CHAPTER I
INTRODUCTION

A. Background of the Research

Nowadays in Indonesia, most people consider that a professional teacher is a teacher who do not bring and use anything in his/ her classroom. This is because the teacher can do their teaching learning process without anything and they only lecture in their classroom. Whereas, according to UU No 14 year 2005, a teacher is a professional educator with the main duty to educate, teach, guide, direct, train, appreciate, and evaluate the students from the beginning until the end. Therefore, a professional teacher has to prepare the instruction, so he/ she will go into the classroom equip with anything necessary to the teaching and learning process.

Now at schools, the implementation of teaching practice based on curriculum 2013 and KTSP. In both curriculums, teachers are demanded to use media. As cited in Sanjaya (2012: 57) media serves an agent of information source. Because of that, the teachers have the important role in making the best use of media to achieve his learning goals. With the presence of both of curriculums, the teacher can be easily give his teaching material through media. However, in schools where KTSP is still implemented the use of whiteboard is still pervasive.

In curriculum 2013, the teacher is not demanded to deliver too many materials. In this context, the use of the media become more important. This is especially because benefits of media are so many, for example catching an object
or something happened; manipulating the situation, event or certain object; and it can increase the passion and students’ motivation in their learning (Sanjaya, 2012: 70-72).

Despite those facts, only view teachers use media in their teaching. That was what observed during a teaching practicum. None of the teachers used media. From the experience, we knew that teacher did not use the media for their teaching learning process. They thought that teacher in classroom was enough. In such a situation, the method used teacher centered, and the students did not have the chance to give their opinion in the classroom. In light of the above problems, a researcher needed to be done to reveal teachers’ perception of the use of media.

The way teacher view the use of media in classroom teaching will to a large extent determine the level and degree of its usage (Taiwo, 2009). By knowing teachers’ perception of the use of media, it can be revealed the reasons why there were teachers who used and who did not use media in their teaching. It can be also distinguished the perception of teachers from two different school ranks of the use of media in classroom teaching.

Based on the statements explained previously, the writer was interested in having a research on “English Teachers’ Perception of The Use of Media in Classroom Teaching at Senior High Schools with Two Different Accreditation Ranks”

B. Reasons for Choosing the Topic

There were some reasons why the researcher was interested in doing the research and choosing the topic. The reasons were as follows.
1. Media is important in teaching learning process based on curriculum 2013.

2. Media is the important things that the teachers have to do to share their message in teaching learning process.

3. Teachers’ perception of the use of media in classroom teaching are still questionable.

C. Problems of the research

Based on the identification of the problems the writer formulated the research problem as follows.

1. How do senior high school teachers perceive the use of media identified for the study?
2. To what extent do male and female teachers differ in their perception of these media uses?
3. Are teachers in senior high schools accredited A differ in perception of the use of media from those in senior high schools accredited B?

D. Aim of the Study

Based on the problems of the research, the aim of the study as follows.

1. To find out how senior high school teachers perceive the use of media identified for the study.
2. To what extent male and female teachers differ in their perception of these media uses.
3. Whether teachers in senior high schools accredited A differ in perception of the use of media from those in senior high schools accredited B.
E. Clarification of The Terms

To help the readers, there were the clarification of term used in this study as follows.

1. Perception

Perception is the way people notice thing, especially with the senses. In addition, perception is an idea, a belief or an image people have as a result of how to see or understand (Hornby, 2006: 1079).

According to Schmitz (2009), perception is the process of selecting, organizing, and interpreting information. Perception constitute the process that used by people to manage and interpret impression of their sense to give meaning to their environment. People that have perception on an object can be positive or negative ways.

2. Media

Media is an agent from source of information, for example video, television, computer and etc (Sanjaya, 2012: 57). All of that things are media when it is used to deliver the information which will be given.

Rossi and Breidle as cited in Sanjaya (2012: 58) learning media is all of the tools which can be used to the purpose of education such as radio, television, book, newspaper, magazine and etc. Media is same with physically tools which contain the information and education message.

Romiszowski as cited in Taiwo (2009) has grouped the uses of media into two. In the first instance media are used as instructional aids, here media are used exclusively to enhance or enrich the teachers’ presentation. The intructional
aids mean that here media as supplement the teacher. Secondly, media are used as instructional systems. They are used to promote individualization of instruction in both conventional and non-conventional setting. Here, instructional systems mean that media as substitute the teacher.

3. Accreditation

According to UU No 20 year 2003, school accreditation is an assessment process of the visibility of a program or schools on the basis of criteria set to assure the educational quality of the educational unit.

Accreditation is done by comparing the state of the actual school on the standard which is established. Schools will get status “accredited” if the state of the actual school already meet the criteria standard which is established. As a result of accrediting is recognition “accredited” or “not accredited”.

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