CHAPTER I

INTRODUCTION

1.1 The Background of the study

Bhat (2014) claims that the important point of teaching and learning at school is the effects of classroom environment on students' learning outcomes. Teachers should create an effective classroom environment to build an academic environment that increases students' interest in learning by using teaching methods, techniques, and media.

According to Tori (2012), instructional media can be used to create an efficient and effective environment. In order to conduct an effective teaching-learning process, it is necessary for the lecturers to be able to utilize the teaching resources and facilities. Therefore, instructional media is one of the effective-education devices for lecturers to deliver information and build communication.

However, lecturers should carefully select their instructional media by considering the criteria of good instructional media. (Sulaimain, 2013) states three criteria of good instructional media: reliability, relevance, and cost. Firstly, reliability means lecturers have to ensure that selected media is able to be applied to gain learning objectives successfully. Then, a relevance signifies that lecturers should determine which media is appropriate for the topic. The last is a cost means instructional media used can easily be reached by lecturers and learners.

Teachers can use instructional media to communicate instructional information to students effectively. Gagne (1970) explains that instructional media helps learners to learn. Briggs (1970) mentions that instructional media is utilized to send and deliver information from the senders (teachers) to the receivers (learners) and stimulate learners to learn.

Students need more physical experiences and concrete examples than abstract experiences such as listening to a lecture (Media, 2011). Instructional media supports lecturers to deliver teaching materials to the students in a classroom. Omenge and Mosol (2016) point out that instructional media is used to deliver instructional materials effectively. According to Sweller (2005), instructional media also can increase students' interest. Several studies show that instructional media can help learners to study other languages well (Cancannon, Flynn, & Campbell, 2005; Hermans, Tondeur, Van Braak, & Valke, 2008).

Omodara and Adu (2014) classify instructional media into three types. They are printed media, non-printed media, and electronic media. The first type is non-printed media which is divided into two: projected media and non-projected media. The second type is printed media that includes books, journals, newspapers, posters, and handouts. The last type of instructional media is electrical media such as televisions, computers, radio, and recorders.

In addition, Wamalwa (2014) categorizes instructional media into traditional media and modern media. Traditional media refers to such as whiteboards and textbooks. Modern media includes such things as pictures, videos, movies, and supporting applications.

Those kinds of instructional media can be used to teach several courses in order to help the learners to get a better understanding. In the English Department, instructional media was used to teach linguistics subjects that were often considered difficult to learn. They are Introduction to Linguistic, English Phonology, Morphology and Syntax, and Discourse Analysis. Meanwhile, this study only focused on two subjects of Linguistics: Introduction to Linguistic and Discourse Analysis.

Generally, instructional media is included a helpful teaching tool for learners. However, the researcher has found that some English Department students still have difficulties in learning and understanding the topic in Linguistic courses. Through this study, the researcher

intended to dig the learners' difficulties during the use of instructional media through their perception of instructional media used.

1.2   The Statements of Problem

The research problems in this study are:

1. What are the English Department students' perceptions of the instructional media used to teach Introduction to Linguistics and Discourse Analysis?
2. What type of instructional media do students in the English Department mostly like?

1.3   The Objectives of the Study

The objectives of this study are (1) to describe the students' perceptions on instructional media used to teach Introduction to Linguistics and Discourse Analysis, and (2) to investigate the types of instructional media that the students of the English Department mostly like.

1.4   The Significance of the Study

The results of this study are expected to be beneficial for the lecturers of Introduction to Linguistics and Discourse Analysis to select proper and effective instructional media to teach Linguistic Subjects. The findings also give information about which type of instructional media that the students mostly like. This study can also be used as a reference for the next researchers who have the same topic.

1.5   Theoretical Framework

There are some theories that have been used by the researcher in order to develop the research. The first theory is a teaching-learning process, which was needed to understand the basic concept of the teaching-learning process, especially in linguistics subjects. The second theory is instructional media, consisting of the definition, types, and advantages assumed by some experts. Next, the researcher also gave some further explanation about linguistics subjects

applied in the English Department, especially Introduction to Linguistic, and Discourse analysis. As the researcher used students' perception as the main data of the research so the kinds of perception theory were included in order to understand better.

1.6   The Scope and Limitation

This study focused on investigating the English Department students' perceptions on instructional media used to teach Introduction to Linguistics and Discourse Analysis. Each subject taught by different lecturers. Furthermore, every subject consisted of two classes, they were Class A, and Class B. Media used were computer-based media (*PowerPoint* Presentation), whiteboards and course books.

1.7   The Definition of Key Terms

- The teaching-learning process: The interactive process that involves communication between teachers and learners by taking and giving information, and providing opportunities for learners to bring out their changes through experiences and behaviors.

- Linguistic Subjects: The scientific courses that study of language in order to learn further the structure, function, use, and influence of language. The courses of Linguistic taught in the English Department consist of Introduction to Linguistic, English Phonology, Morphology and Syntax and Discourse Analysis. This thesis only focused on Introduction to Linguistics, and Discourse Analysis courses.

- Instructional Media: Learning tools used to support lecturers in communicating ideas and messages such as course book, whiteboard and computer-based presentation technology (slides) to increase learners' interest and understanding.

- Computer-Based Media: a type of learning media that is utilized to present and deliver teaching materials using any kinds of technology such as slides, slide projectors, video, and audio.

- Course Books: a textbook used as the course basic when lecturers and students do a certain course of the study of Introduction to Linguistic and Discourse Analysis class.

- Whiteboards: one of the educational media that is commonly used by lecturers in the classroom to present information through handwritten on a board.

- Perceptions: The end product of interpretation made of perceptual surroundings, such as images, sounds, shape or colors as well as based on past experiences and behavior of perceivers

1.8   Organization of the Study

In this proposal there are three chapters, they are:

Chapter I discusses the background of the study, statement of the problem, the objective of the study, the significance of the study, theoretical framework, scope and limitation, assumption, and the definition of key terms.

Chapter II talks about teaching-learning theory, instructional media, an explanation of linguistics subjects, and review of previous studies. Then, Chapter III focuses on the research methodology used in this study: research design, subjects, instruments, procedure of data collection and data analysis technique.