AN ANALYSIS OF INSTRUCTIONAL MEDIA PREPARATION FOR TEACHING READING AT SMP N 2 PAYAKUMBUH

Thesis

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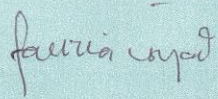**STATE UNIVERSITY OF PADANG**
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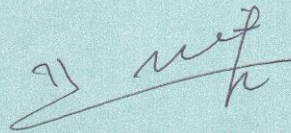
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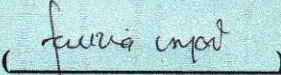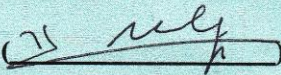
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ABSTRAK

Elza, Meriyan. 2012. **"An Analysis of Instructional Media Preparation for Teaching Reading at SMP N 2 Payakumbuh"** Skripsi. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Media pembelajaran telah berkembang seiring dengan perkembangan teknologi, banyak pilihan alat teknologi yang bisa digunakan guru untuk menunjang proses pembelajaran. Informasi yang dibutuhkan bisa diterima siswa secara akurat dan efisien, sehingga pemahaman siswa bisa lebih ditingkatkan. Guru juga terbantu karena lebih mudah dalam menerangkan informasi yang sukar.

Perkembangan tersebut tentunya juga berpengaruh besar dalam proses pembelajaran bahasa Inggris, namun dengan adanya ketersedian fasilitas belum menjamin konten dari media yang digunakan guru sesuai dengan kriteria tujuan pembelajaran bahasa Inggris. Guru harus menyampaikan konten-konten sesuai dengan tuntutan bahwa siswa harus mengetahui bahasa inggris secara otentik. Hal ini akan berguna bagi siswa sebagai landasan ekspektasi sosial, kultural, dan fisikal negara-negara tersebut, sehingga siswa punya pengetahuan dalam melakukan beberapa aktivitas kedepannya.

Penelitian ini berguna untuk menganalisa persiapan media pembelajaran bahasa Inggris, khususnya reading. Mulai dari jenis media pembelajaran yang digunakan guru sampai indikator-indikator yang dipenuhi guru sebagai pedoman dalam mempersiapkan media pembelajaran yang baik. Metode yang digunakan berlandaskan pada teori Rudasill tentang jenis-jenis media pembelajaran dan pedoman persiapan media untuk pembelajaran bahasa Inggris yang ditetapkan oleh Pusat Balai Bahasa Nasional di Washington, DC. Instrumen yang digunakan adalah dokumen analisis dan wawancara. Dalam penelitian ini penulis tidak hanya meneliti jenis dan pemenuhan indikator media pembelajaran tapi juga indikator utama agar beberapa pokok penting dari indikator-indikator tersebut bisa terpenuhi.

Berdasarkan hasil penelitian, penulis menemukan bahwa 3 dari 5 guru bahasa Inggris di SMP N 2 Payakumbuh menggunakan cetak visual dan tulisan sebagai media pembelajaran, hanya dua orang guru yang menggunakan proyeksi visual. Dan semua guru belum menyajikan konten yang otentik, sehingga guru kelas VII dan VIII hanya mencapai 11% sampai 44 % dari kriteria media yang baik, sedangkan guru kelas IX hampir tidak memenuhi kriteria.

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DEDICATIONS

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is a set of skills that involves making sense and deriving meaning from the printed words. Reading is not only used to decode (sound out) the printed words, but also to comprehend it. Linse (2005: 71) says that knowing how to pronounce written words correctly does not mean that someone can read. For, the aim of reading is comprehension.

Reading comprehension can be obtained through appropriate approach, and appropriate approach can be determined through the purposes of reading. There are two purposes why people read, first reading for pleasure and second reading for information. People usually read word by word as pleasure, otherwise they skim or scan a text to get information they need. However, reading written foreign language can be difficult activity, especially for English language learner.

Sabio (2008: 1) says that difficulties are often experienced by the reader when reading is involved in learning English as a foreign language, because they have lack of background knowledge of English, less strategy of reading and are deficient in linguistic aspect. So, the teachers should help the students to improve reading skill. For example, the teachers can show some pictures which are related to the text to build students' knowledge, use concepts map as one of strategies of reading, or use

audio recording to decode vocabulary more clearly. Those activities are able to be supported by some tools, and those tools are called media for teaching.

