

CHAPTER I

INTRODUCTION

1.1 Background

Globalization is a growing challenge in educational institutions around the world. Globalization impacts many aspects, especially global competition in every country. This situation allows the development of technology, economy, knowledge, education, culture, and politics. This situation requires people to become more qualified in taking appropriate actions in dealing with these changes. Related to this, educational policy designers in Indonesia are also aware of this phenomenon and respond by focusing on developing national education in this country. Various efforts have been made, and new policies have been implemented to improve education in Indonesia.

Education is a process of change toward improving and perfecting human potential. Therefore, education is lifelong. Education is not only done in schools but education can be done anywhere and anytime. According to Law of the Republic of Indonesia No. 20 of 2003, education is a deliberate and planned effort to create a learning environment and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, morals, and noble character, as well as the skills needed by himself, society, nation, and state. As a result, education aims to help students reach their full potential as human beings who believe in and revere God Almighty, have a high moral code, are in good health, are knowledgeable, competent, creative, independent, and responsible.

In education, there must be good communication between teachers and students. Communication makes it easier for students and teachers to learn. Therefore, for the learning process to run well, it is necessary to have a good method for students to more easily accept learning materials. The method can be form of media used by the teacher, which has an important meaning in learning activities. If students do not understand the material presented in learning activities, it can be helped by presenting the media as an intermediary. The complexity of the material that will be conveyed to students can b

simplified with the help of the media. Also, the media can represent the teacher's lack of pronunciation through certain words or sentences.

Learning media improves student learning, so students do not get bored during teaching and learning. The use of media in teaching and learning activities is to help the learning process run. Media use in education is one of the efforts to improve the quality of education for students. Media use is a part that must get the teacher's attention in every learning activity. Therefore, teachers need to learn how to determine learning media to achieve learning objectives in the teaching and learning process effectively. Developed countries such as Japan, America, and Australia use the latest learning models using sophisticated learning media with computer technology systems. While Indonesia itself began to follow the developed countries in the learning system. But some schools design learning media according to their respective creativity.

In the current era of globalization, the role of English is increasing rapidly worldwide. About 300 million English speakers and another 700 million people learn English as a foreign language. In Indonesia, English is taught and used as a foreign language. Therefore, English lessons are a mandatory curriculum at the junior high school level. This curriculum is designed to improve the quality of international school education, which requires students and teachers to master English well. Therefore, the government has recommended that English be an important subject.

Based on pre-observations the researcher saw that students enter English Class, they memorize more vocabulary and translate text. So that many students do not like learning English which they think is boring. Mts Darul Mukhlisin uses a Handout as learning media in English class. Handouts are teaching materials containing a summary of material from various book sources relevant to the basic competencies made by teachers to guide and assist students in the learning process. With the use of the media, the researcher wanted to know students' perceptions of the handout as a learning media.

Previous study has also been conducted by Dede Nurdiawanti, which discusses Student's Perception Of Song-Based English Learning In Sd Negeri 1

Jatisawit. Then further research oktariani is about the Student's Perception Of English Learning Media Based On Local Learning. Another study by Anggarda Paramita and Praditya Putri Utami discussed Students' Perception: Digital Storytelling As a Media For Junior High School Students In Learning Speaking. Other research Laxmi Mustika Cakrawati with the research title Students' Perceptions On The Use Of Online Learning Platforms In Efl Classroom. And last previous study with atik Ariyati, Vina Misykah Zaidah discuss about Student's Perception Of The Use Of Film Media In English Teaching Mawathoniyah Islamic Kemranjen Banyumas.

Although students' perceptions of learning media have been widely discussed, only a few have discussed students' perceptions of handouts as learning media in English classes. Given the increasingly rapid world competition and students being required to be able to compete in the international arena, the purpose of this study was to determine students' perceptions of learning media made by teachers in English classes. Based on background above, the researcher will conduct research entitled **"STUDENT PERCEPTIONS OF HANDOUTS AS LEARNING MEDIA IN ENGLISH CLASS AT GRADE VIII MTS DARUL MUKHLISIN."**

1.2 Limitations of the study

Based on the explanation above, the researcher focuses on Student's Perceptions of Handouts as learning media in English Class At grade VIII Mts Darul Mukhlisin. Researcher focus on VIII grade student's because handout media is more applied in grade VIII than grade VII

1.3 Formulation of Problem

1. How are student's perception of grade VIII on the handout learning media used in the English class at Mts Darul Mukhlisin?
2. How is the influence of handout learning media of grade VIII at Mts Darul Mukhlisin ?

1.4 Objectives of the study

1. To find out the perception of grade VIII students towards the handout as learning media used in the English class at Mts Darul Mukhlisin.
2. To find out the influence of handout as learning media at grade VIII in the English class at Mts Darul Mukhlisin.

1.5 Significance of the study

The significances of this study are divided into two categories:

1. Scientific Significance

- a. The result of the study can be used for literature review.
- b. The study can be used as reference for other researcher to develop their research.

2. Practical Significance

a. For Students

By conducting this research, it is hoped that the class VIII students of Mts Darul Mukhlisin are enthusiastic and motivated to learn English. To improve student achievement and be able to speak English actively according to the International Standard School curriculum.

b. for Teachers

The results of this study are expected to be used as evaluation material and help teachers find out what teaching media is the most effective in teaching in bilingual classes.

c. For other researchers

This research is expected to be useful to help other researchers to improve their research even better.

