

CHAPTER I

INTRODUCTION

1.1. Background of the study

English has been introduced to educational institutions which are learnt from elementary school up to university level as an important subject to be learned. Furthermore Government should facilitate the students to learn English from Elementary level. To be able to communicate, good English skill is needed. These skill includes of listening, speaking, reading, and writing.

In supporting a student mastery of four language skills, it needs a good instructional materials. According to Oni (1992), instructional resources are teachers' strategic factor in organizing and providing education. This is so because they help to elaborate a concept that the teacher could not, without an instructional material. This allows students to learn more comfortably therefore influencing positively their academic performance. Instructional materials have been observed as a powerful strategy to bring about effective teaching and learning. It is to ease and improve students knowledge. Teachers need to understand and develop the instructional materials in order to get students understanding. There are many methods in improving students understanding. The teacher could apply Problem Based Learning. Problem Based Learning (PBL) is an approach recommended in developing material. Boud and Felletti (1991) state that Problem Based Learning is a way of constructing and teaching course using problem as a stimulus and focus on student activity. In Problem Based Learning students learn to be selfdirected, independent and interdependent learners motivated to solve a problem. Initially the students explore the problem using their prior knowledge and experience. They then analyse the problem and formulate hypotheses that might explain the problem. They use this information to determine the further information they require to understand and solve the problem.

Problem Based Learning encourages students to learn through the structured exploration of a research problem and to take responsibility for their own learning by providing a problem that needs solving. Students are developing knowledge within a context, and also developing skills in deploying their new knowledge.

Realizing the importance and all the difficulties in learning English, the researcher want to develop English learning materials using Problem Based learning (PBL) for students of eleventh grade of Senior High School. It is then followed by the step conducted by the researcher in providing need analysis. The analysis then provided a conclusion that the researcher could provide the students with an additional materials that are stil in line with eleven grade materials in the form of SMANSAKA TV channel. The needs analysis result as shown in the data below will lead to the point of this thesis about what kind of media that will be chosen by the researcher as an instuctional media.

There are 15 components of the needs analysis namely Target Needs, Necessities, Motivation, Material Contents, English Proviciciency, Challenge in learning English, Students Expectation, Input, Reading Materials, Writing materials, Speaking Materials, Reading activities, Vocabulary activities, Setting, Learner's role and Teacher's role.

The first components is Target Needs. There are three contents asked for the students Necessities, Motivation, and Material Content. The highest content chose by the students is 66,7% of the materials related to phrases and sentencees used in odd semester . The second component is Lack. There are English Proviciciency and Challenge in English in this component. The highest score of Challenge in Learning English is about 66,7% for students lack of vocabulary and certain expressions. The third component is wants. 68,3 % of the students expected an improvement in English in understanding the meaning of words, choosing vocabulary and sentences. In the input components, the highest students' needs is 58,7 % in the English topic for daily activities. Component of Procedures are Reading and Vocabulary enrichment. The highest needs for the effort in increasing vocabularies with 57,1 %.

The result of the needs analysis in 15 components then inserted as the consideration of the developing videos.

SMANSAKA TV as one of You Tube channel created by IT (Technology and Information) team is one of the modern technology products that has supported the role of technology in the context of solving learning problems. YouTube is a content community with provision for individuals to post their own User Generated Content (UGC) for use by other users. Though, popular as an entertainment medium, it has become a valuable learning resource nowadays. Smansaka TV is designed to support Learning resources for students of SMA Negeri 1 Karangreja. It is handled by a team in supporting students learning process and spreaded via You Tube as a medium of communication between teacher and students. It is also regarded as what the writer states as a supplementary of English instructional development.

Writing on the role of instructional materials in teaching and learning, Balogun (1982) commented that science education programmes cannot be taught effectively without the existence of equipment for teaching. This is because instructional materials help those who learn to develop problem-solving skills and scientific attitudes. Elaborating further on the same point, Ajayi and Ogunyemi (1990) emphasize that when instructional materials are provided to meet relative needs of teaching process, students will have access to the reference materials mentioned by the teacher, and also each student will be able to learn at his or her own pace. The overall result is that students will perform much better.

