CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of teaching, (2) the concept of instructional media, (3) the concept of Apple iPad in English language teaching, and (4) previous related study.

2.1 The Concept of Teaching

2.1.1 Definition of Teaching

Teaching activity concerns about how to transfer knowledge and skill to learners. It is also focused on the capability of the teachers as an actor of learning process. (Harmer, 2004) states that teaching is not an easy job, but it is a basic one, and can be very rewarding when we are see our students' progress and know that we have helped to make it happen. It is true that some practice and students can be difficult and stressful at times, but it is also worth memorializing that at its best teaching can also be extremely enjoyable.

In the holy Quran An-Nahl (125), it is explained about teaching in islam is a compulsory.

هِيَ بِالَّتِي وَجَادِلْهُمْ ا الْحَسَنَةِ وَالْمَوْعِظَةِ بِالْحِكْمَةِ رَبِّكَ سَبِيلِ إِلَى ادْعُ

بِالْمُهْتَدِينَ أَعْلَمُ وَهُوَ سَبِيلِهِ عَنْ ضَلَّ بِمَنْ أَعْلَمُ هُوَ رَبَّكَ إِنَّ أَحْسَنُ

"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided". (QS. 16:125).

That ayah mentioned before informs the importance of guidance. This idea was supported by Brown (2000) state that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Understanding of how the learner learns will determine teacher philosophy of education, teacher teaching style, teacher approach, methods, and classroom technique. In short, it is important for every teachers to educate their students, because the duty of teachers is not only increasing student's intelligence, but also their attitudes and skills.

2.2 The Concept of Instructional Media

2.2.1   Definition of Instructional Media

Instructional media is one of important aspect in teaching and learning process after teaching method (Arsyad, 2004). There are a lot of definitions about them. (Harto, 2012) argues that media are from Latin "*medius*" which means "middle" or "between" and from Arabic "*wasaail*" which means "between" or something used for delivering a message from a sender to a receiver of the message. Furthermore (Danim, 2008) claims instructional media are devices that facilitate teacher to communicate with their students. (Rohani, 1997) adds teaching and learning activity as a communication process. The communication process can be achieved by activity of delivering messages from a teacher to a

student and to avoid misunderstanding in communication, teacher need devices which can help them communicate with their students.

There are many experts define about instructional media, that is from (Fakomogbon, 2013) also mentions that instructional media are material designed and produced by teachers or schools to deliver a message from the teacher to the students. Besides, another definition is explained by Adeloka (2008) who states that instructional media are the available of human and material resources that can enhance learners' sense of seeing, hearing, smelling, tasting, touching or feeling, and everything that aim to facilitate teaching and learning. This argument is supported by Azikiwe (1989) who states that instructional media cover everything utilized by teacher in teaching and learning process to involve five senses of sight, hearing, touch, smell, and taste (as cited in Alobo, 2010, p. 23)

From definitions above, instructional media can be defined as everything which can deliver a message and facilitate teacher to communicate with their students, enhance students' five senses of sight, hearing, touch, smell, and taste, so that, the teacher and students are easier in comprehending material.

2.2.2 The Function of Instructional Media

In teaching and learning process, instructional media are utilized to help teachers and students easier in communication is educative instructional media (Rohani, 1997, p. 14). (Alobo, 2010) argues that instructional media have important contribution in foreign language teaching, it does not only make EFL students enjoy and interest in learning, but also can help the students easier in understanding the material.

Instructional media are useful in learning. Some advantages of utilizing media are written by Ruis (2009). First, utilizing instructional media can be solution of the lack of students' experience. Second, everything out of the class can be obtained by utilizing instructional media. Third, instructional media can make students get interaction with their environment. Forth, instructional media allow the students take an observation. And fifth, instructional media can be simulation of students' motivation. In short, instructional media are useful and have good contribution for teacher and students in obtaining the goal of teaching and learning.

Besides, the utilizing of instructional media can be solution of the lack of students' experience. This argument is supported by Hamalik (1986) tells that the utilization of instructional media in teaching and learning process increases student's motivation and can be simulation for students in learning (as cited in Arsyad, 2004, p. 24). (Arsyad, 2004) adds the utilization of instructional media is not only be a stimulation and increasing student's motivation but also can increase students' comprehend, make students' material more interest, and teachers are easy in explanation. (Yunus, 1942) in his book, *At-tarbiyatu watta'lim*as (as cited in Arsyad, 2004) states:

انها اعظم تاثيرا فى الحواص واخمن للفهم ... لماراء كمن سمع.

"It is true that most of instructional media effect on the senses and

can ensure understanding. Someone who is only listen is not the

same understanding with someone who looks or someone who

looks and listens."