As Sunarto (2011: 4) says that media for teaching are the tools that can be used to deliver lesson materials from the teacher to the learners, which can stimulate students' thought and desire to learn. Those affect the teaching-learning process to be more effective. As a result, through media the students can be helped to get the purpose of reading.

Actually, many English teachers have realized the importance of media to encourage the students to predict, read, and respond the materials. However, it is not enough for the teachers just to know the function of media, because not all of media can be categorized as the good one. There are some criteria in implementing media for teaching. So, the teachers have to be able to select the tools, prepare the content, and use the media well.

Burton (in Usman, 1995: 32) says that in the process of selection, a teacher chooses the tools or equipments to be used as teaching aids. The teacher should consider whether the chosen tools are functional or not. In a big class the teacher may not use cardboard because it cannot be seen by the students at the back. So, the teacher may use the projector, whereas the cardboard can be used in a small group. However, there are many teachers still use cardboard in a big class.

In other hand, in the process of preparation, the teacher should find appropriate contents that relevant to the curriculum and syllabus. Appropriate contents are able to be made as good instructional media. The process is useful to

guide the teacher to prepare authentic contents, because Harmers (2007) says that the important thing of a text is as much like real English as possible.

Afterwards, in the process of using, the teacher should consider availability of infrastructures and then take practice before applying the media in the class, and also getting students' participation. Sunarto (2011: 6) states that teacher must provide the infrastructure, for instance, the class, auditorium, and electricity. Then, the teacher should also take practice before delivering the media, in order to decrease the mistake. Afterwards, learners' performance or participation is also required in the process of using the media, in order to build interactive class.

Based on development of technology, many schools have had facilities to support teaching and learning process. At least, they already have wireless network, laptop, and projector. Those facilities are basic tools to run the three processes of media implementation. However, not all of the teachers deliver good instructional media, because the processes of accomplishment are uncompleted. Hence, it is necessary to investigate how far the teachers prepare instructional media in teaching learning process, and whether the teacher fulfills the criteria of good instructional media or not.

B. Identification of the Problem

There are three steps in implementing the media for teaching; it begins from selecting the teaching aids, preparing the contents of media, and using the media. But, not all of the teachers are able to deliver good instructional media. Actually, in the

process of selection, the teachers should be able to choose the appropriate teaching aids based on the need of class, because the technology has been developed, and the school certainly provides the media. So the teachers have such opportunity. Afterward, in the process of preparing media, many teachers do not provide instructional media (content of media) which fulfill the indicators of good instructional media. Then, in the process of using the media, the teachers should provide the infrastructures that have been existed in the school, taking practice by themselves, and get students to be participated in teaching learning process, but not all of the teachers use multimedia.

C. Limitation of the Problem

Some of the teachers do not deliver good media. If the teachers utilize school facilities, the teachers can run the processes of selecting and using media for teaching. Based on the identification above, that's why the researcher wants to see more deeply about the process of preparing the instructional media (content) as the problem of this research, because the teachers need to fulfill more indicators to prepare appropriate contents as instructional media.

D. Formulation of the Problem

Related to the limitation above, the problem of the research is formulated as follows:

How do the teachers prepare instructional media for teaching reading at SMP N 2 Payakumbuh?

E. Research Questions

1. What are the types of instructional media that the teachers prepare for teaching reading at SMP 2 Payakumbuh?
2. What are the indicators that the teachers fulfill in preparing instructional media for teaching reading at SMP N 2 Payakumbuh?

F. Purpose of the Research

This research is conducted in order to describe teachers' instructional media preparation for teaching reading, analyze the types of instructional media preparation that the teachers often use to teach lesson materials, and then to analyze the indicators the teachers fulfill or perhaps do not obey.

G. Significance of the Research

It is expected that the findings of this research may contribute to the improvement of teachers' instructional media preparation for teaching reading (considering the criteria of appropriate media).

H. Definition of Key Terms

1. **Instructional Media**

   Instructional media are the contents of media object which are used in teaching learning process. They are useful to support explanation of lesson materials.

2. **Instructional Media Preparation**

   Instructional media preparation is the process of preparing appropriate contents of media that a teacher may needs according to some criteria.

3. **Teaching reading**

   Teaching reading is much more complex than merely decoding specific words. It provides good models for future writing and offers opportunities for language study, information and entertainment. More students read, better they get.