

CHAPTER I

INTRODUCTION

A. Background of the study

Learning is the process of interacting students with educators and learning resources in a learning environment that includes teachers and students who exchange information. The target in learning is students, where students are given the opportunity to develop their potential both in attitude, knowledge and skills. The teacher's job is to provide convenience for the process, by creating an atmosphere that supports the learning process. This is in accordance with the demands of the 2013 curriculum, that the learning process is student centered, Pilendia (2020: 2). In the Quran, humans are required to demand knowledge as high as possible and one of the characteristics that distinguishes Islam from others is its emphasis on knowledge (science). As explained in the Quran surah Al- baqarah verses 31-33:

Meaning:

"He taught Adam the Names of all things, then presented them to the angels and said:

"Mention to Me the names of these things if you are indeed truthful people!" they replied: "Glory be to You, we know nothing but what You have taught us; surely You are the All-Knowing, the All-Wise".

In the 2013 curriculum, learning is more directed towards three important things, namely character, competence, and literacy. The competency aspect emphasizes the ability to think critically, creatively, communicatively, and collaboratively, by Marisda (2019). In the implementation of the 2013 curriculum, English is one of the compulsory subjects studied at secondary level schools for science specialization groups. So English should be learned in a fun way. The way the material is delivered is certainly very influential on the process and results of English learning. English subjects should be able to make students become active, creative, and independent. Learners are trained to be able to build their own understanding without depending on the teacher. In the learning process,

teachers stimulate students' knowledge with natural phenomena around students, Pilendia (2020: 2).

In fact, English is a scourge for most students and the root of all difficulties. Most students tend not to be interested in English lessons and consider the most complicated, stressful and difficult lessons to learn. Whereas displeasure with a lesson such as English will affect the success of learning.

Educators must be good at creating a pleasant atmosphere in the learning process, so that the mindset of students can change about English lessons. The problem can be solved by the use of learning media in the inquiry learning model that can help teachers in explaining material that is abstract and difficult to bring directly to the classroom.

The use of learning media in the inquiry learning model plays an important role in the learning process. From research (Saputra et al, 2020) shows that using media in teaching English is very efficient on student learning

outcomes. The use of interactive media can help facilitate learning to be more optimal. The results of research from (Nujul et al, 2017) show that the use of simulation media has a significant impact on students' English learning outcomes. This is also reinforced by (Ridayatul et al, 2020) which states that by using media, the learning process becomes more active and students play an important role during the learning process. Therefore, various interactive multimedia have been developed to improve English learning outcomes.

Currently, various types of learning media can be used in the learning process. However, teachers must be observant in choosing the media to be used. Because the suitability of the media will have an impact on the process and learning outcomes of students. Currently, various types of media have been used in the inquiry learning model such as audio visual, powerpoint, animation, PhET and so on. These media have been proven to increase effectiveness in English learning. Such as the results of research from (Ginting, 2020) which

shows that learning assisted by PhET media can improve students' thinking skills compared to ordinary learning.

Based on this, the use of learning media in the inquiry learning model provides great potential in English learning. In response to this, researchers are interested in conducting research with the title "Literature Study: Learning Media Used in Inquiry Learning Models"

B. Research Question

Based on the background of the problem above, the problem to be studied can be formulated, namely, "What is the percentage of the analysis of the use of learning media in the inquiry learning model?".

C. Objectives of the study

Based on the formulation of the problem that has been stated above, the objectives to be achieved in this study are to describe the percentage analysis of the use of learning media used in the inquiry learning model.

D. Significances of the study

1. Theoretically

- 1) The results of this study can provide clarity and understanding of learning media on inquiry learning models in the English learning process in improving the quality of education.
- 2) To increase knowledge about the use of learning media used in the inquiry learning model. English learning in writing to the Faculty of Teacher Training and Education, especially in the English education department.

2. Practically

- 1) Gaining new learning experiences, as well as practicing the ability to think, be creative and thorough.
- 2) Encourage students to be more active in the learning process.
- 3) Provide insight into learning methodologies so as to improve the quality and understanding of learning.

3. Definition of Key Terms

The operational definition in this research thesis is intended to avoid misinterpretation of the thesis title and provide a clear picture to the reader. The operational definitions in question are:

- 1) Library Research (Literature Study) is looking for theoretical references that are relevant to the case or problem found. These references can be sought from books, journals, research report articles, and internet sites.
- 2) Learning media is a tool or means as an intermediary to convey learning materials from teachers to students in the learning process so that there is a mutual interaction, so that learning will be more effective and efficient.
- 3) The inquiry learning model is a series of learning processes that emphasize the activeness of students to have learning experiences in finding material concepts based on the problems posed.