The statement above states that instructional media influences positively on students' understanding. The influences can be seen on making comparison between students who learn with instructional media and who do not utilize it. The students who learn with instructional media will more understand than who do not use it because students feel more interest and focus in learning materials. Then, (Ibrahim, 1946) in the book of *At-tarbiyatu watta'lim*as (as cited in Arsyad, 2004) adds his argument that how important instructional media in learning.

تجلب الصرور للتلاميد وتجدد نشاطهم ... انها تساعد على تثبيت الحقا ئق في ادهان التلاميد ... انها تحي الدرس.

"Instructional media carry and stimulate the happiness of the students in learning and influence their spirit, help the strength of students' memorizing and make lesson be life."

One of strength of using instructional media is making the process of learning be life. It will be influence on students' memorizing and understanding. When the process of learning makes students enjoy, students will not feel force and they will be easy in memorizing or understanding materials.

2.2.3 Instructional Media in Teaching and Learning

Many kinds of instructional media that can be utilized by EFL teachers and students to make teaching and learning process more effective and efficient. Effective means how well education goals are achieved and efficient defined how instructional media are utilized, so the goals and objective of teaching can be achieved (Onasanya, 2004, p. 14). Additionally, Instructional media is classifies in teaching and learning into four (as cited in Mulyana, 2001). (1) games and

simulation, (2) visual media, (3) audio media (4) and audio-visual media. Games and simulation include Simon says, Scramble, Bingo, Words puzzle, role playing, socio drama, psycho drama and puppet show. Visual media include a blackboard, flannel board, magnetic board, wall chart, flash card, reading box, reading machine, module, picture card, slide, film and Over Head Projector (OHP). Audio media include radio, recording and record player. And last, audio-visual media include voiced slide, film, TV, video tape recorder.

Additionally, in today's world, it is imperative for teachers to provide students with access to the technologies that will be part of their future world. Such as, digital technologies, M- Learning or mobile learning, iPad, laptop, tablet, notebook and etc (Barone & Wright, 2008, p. 43). In short, many kinds of instructional media could chosen by teachers in teaching and learning process it suitable for students.

2.3 The Concept of Apple iPad in English Language Teaching

2.3.1   Definition of Apple iPad

The iPad was introduced as a touch screen tablet in 2010, and since then it has been an outstanding success for the Apple company (Godwin-Jones, 2011, p.23). As pointed out by Melhuish and Falloon (2010), smart phones, cell phones, tablets, and laptops were mainly regarded as mobile devices until January 2010. (Melhuish & Falloon, 2010) added that the introduction of the Apple's iPad was regarded as the latest mobile device that had amazed people in the international online world because it was "a new type of mobile platform that will, at least in theory, offer all the functionality and connectivity of a laptop, with the mobility of

a smartphone". (Henderson & Yeow, 2012) agreed that the weight of standard iPad makes it a lot less heavier than a traditional laptop. In addition, the device does not have any cables attached to it, and the control of it consists mainly of one button. Additionally, as stated by Murray and Olcese (2011), iPad's early success can be attributed to the over 250,000 applications to be run on the device, as well as its interface similar to the iPod Touch and iPhone.

It also imperative to learn about the major characteristics of the iPad Device. In this sense, according to Henderson and Yeow (2012), the iPad's combination of size, light weight, lack of attachments and connectivity makes it "a very portable device for learners to hold, operate and use it at their own desk, collectively around a table, on their lap or possibly out of class".

Additionally, the iPad is in relation to its use in the educational setting were described by Melhuish and Falloon (2010). The iPad's portability for learning, referring to its convenient size and weight that makes it suitable as a portable learning device. People who are interested in looking for a computing platform may find the iPad device as an ideal choice. The iPad's affordable access to learning can be helpful towards "digitally-supported learning needs because of its relatively low cost in relation to its computing power". The iPad also provides situated learning in the classroom setting due to its interface design, which makes easy even for the youngest learner to use the device. Another key affordance is connectivity that is concerned with notions that "the connection to supporting infrastructure and peripherals, and the synchronous/asynchronous virtual connection to individuals, learning communities, and environments allow learners

to create, share and connect with others in authentic learning situations, and to participate in online learning communities". Last but not least, iPads may be used in a collaborative way, but because of its single user logon and personalized choice of applications it provides individualizing and personalizing learning.

2.3.2 Apple iPad in English Language Teaching

There are several different reasons why the Apple's iPad should be used in language learning and teaching. The notion that many educational institutions are moving toward an instruction that significantly employs the iPad and other tablet devices is an exciting experience for language teachers and learners alike. According to Raine (2013) the iPad device is becoming an indispensable tool for English language learners across the world because of its multiple advantages for language classroom instruction.