The learning process that takes place in class while utilizing a problem-based approach is connected to the overarching objectives of studying English in senior high school that are listed in the Content Standard. These are means of communication that help people communicate information, relate to one another, and appreciate the aesthetics of the English language in everyday situations. Senior high school pupils are expected to master the four English language abilities according to the content standards of their course materials. These include speaking, reading, writing, and listening. For the Senior High School pupils released by the government, the school provided "Bahasa Inggris" for grades 10, 11, and 12, in order to help the students learn the basic skills of English. On the basis of the information in the books, the instructor

will subsequently use accessible instructional materials. Unfortunately, The English textbooks offered for use as a medium by English teachers in classroom teaching were not used extensively, according to the researcher's years of experience and preliminary observations made in SMAN 1 Karangreja. Based on the teacher's instructions for the subjects to be covered at specific points during each semester, the students learned English. It is also evident in the kids' unsatisfactory learning outcomes. When creating resources for the students to use in class activities, the teacher frequently gave arbitrary restrictions that made the use of textbooks restrictive and useless. In order to help pupils learn and advance using supplemental materials, we must find alternate educational materials.

The senior high school students need English learning resources that are pertinent to the context of language learning in order to achieve the objectives of the teaching and learning process. The Indonesian government provides instructors the freedom to create their own teaching resources. Indeed, teachers have the freedom to create their own teaching resources. Whether or not it is used in the Pandemic age, English teachers are expected to create English instructional materials that are better suitable for their students.

For these reasons, this study looked into best supplementary instructional material that supports blended learning through current social media, particularly SMAN 1 Karangreja's Smansaka TV channel on YouTube. The reason for using this type of social media is that it has evolved into a virtual life for the community and as the realization of the needs analysis related to this existing of instructional media for students. SMANSAKA TV as a kind of social media of Youtube channel in students daily activities encourages them to communicate and learn regularly. If social media can be used in the learning process, it will gradually educate students and provide them with fresh ideas. As a result, the researcher's social media is employed as a user-friendly digital learning resource so that students can get Moreover, the use of social media can be conducted anywhere and anytime, in schools, parks, even at home, and can also be

used with various positions. We can say YouTube is one of the powerful media due to the fact we are able to discover many movies that can guide us whilst coaching in a class (Heriyanto 2018; Albantani, Madkur 2017; Almurashi 2016).

The researcher believe that Smansaka TV as one of You Tube channel used in developing instructional material to optimize teachers' effort that strongly support the problem based method in SMAN 1 Karangreja to learn English better.

1.2 The Problem of statements

The Problems of the study is formulated as follows:

1. How are the steps to develop English Instructional Materials in SMANSAKA TV based on Problem Based Learning of grade eleventh students of SMAN 1 Karangreja, Purbalingga?
2. How is the expert judgements' analysis toward the development of English Materials in SMANSAKA TV based on Problem Based Learning of grade eleven students of SMAN 1 Karangreja, Purbalingga?
3. How is the English teachers perception toward the development of instructional materials based on problem based method for eleventh grade students of SMAN 1 Karangreja, Purbalingga?

1.3 The Objective of the study

In relation to the formulation of the problems above, the objective of the study are as the following issues.

1. To develop English Instructional Materials in SMANSAKA TV based on Problem Based Learning of grade eleventh students of SMAN 1 Karangreja, Purbalingga through some steps.
2. To describe how is the expert judgements' analysis toward the development of English Instructional Materials in SMANSAKA TV based on Problem Based Learning of eleventh grade students of SMA Negeri 1 Karangreja,

Purbalingga.

3. To describe the English teachers perception toward the development of learning materials based on problem based method for eleventh grade students of SMA Negeri 1 Karangreja, Purbalingga.

1.4 Significance of the Study

1. It provides an extra additional materials and supplementary teaching media for English teacher as the instructional materials development in teaching English materials for eleventh grade students of SMA Negeri 1 Karangreja, Purbalingga.
2. It helps students in improving their learning ways of English mastery through social media.
3. It support the school effort in improving and developing instructional materials for students.
4. The results of this study may give other researchers new insight and stimulation for enhancing their research.

1.5 Limitation of the Research

Due to the limitation time to cover all micro skills to be suitable materials in one semester, this research will focus on the development of instructional materials that are needed to comprehend through some materials related to the 2nd semester of eleventh grade students. The materials will cover some activities including four English skills and the basic competences needed through the problem based method. Two materials are taken into consideration based on Problem Based Learning methods; they are Cause and Effect materials and Explanation Text.