

## **CHAPTER I**

### **INTRODUCTION**

The first chapter involves the research background, the problem's limitations, questions, objectives, significance, and research outline.

#### **A. Background of The Research**

Nowadays, innovative teaching practices in ELT are needed. In this context, a teacher's role is significant. Teachers play an essential role in developing education to augment the students' competencies. The fundamental managerial function is decision-making, and the success or failure of education depends upon the quality of decisions that are made by the teachers (Mirza and Iqbal, 2018). Hence, decision-making is essential to the management process, including teaching.

Hayes (2006) asserts that decision-making is a crucial feature of the role of the teacher. Ngussa and Gabriel (2017) also add that participation in decision-making is paramount for effective school management. Teachers' involvement in decision-making allows them to convey their opinions, share their knowledge or experiences, and offer suggestions by seeing feedback from each other. It is also a good way for school administrators to gather valuable information about how the teachers work and what training may be necessary. Freeman briefly summarizes the discussion about teaching activity in Benhima (2013):

*"These traces of activity that teachers accumulate through teaching are not seen as knowledge; they are called experience. Experience is the only absolute reference point teachers share: experiences as students that influence their views of teaching, experiences in professional preparation, and experiences as members of society."*

For teachers, it seems challenging to demand decision-making. Teachers must choose among several alternative teaching methods according to their interpretation or experience. Teaching as a profession includes many considerable challenges and decision-making (Fatemipour and HosseingholiKhani, 2014). Mascarenhas (2015) says teachers are empowered as decision-makers by learning skills from continual professional development. Thus, teachers are supposed to develop innovation and risk-taking when making a choice. Teachers should also carefully decide on proper teaching strategies, classroom procedures, methods, media, etc.

Johnson and Kruse (2009: 13) assume that a conscious choice between two or more competing alternatives. In other words, decision-making means deciding or deciding a course of action. Decision-making is a comprehensive process of deriving the best possible action to achieve an objective. Decision-making has a significant place in every field. According to several studies cited in Dammak (2017), teachers' participation in decision-making has recently gained interest as numerous studies were accomplished in diverse parts of the world and contributed to the literature. Jackson in Hayes (2006) declares that there are two models of classroom decision-making, such as a pre-active decision taking place outside the lesson time and interactive decisions happening during the lesson. Some decisions will

happen without recourse to logic or spontaneity, and others will occur with careful deliberation by weighing alternatives. Bishop and Whitfield in Borko, Roberts, and Shavelson (2008) distinguish pre- and within-lesson and short and long-term decisions. Pre-lesson decisions involved objectives, content, methods, and materials. In addition, within-lesson decisions involved implementing and modification pre-lesson decisions, language level, logic, number and types of examples, error correction, motivating individual students, and discipline/social relations. Teachers' decision-making influenced the success of the teaching and learning process. The proper decisions from teachers will help the students achieve significant goals in the future and become more self-confident, competent, and creative.

Based on the principles of the learning process in *Permendikbud* number 34 (2018), teachers must pay attention and implement the teaching method to encourage the students to be more active, innovative, and creative through exciting and challenging situations considering the students' characters. Harmer (2007) asserts that a method is the practical realization of an approach. The originators of the method have decided on the types of activities, roles of teachers and learners, the kinds of material that will be helpful, and some models of syllabus organization.

Methods and media are the essential elements in the ELT process, besides the other aspects like learners, teachers, the purpose of education, material or content, and the education environment. With methods and media,

teachers will need help teaching, and students will find it easier to understand and comprehend what the teachers teach.

Harmer (2007) indicates that one of the main parts of modern teacher training is using various types of equipment. Benhima (2013) also says that media is a helpful source of information where teachers can gain insight into teaching methods. Thus, methods and media have a strong correlation with each other. Media can be seen as a tool to carry out teaching methods. In reality, different methods reflect different times. Sometimes, methods are chosen by seeing what has gone in and out of fashion and have influenced what was included in classrooms and teaching materials (Harmer, 2007). Teachers must do everything possible to keep up with technological changes in educational resources. Zadeh (2014) assumes that media has many benefits on ELT learning. Due to its ability to develop students' knowledge of the material being taught, media facilitates the transfer of expert knowledge from the teacher to learners and makes it easier for them to remember what was taught. Using media in English language teaching and learning can attract students' attention, develop interest, and increase student motivation. It helps teachers be more effective and creative and saves time in the ELT process.

Teachers have a significant role in creating a good learning process by deciding the methods and media appropriate to the student's needs and learning objectives. Harmer (2007) also adds that many teachers use multiple methods. The teachers should know how to manage the classroom well and

face students with different characteristics. The teachers should apply the appropriate methods and media to teach effectively.

