

CHAPTER I

INTRODUCTION

A. The Background of the Study

In academics process, school uses a variety of teaching and learning styles. Many learners perhaps most, can and frequently do supply useful representations for them from the information externally available, regardless of medium used (Dabbagh and Kitsanas, 2011). On the other hand, learners will benefit most from the use of a particular medium with certain capabilities, if the capabilities are employed by the instructional method to provide certain representations or perform or model certain cognitive operations that are salient to the task and situation, and which the learners cannot or do not perform or provide for themselves. Thus, teachers are supposed to use any kinds of media, which can stimulate the teaching learning process especially in English subject. However, the effectiveness of using media has been provided in order to make students interested in learning English.

Media are generally defined as the means by which information is conveyed from one place to another. For over a century, various forms of media have been used to convey instruction and to support learning. Examples of instructional media include traditional means of delivering instruction (chalkboards, textbooks, overhead projectors, and teachers), mass media used for education (newspapers, movies, radio, and television), and the newer "electronic" instructional media (computers, interactive video, and multimedia systems). All

instruction requires the selection and use of at least one medium to deliver instruction. Many alternative media and mixtures of media may be chosen for any given learning goal and group of students.

Based on the observations of researchers in SMPN 37 Medan, it was found that there are several problems that are faced by the teacher and the students. Firstly, English teacher didn't give media as a teaching learning; they just focus on explaining the material through lecturing method without existing any kinds of media which may support the process of learning. Secondly, the students feel that speaking English is very difficult.

The use of inappropriate media might prevent the students from developing their skills in using English especially in speaking skill because a learning medium potentially carry message with an instructional purpose that facilitates communication. This research will develop the visual art that is *flip book*. Many classroom teachers have perceived the arts as academically unchallenging and a pursuit suitable for entertainment only. This belief permeates Western society's psyche (Efland, 2002). But, when combined with speaking art can open doors for high levels of analysis and also challenge students to explore themselves and their surroundings and thus find opportunities for sophisticated comprehension and communication. By using arts, students can express their thought, ideas and feeling. The ability to decode, interprets, create, question, challenge and evaluate texts that communicate with visual images as well as or rather than words.

To solve the problems above the researcher does the study dealing to developing medium that is visual art such as *flip book* to support the learning process. This is achieved by scrutinizing the available studies dealing with the problems of language learning/teaching in SMPN 37 Medan. It is also an attempt to highlight what can be done to resolve the problems significantly.

B. The Problems of the Study

Based on the background of the study above, the problems are formulated as follows.

1. How suitable is the visual art media for learning speaking skill for students of junior high school?
2. Why is the eligibility of the visual art media applied for learning speaking skill for students of junior high school?

C. The Objectives of the Study

In the relation to the problems, the objectives are

1. to describe visual art media suitability for learning speaking skill for students of junior high school, and
2. to reason for the eligibility of visual art media for the students of junior high school.

D. The Scope of the Study

Developing all types of visual art would consume much time. As this research conducted in limited period of time, it just focused on the developing visual art media such as *flip book* as learning media for speaking skill in junior high school.

E. The Significance of the Study

Theoretically, findings these research are to be useful theoretically and practically.

There are some expected to give a meaningful contribution to some parties:

1. Theoretically, the findings are useful for enriching theories of media in English language learning. In addition, the findings can be references for further studies, and
2. Practically, the findings are expected to contribute to help students of Junior High School in learning English and to giving ideas for ideal teaching and learning media used by teacher.



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