

CHAPTER I

INTRODUCTION

1.1. Background

According to Omenge and Priscah (2016) define educational media serves as a method of transmitting messages, particularly in the context of teaching and learning, to effectively deliver content to students. Media refers a tool to assist the teacher in conveying material in order to learning process deliver well. The goal is to establish instructional media as a conventional method for teaching English beyond the confines of the classroom. This approach can offer students opportunities to engage their senses in the learning process, leading to more positive attitudes, self-motivation, and improved comprehension.

Media for teaching and learning have continuously evolved over the years. Technology has also embraced the use of media. Gerlach and Ely (1980) in Bakri (2011:3) divide teaching media in wide meaning and a narrow meaning. Media in wide meaning is people, material, or event which can create a condition so that students can get new knowledge, skill, or attitude. In this meaning teacher, book, and the environment is included in media. While media in narrow meaning is graphic, photo, picture, mechanic, and electronic tools that use to express, process, and convey visual and verbal information.

Briggs in Aniqotunnisa (2013:10) also support that media is any physical form that can convey messages and can stimulate students to learn.

Media refers to resources utilized in the teaching and learning process to engage students' thoughts, emotions, focus, and abilities, ultimately promoting learning. These tools can enhance teaching effectiveness, expand educators' understanding of instructional media for delivering content, and better prepare students to achieve learning objectives in educational settings.

The media plays a crucial role in the learning process, as communication and effective learning depend on it. When media is lacking, the learning process suffers and communication between teachers and students can become disrupted, leading to ineffective learning and wasted energy.

Advancements in educational technology have demonstrated significant progress. Technology has the potential to improve teaching and learning, aiding students in achieving success in language acquisition within the classroom (Whiteside, 2011). According to Marwan (2012), technology enables educators to visualize abstract concepts and develop simulations that represent real-world phenomena. This technological approach not only enhances students' comprehension of subjects but also saves teachers time in explaining complex ideas. It is evident that technology offers numerous advantages when integrated into the classroom. Its implementation can make the learning process more engaging and interactive, while also preparing educators for the future as technology continues to evolve. Ultimately, technology facilitates improved retention of learned material for students.

Annisa's thesis (2017) conducted regarding Teacher's Perceptions of the Use of Learning Technology in the Classroom at Senior High Schools in Makassar.

The study's findings reveal that teachers share a common viewpoint on the beneficial use of instructional technology in the classroom for teaching English language material. They also acknowledge the need for professional development to effectively utilize various media in the classroom. Additionally, English teachers encounter similar obstacles and challenges, such as issues with the electricity system and limited school facilities. The implication is that English teachers hold a consistent perspective on the use of learning technology in the classroom, despite facing barriers and challenges. Overall, they maintain a positive attitude towards the importance of integrating learning technology in their teaching practices.

Meytha's (2017) thesis titled *Teacher Perceptions of the Use of Technology to Support Language Learning in the Classroom at Satya Wacana Salatiga Christian University*, the research findings indicate that technology is increasingly being utilized in teaching, particularly in the context of English language learning. Teachers are now integrating technology into their classrooms and are confident in its ability to support language learning processes. The study aims to explore teachers' perspectives on the use of technology to support language learning at Satya Wacana Christian Elementary School. The research identifies three main perceptions of technology use in the classroom based on interviews: teachers see technology as a tool to engage students, as a teaching hardware, and as a means to simplify their work.

According to the researcher's recommendations, English teachers are advised to be innovative and incorporate media into their English instruction to make the lessons more engaging, comprehensible, motivating, attention-grabbing,

and enjoyable for students, ultimately creating a more meaningful and enjoyable classroom experience.

This situation, we can determine whether teachers are using technology creatively for learning by observing their teaching methods and gauging student perception. This perception can indicate whether students are engaged and enjoying learning English through the teacher's creative use of technology. If students are attentive and enthusiastic during the teacher's delivery of material, it suggests that the technology being used is suitable for them. Conversely, if students are disinterested and bored, it indicates that the technology being used by the teacher is not suitable for the students.

This is because considering the reality of the teaching and learning process in schools, researchers are interested in conducting research to analyze this *English language Teachers' perception on media technology (laptop, LCD projector, smartphone and speaker) in teaching English at SMP N 16 Jambi*.

1.2. Research Problems

Based on the background above, the problem of the research can be formulated in the following questions:

1. What media technology are used by English teacher in teaching English?
2. How is the teachers' perception on media technology in teaching English?

1.3. Research Objectives

Based on the problem statement above, this study to find out:

1. The media technology used by English teacher in teaching English.
2. The teachers' perception on media technology in teaching English.

1.4. Significance of Research

The result of this study are expected to be useful for,

1. Students, it can help student achievement who has teachers creative in teaching.
2. Teachers, it provides motivation for teachers to develop creative ideals and behavior in teaching.
3. School, as an input to the school to find out the creativity in teaching English teachers on student achievement, especially in English language lessons.
4. Increasing knowledge about the teachers' perception on media technology in teaching learning process of study English.
5. Other researchers, it is expected that the result of this research will help in finding references for further research.

1.5. Scope of Research

This research focused on describe English language teachers' perception on using laptop, LCD projector, smartphone and speaker as media technology in teaching English at SMP N 16 Jambi.