Teachers, not to mention all, have tried to use several fascinating methods and media in learning, such as using technology or applications that facilitate learning. Along with the times and the target of curriculum development, the teaching process should become more interesting with the existence of various methods and media. Besides, time, place, and other limitations sometimes make teachers and students teaching and learning online. Some studies (e.g., Marcellino 2008; Yulia 2013 in Suwartono 2019) have shown the low performance of English teachers in Indonesia. Language teachers are expected to have plenty of knowledge of the subject matter they teach, teaching methodologies, and enough skills in language use and teaching practice. Based on their results, studies, and researchers' experience as English learners, some teachers must apply proper teaching techniques and teach monotonously or in traditional roles. In other words, many teachers sometimes deliver the material to the students using the same methods and media without any variations.

Suwartono (2019: 50) also adds that many English teachers need to learn the teaching methodology. Some English teachers use ineffective methods; for example, some teachers practice reading comprehension skills by asking students questions continuously. In reality, students feel bored and tense. Thus, students are usually less active in learning and only respond when asked to answer questions. Jannah (2016) states that teaching English is

not easy because teachers must know the needs and characteristics of students, so they cannot roughly force their students to learn English. To decide the best methods and teaching media that fit their students, teachers need to know, and their knowledge could be different based on their backgrounds and experiences. Gauging their reasons or considerations in selecting teaching methods and media becomes interesting. Darsih (2014) emphasizes that teachers must put more effort into the teaching and learning process by attending every training and workshop, increasing creativity, and adapting to advances in science and technology.

Teaching in Vocational High Schools is different from teaching in Senior High Schools. In Vocational High School, the curriculum gives more time for practicum programs in each specific program, such as engineering, automotive, computer network, electrical, catering, fashion, machinery, hospitality, accounting, etc. Vocational High School students are prepared to get a job after graduation. That is why they must intern in some offices or industrial places during their study period. As stated in *Permendikbud* number 34 (2018), the Standards for Vocational High Schools state that students have to master their productive skills for work or do entrepreneurial activities.

The Standards Competency of Vocational High School number A.5.2, as stated in *Permendikbud* number 34 (2018), also mentions that the students must be able to use English and other foreign languages to pursue their careers. In reality, many workplaces like industrial companies and factories

use a foreign language, especially English. Thus, Vocational High School students have skills in applying foreign Languages in the workplace. This situation background has driven the researcher to gauge more teachers' voices about their reasons for selecting their teaching methods and media in teaching English and its impact on developing the students' achievement.

## **B. Research Questions**

The research questions are formulated as follows:

1. What methods and media are used mainly by English teachers in their teaching process?
2. Why do English teachers select those methods and media in their teaching process?
3. What factors influenced the English teachers' consideration of teaching methods and media?
4. How do those methods and media impact the students' learning achievement?

## **C. Research Objectives**

Based on the research questions, the objectives of this research are:

1. To know the methods and media used by the English teachers in their teaching.
2. To investigate the English teacher's reasons when selecting and using the methods and media in their teaching.

3. To identify the factors influencing the English teachers' consideration in selecting methods and media.
4. To explain the impact of selecting methods and media on students' learning achievement.

#### **D. Research Significance**

##### **1. Theoretically**

This research will give some information and knowledge about what methods and media are primarily used in ELT, what the English teachers consider when deciding methods and media in their teaching process, and how they impact students' achievement.

##### **2. Practically**

###### **a. For the teachers**

This research can also help the teachers review the method and media they had practiced for relevance to today's language learning environment and needs. This research is also expected to be significant in helping policymakers, educators, planners, administrators, and practicing ELT teachers evaluate their work and provide some practicable input toward effective language teaching.

###### **b. For the students**

This research can give an experience and a clear understanding of the teaching and learning process. The students can increase their

enthusiasm for learning English by implementing appropriate methods and media.

c. For other researchers

This research can be a reference for those who want to conduct relevant research about decision-making in selecting methods and media on ELT. In other words, it is hoped to be the basis for other researchers to explore further the variety of methods and media used by teachers in other places and help them formulate a more effective teaching and learning process.

#### **E. Outline of The Thesis**

This research is organized into five chapters. Each chapter consists of different discussions as follows:

Chapter one is an introduction to the research background, study limitations, research questions, objectives, significance, and outline of the research.

Chapter two is a literature review and relevant studies. The literature review relates to the topic. It involves English Language Teaching and Learning, Vocational High School, The Role of the Teacher, Teachers' Knowledge and Beliefs, Decision Making, Methodologies in ELT, Media in ELT, and Students' Achievement.

Chapter three outlines the research methodology. It gives detailed information about the research method, research design, research subject, data collection technique, data validation, and data analysis.

Chapter four is the results and discussion, covering the research results and the debate about the research questions.

Chapter five is the conclusion and suggestion, dealing with the conclusion of the previous research data and recommendations to improve the use of teaching methods and media.

