types of media, including PowerPoint presentations, an LCD projector, a whiteboard, printed materials such as UKBM and worksheets, and audio recordings. These media are used in different classroom activities depending on the materials and learning objectives. For example, PowerPoint and an LCD projector can be used to present learning materials, examples, pictures, and vocabulary, while a whiteboard can be used to explain difficult concepts or provide additional examples. Printed materials can be used for exercises, while audio recordings can support listening and pronunciation activities.

The preliminary observations also showed that teaching media were used at different stages of classroom activities. In some lessons, the teacher used PowerPoint and an LCD projector to introduce and explain the material. In other activities, UKBM and worksheets were used to guide students in completing exercises. Audio recordings were also combined with PowerPoint to support listening activities. In speaking activities, PowerPoint was used to

display questions or materials that students needed to respond to. These practices show that the teacher used and combined different types of media according to the needs of each lesson.

The use of different media in classroom activities makes it important to examine not only what types of media are used but also how they are applied during the teaching process. Such an analysis can provide a clearer picture of the teacher's classroom practices, including the types of media, the activities in which they are used, and how they are integrated into the teaching process. This information can provide a practical description of teaching media use in an eighth-grade English classroom.

Therefore, this study focuses on the teaching media used by the English teacher at the eighth grade of MTsN 1 Bukittinggi. It specifically examines the types of teaching media used by the teacher and how those media are applied in classroom activities. The study does not focus on measuring the effectiveness of the media or comparing students' achievement before and after their use. Instead, it aims to provide a qualitative description of the actual use of teaching media in the classroom through observation, interview, and documentation.

Based on the explanation above, the researcher is interested in conducting a study entitled "An Analysis of Teaching Media Used by English Teacher in Classroom Activities at the Eighth Grade in MTsN 1 Bukittinggi." This study is expected to provide a clear description of the types of teaching media used by the English teacher and how they are applied in classroom

activities. The findings are also expected to provide useful information about the use of teaching media in English classroom activities at the junior high school level.

B. Focus of The Study

This research focuses on analyzing the types of English teaching media used by teachers and describe the procedures of using the media in English classroom activities at the Eighth Grade in MTsN 1 Bukittinggi. This study aims to identify the types of media used by English teachers during the teaching-learning process and to explain the procedures of using such media in classroom activities to support students' English learning.

C. Formulation of the Study

Based on the background of the study, the researcher formulated the following questions:

1. What types of teaching media are used by English teacher in classroom activities at the Eighth Grade in MTsN 1 Bukittinggi?
2. How does the English teacher use teaching media in classroom activities at the Eighth Grade in MTsN 1 Bukittinggi?

D. Purpose of the Study

Based on the formulation of the problem above, the purposes of this study are:

1. To identify the teaching media used by English teacher in classroom activities at the Eighth Grade in MTsN 1 Bukittinggi.

2. To describe how the English teacher uses teaching media in classroom activities at the eighth grade in MTsN 1 Bukittinggi.

E. Significant of the Study

This study aims to provide significant insights for educators, learners, and individuals interested in media for teaching and learning English. The results of this research will offer valuable insights into the types of media utilized by English instructors during classroom activities for teaching English. Educational media are crucial for enabling educators to present material more efficiently and make the learning experience more engaging and relevant for learners. Arsyad (2017) states that educational media can enhance students' focus, enthusiasm, and comprehension throughout the teaching and learning experience. Consequently, this research may serve as a guide for educators and readers to comprehend the application of instructional media in English classrooms.

Furthermore, this research aims to shed light on the ways English teachers utilize media to teach the four English skills: listening, speaking, reading, and writing. Utilizing suitable media can aid students in enhancing their language abilities and boost their engagement in classroom tasks. Harmer (2007) notes that instructional media can enable educators to develop more communicative and interactive learning environments in English classrooms. This research may help teachers acquire a deeper comprehension of effective approaches to incorporating media in English teaching activities, particularly at the eighth-grade level.

F. Benefits of the Study

1. For English Teachers

This study is expected to provide English teachers with information about the types of teaching media used in English classroom activities and the procedures for using them. The findings may help teachers select and use appropriate media according to the learning materials and students' needs.

2. For Students

This study is expected to provide students with more meaningful and engaging learning experiences through the appropriate use of teaching media. The media may also support students' participation in English classroom activities.

3. For the School

This study is expected to provide information for the school about the use of teaching media in English learning. The findings may support the school in providing adequate facilities and learning resources for teachers and students.

4. For Future Researchers

This study is expected to serve as a reference for future researchers who are interested in investigating teaching media, particularly the types and procedures of using media in English classroom activities.

G. Definition of Key Terms

1. Teaching Media

According to Arsyad (2017), media are tools used to convey messages and information in the teaching and learning process. Similarly, Gerlach and Ely (1980) explain that instructional media include people, materials, or events that create conditions that enable students to acquire knowledge, skills, and attitudes. Based on these definitions, teaching media in this research refer to the tools or materials used by the English teacher to help deliver learning materials and support classroom activities. The teaching media found in this research include visual, audio, and audio-visual media.

2. Classroom Activities

Classroom activities refer to the activities carried out by teachers and students during the teaching and learning process. According to Harmer (2007), classroom activities are organized as part of the teaching process to provide opportunities for students to engage with and practice the language. In this research, classroom activities refer to the activities conducted during the English lessons, particularly the pre-activity, main activity, and post-activity, in which teaching media are used by the teacher.

3. English Teacher

An English teacher is a person who is responsible for facilitating and guiding students in learning the English language. According to

Harmer (2007), teachers have different roles in the classroom, including controller, organizer, assessor, prompter, and resource. In this research, the English teacher refers specifically to one English teacher who teaches the eighth-grade students at MTsN 1 Bukittinggi and serves as the main subject of this research.

4. Analysis

Analysis is the process of examining and interpreting information to understand a particular phenomenon. In qualitative research, data analysis involves organizing, examining, interpreting, and drawing meaning from the collected data. In this research, analysis refers to the process of identifying, classifying, and describing the types of teaching media used by the English teacher and how the media are used in classroom activities at the eighth grade of MTsN 1 Bukittinggi.