The author held the view that there are numerous advantages if language learners use an iPad in the English classroom setting. In his work, (Raine, 2013) recommended EFL teachers that their students should employ iPads in the classroom for twenty varied reasons. The following reasons are among the most important ones: students can write reports with text, photos, and magazine-style formatting, which develop learners' communication skills; students can record themselves speaking, and then assess their own performances, students can check their pronunciation with Siri and the voice-to-text functionality provided by iOS, students can both view and produce podcasts, and share their knowledge, experience, opinions, advice, and questions with other English learners, students can engage in extensive reading by accessing articles on the Internet, students

have access to L1-L2 and L2-L2 dictionaries, which include text-to-speech pronunciation support and word-in-context excerpts, students can take advantage of the big number of English language games and utilities in the App Store, individual students can access media as many times as they like in order to ensure comprehension, rather than having a single source of audio or video controlled by the teacher, students can edit and reedit every piece of work they produce, which involve drafting, re-drafting, and using continuously their English knowledge and skills, and students can take advantage of vocabulary learning applications, such as Anki and Quizlet.

Other experts also included, why it is a good idea to use the iPad in the English classroom, he pointed out that the use of the device can make learning the target language more interesting, fun, and effective. Specifically, his work focused on how iPads could be used for English language instruction through the use of apps. The same author (2011) indicated that "all choices to do with technology in the classroom should be directly linked to the benefits that it will bring to the students and how it will improve learning" (Anderson, 2011, p. 23).

2.3.3   The Advantages of Apple iPad in English Language Teaching

There are some highlights helpful and interesting apps that can be used inside and outside the English language classroom setting. (Anderson, 2011) presented several examples of how these three iPad apps can be used in the English class: Kindle app, Puppet Pals, and Comic Life. He noted that by having an iPad and the Kindle app, English learners would be able to read anywhere and take advantage of the very helpful dictionary features that the app has. For instance, when

learners do not know the meaning of a vocabulary word they can automatically look it up. This involves autonomous learning because students can find on their own the meaning of unknown English words in a convenient manner rather than having to ask for help to their teacher. Besides, students can highlight words and passages as they do in hard copy books.

In addition, to these benefits for students, there are different several free novels English teachers can use for lesson plans, and they can request students work on out-of-classroom reading. Regarding Puppet Pals, he commented that controlling characters on the iPad, adding narration, choosing different backgrounds, and among other things can be easily done. Among one of the greatest uses of the app is that students are likely to act out scenes from plays, novels, and poems, which further enhance students' knowledge of reading texts. By using Comic Life, the last app, students can creatively produce their own comics. The app has a lot of templates, so students do not need to spend much time selecting the look of the comic; they can focus on the writing production, which is the essential characteristic of the app.

Additionally, some of the most useful iPad tools for EFL teachers are discussed as well as the ways teachers used the device, in and out of the classroom, were described (Wolff, 2011, p. 23). In short, EFL teachers mainly use the device as an in-class reference tool, as well as it is used for the presentation of class content, face-to-face interaction with students, and for the teachers' own professional development. By learning how to use iPads to their fullest potential, EFL teachers can provide a more enriching learning environment for English

learners. By using the iPad in the English language instruction, enthusiasm and excitement among students can be sparked as well.

2.4 Previous Related Studies

There are two previous related studies which are related to the writer's present study. The first study entitled "Teacher Perception and Experiences Using the Apple iPad as an Instructional Tool: A Case of Selected Secondary Schools in Northeastern University Boston Massachusetts" written by Perez. Jr (2017). The purpose of this study is to find out examine high school teachers' experiences and perception after using the Apple iPad as an instructional tool in the classroom.

The similarities between previous and recent study with writer's study are: First, both studies focus on investigating problems it is find out teacher perceptions and experiences after using the Apple iPad as an instructional media in classroom. Second, the research of the study used qualitative research. However, the differences is focused on participant of the research. This study focused on EFL teachers junior high school in SMP Islam Al-Azhar Cairo Palembang, while Perez's focused on teachers and students in Roslyn Public Schools.

The second study entitled "Teacher Perception and Student Attitudes of iPad Integration in a Middle School in University of New York at Fredonia" written by Forys (2017). The purpose of this study is to find out the teachers perception and students attitude in using iPad, and the result of this study showed teachers had a positive perceptions of using iPads for instruction and students

found to have positive attitudes when it came to the use of the iPads except when it came to reading on the ipad.

The similarities between previous and recent study with writer's study are: First, both studies focus on investigating problems it is find out teachers perceptions after using the Apple iPad as an instructional media in classroom. Second, the research of the study used qualitative research. However, the differences are focused on participants and gathered data, the writer focused on EFL teachers junior high school in SMP Islam Al-Azhar Cairo Palembang and gathered the data by using open-ended interview. While, Forys' focused on teachers and students in a rural Western New York middle school and gathered the data by using of a student survey, teachers interview and classroom observation.