

Chapter One

Introduction

This chapter talks about the introduction of this study. It deals with several points. The first point talks about the background of this study which explains why the researcher chooses this topic. Then, this chapter also explains about identification of the problem and delimitation of problem. Next, research questions and objectives of the research explaining about the things investigated by the researcher. Last, the researcher explains the significance of the research.

Background of the Study

Some developments of educational technology cannot be separated from the development of technology in general. Various educational aids and modern educational facilities also support the optimization of the learning process, both at the school level and in daily life. The development of technology, especially information and communication about technology offers many conveniences in learning, which enables a shift in the orientation of learning from the process of presenting a variety of knowledge to the process of guidance in conducting an individual exploration of knowledge.

Teaching or learning media can help teachers to improve the teaching process and provide resources for student learning; both of which are very strategic instruments in determining the success of teaching and learning. According to Kamelia (2019), the teacher can use many teaching media to attract students' attention. There are three types of teaching media, namely visual, audio

and audio-visual media. The teaching media can be chosen by teachers to suit the language skills (reading, listening, speaking, and writing) taught to students (Parel & Jein, 2008, as cited in Jumasa & Surjono, 2016,).

Teacher interest is typically defined as a motivational concept made up of two distinct but related experiences: individual interest and situational interest, according to most theories (Hidi & Ann., 2006). Hidi and Ann (2011) also said Individual interest refers to a long-term attraction to a particular type of content, such as a particular subject or knowledge domain. Situational interest is a state of immediate engrossment elicited by a person's reaction to their surroundings. Teachers all over the world are coming up with innovative ways to use digital technology to reimagine their classrooms to emphasize 21st-century skills like collaboration, problem solving, and self-directed learning. The Next Generation Learning Challenge, for example, has identified and supported dozens of such schools over the last few years. Similarly, teachers all over the world are connecting their students online, experimenting with new virtual reality (VR) tools, and teaching and learning in previously unimaginable ways (Berry., 2019). According to Eren (2012) given that prospective teachers' interest in teaching was significantly and positively related to their professional plans for teaching and satisfaction with their career choice, such high-quality vocational guidance services may indirectly influence students' professional plans for teaching and satisfaction with their career choice by positively affecting their interest in teaching.

One of the media usually used by teacher in English teaching and learning process is audio-visual media. Audio-visual media are tools applied for delivering information that has audio (sound) and visual (image) characteristics. This type of media has good capabilities because it has both characteristics. Audio-visual media are also an alternative means of carrying out the learning process (Yunitera, 2017). Audio-visual media are media that have sound elements and picture elements. These media have the auditive ability to use the sense of hearing and seeing (Ningsih & Mardhatilah, 2016). Through these media, students are expected to be facilitated in the learning and teaching process so that students can gain knowledge and skills. According to Podolskiy (2012), audio-visual learning is a type of learning that uses instructional content involving sound and visual stimulation. Audio-visual learning can be done during verbal presentations, and it is supported by a range of media such as pictures or slides, films or videos, and virtual reality simulation.

Audio-visual is one of the learning media that makes the learning atmosphere feel comfortable and real by seeing and hearing the knowledge directly (Farooq., 2014). In addition, according to Ainina (2014), the presence of the audio-visual media has significance in the teaching and learning process because audio-visual media can help teachers to convey the unclear material, by presenting the media as a tool. The media can help to simplify the complexities of the material that will be conveyed to students. What teachers cannot say in specific words or sentences can be represented by audio-visual media. With the presence of the media, even the beauty of the ingredients can be concretized.

When the researcher did an internship in a senior high school, the researcher observed the English teaching and learning process in this school. The teachers often used video and audio and the students seemed more enthusiastic during the learning process since the teacher used video and audio. Based on the prior observation done by the researcher, the researcher believes that the teachers are required to be able to create comfortable classroom atmosphere and one of the ways to do it is by applying interesting media during teaching and learning process. Additionally, the medium which can be used by the teacher is audio-visual media. Audio-visual media can improve students' interest and motivation in learning, and it is proved by the researcher's prior observation showing that the students looked more excited in the learning process.

The researcher believes that many audio-visual learning media already used as media by the English teacher to support the teaching and learning process. There are many prior studies discussing this topic. Studies done by Wazeema and Kareema (2017) and Sasmita (2018) found that audio-visual media can stimulate students' interest and get students' enthusiasm in learning English language. The other studies conducted by Farooq (2014) and Ashaver and Igyuve (2013) concluded the same thing about the implementation of using audio-visual media; the use of audio-visual media helps students to get more knowledge. Most of the previous studies involved students as participants. Thus, this study was conducted to investigate the implementation of audio-visual media for teaching English language in senior high school. However, the researcher decided to

choose the English teacher as the research participants so that the findings about the implementation of audio-visual media can be various.

The researcher conducted this research during the Covid-19 pandemic. In this situation, the audio-visual media will certainly be the most used media in providing material. It can be said that the use of audio-visual media in the teaching and learning process plays a significant role especially during the Covid-19 outbreaks. There might be a drastic change in the use of audio-visual media. Thus, the researcher was interested in conducting research on the implementation of audio-visual in English teaching and learning process. The researcher investigated the development of the use of audio-visual media whether it increases or decreases. Moreover, audio-visual media can be used differently by the teacher according to class and situation. Finally, the title of this study is “The Implementation of Audio-Visual Learning Media for Teaching English Language in Senior High School”.

Identification of Problem

The use of audio-visual media in English language is not something new to some teachers. It can be very useful, but there are many aspects and issues related to audio-visual media in process teaching and learning. Those may consist of the challenge, the implementation, the benefit, the interest, and the characteristic. For example, in presenting learning materials, audio visual media can take the place of the teacher's role and responsibilities. Furthermore, with the shift in learning paradigms, where students are expected to be more active in their learning (student

center), and the teacher's role is reduced to that of a facilitator, whose role is to make learning easier for students. One of the most important success factors in school learning is teachers. Teacher's role is no longer that of a learning center (teacher center). The problems can be with the teacher, the students, and school facilities.

However, some teachers might not be interested in using audio-visual media since they must have their own way to teach their student. Moreover, if the teachers apply audio-visual in their class, the types and how they implement the media can be different from one another depends on their experience and school setting such as the students, the teachers themselves, and the school facilities. For example, if the facility is not complete, the teacher cannot use audio-visual learning media. So, it takes a long time to fix the facility that supports audio-visual media for teaching, and lack of training for teachers in using audio-visual media can also be a serious problem in the teaching and learning process.

Delimitation of the Problem

In conducting this study, the researcher limits the problems. It is done because of the researcher's limitation of time. The researcher only focused on the level of teachers' interest in using audio-visual media for teaching English and how audio-visual media are used in English teaching and learning process. The researcher used a quantitative approach. The researcher chose survey design as a design. So, the researcher used the questionnaire as the method and gave to the English teachers who teach in senior high school in one region in Central Java called

MGMP or *Musyawarah Guru Mata Pelajaran*, and it also can be called as English Teacher Community.

Research Questions

The research questions are formulated as follows:

1. How is the level of senior high school teachers' interest in implementing audio-visual media to teach the English language?
2. How audio-visual media are used by the senior high school teachers to teach English language?

Objectives of Research

Based on the research questions, there are two purposes of conducting this research. The aims of this study are presented below:

1. To investigate the level of senior high school teachers' interest in implementing audio-visual learning media to teach English language.
2. To identify how audio-visual media are used by the senior high school teachers to teach English language.

Significance of Research

The researcher hopes that this research can give advantages and positive contributions for the researcher, teachers, and the institution. The explanations are presented as follows:

For the researcher. By conducting this research, the researcher can get knowledge about the implementation of audio-visual in English teaching and learning process, the uses of audio-visual media, and the types of audio-visual media. The researcher also hopes that this research can be a reference for other researchers who are interested in conducting study using the same topic.

For the teachers. The teacher plays an important role during the teaching and learning process. One of the teachers' roles is as the facilitator. The teacher usually uses media to deliver the materials so that students' centered learning can be applied. Moreover, by reading this study, the teachers can get knowledge about the implementation of audio-visual. With the knowledge they get from this research, they can innovate or develop audio-visual media for their English class properly and correctly.

For the institution. The researcher hopes that through this study, the institutions for senior high school will assist in the development and role of audio-visual media. If the institutions support the use of audio-visual media, the application and the media will be more sophisticated and advanced education in Senior High School in one region of central java. The results of this study are expected to provide input to the institution regarding the importance of using instructional media to help and improve teaching and learning activities.

Organization of the Chapter

There are five chapters in this study. The first chapter introduces the research background, problem statement, research questions, research objectives, and the research's significance, as well as the chapter's organization.

Chapter two is a literature review. In this part, the researcher presents theories about learning media and definition of audio-visual media based on experts. In addition, the teachers' interest in using audio-visual media for teaching English language and the uses of audio-visual media by teachers to teach English language are also explained.

Chapter three is methodology. This chapter describes how the research conducted by the researcher. This chapter discusses the method, which was a quantitative design. Then, this research was conducted at senior high school in one region of central java consisting of 65 participants, namely teachers, and data collection techniques and research sample were also explained in this chapter. In this chapter, the researcher also discusses the way to analyze data.

The findings and discussion are presented in chapter four. The findings of the data analysis are presented in this chapter. This chapter discusses two main points, namely the level of senior high school teachers' interest in implementing audio-visual media to teach the English language and how audio-visual media are used by the senior high school teachers to teach English language.

Conclusions and recommendations are presented in chapter five. This chapter discusses the researcher's general responses to research questions as well as the researcher's recommendations. Teachers, institutions, and other researchers receive recommendations.