

CHAPTER I

INTRODUCTION

1.1 Background of the study

Christian schooling intends that students become committed to Christ and to a Christian way of life, willing to serve God and their neighbors. There are three parts to this general aim. First, students learn to unfold the basis, framework, and implications of a Christian vision of life. Second, student learns about God's creation and God's mandate that had been proclaimed for maintaining the creation. Third, they develop and responsibly apply the concept, abilities, values, and creative gifts that enable them to contribute positively to God's kingdom and to society (Van Brummelen, 2009, p. 14).

The quotation above points out those students should know the creation first then after that develops their ability, gift, and skill to responsibly do God's mandate to maintain God's creation. It stressed on the importance in preparing students for God's service through education. Education should equip students academically. It does not mean to say that academic excellence is the ultimate goal of Christian teaching but he believes that "academics as one of the avenues to equip for God's service (Van Dyk, 1997, p.31)". Students should grow academically and spiritually to gain the ultimate goal of Christian education. Neither one can be ignored or neglected. In this way, student will able to know and use their gifts for God's glory.

Moreover, Van Brumellen in his book, *Walking With God in the Classroom*, states that in the process of preparing students for the goal, the teacher plays an important role in it (2009, p.42)".

We guide students to develop their gifts in order to take on life's calling in an ever deeper and fuller way. We guide them into becoming competent, discerning, responsive disciples. Such guidance requires unfolding content and structuring our classroom that we enable students to take on their life's calling

The quotation above clearly states said that unfolding content also should be considered in the process of preparing student for God's service. "Unfolding is far more than imparting, telling or presenting of factual information (Van Brummelen, 2009, p.44)". It is important to use various unfolding strategies that suit both the topic and the class dynamic.

In fact, teachers usually are forced to accomplish all the materials or demands in the curriculum. They feel responsible to deliver a great deal of information into students' brain in order to prepare them for further education or job market (Van Dyk, 1997, p.31)." The teacher forgets to acknowledge the student's needs as personal and uses same unfolding strategies all the time. Teachers then tend to be the center stage of learning by lecturing about the facts of the subjects. The impact is that "students are overwhelmed and their grasp of the facts is fleeting (Palmer, 1998, p.121)." Students lack motivation to study and only try to get the passing grade and in the end, they just reach a low achievement.

In His life, Jesus also gave examples of a good model as teacher. He was aware of his students' characteristics and needs. "Surely the one who was himself The Truth would have the most right to lecture, but He did not (Lebar, 1995, p.68)." While teaching, "Jesus used figurative elements such as illustrations, epigrams, paradoxes, and parables and makes his teaching vivid and concrete" (*ibid.*). It helped His disciples to understand what He taught. In his book, Palmer suggested that facts or information are far better delivered via on electronics format because the human brain has difficult to processing lots of facts. Rather than teach information through lecturing, we can help students to understand where the information comes from and what it means.

In grade X, students learn about kingdoms of Virus, Monera, Protist, and Fungi. Most of the topics discussed are about microorganisms that are invisible to the naked eye and students are not familiar with those organisms. Based on the pre-observation, it was identified that teaching is conducted only through lectures where limited relevant examples were provided. Modules provided by the school also were lack pictures so students do not know the actual organism. Students were only familiar with the name without knowing it virtually. Students had difficulty imagine the features and system of those microorganisms. It influenced their level of understanding because they do not know what they were learning. Their understanding must not clear. Considering these obstacles, learning biology especially for the topics was taught better if it was conducted through interactive way including by providing instructional media. There are various kinds of instructional media that could be used to support learning especially for Biology such as picture, video, animation, etc. Based the above mentioned problems, the writer intends to study *“The implications of instructional media to increase grade X students’ achievement in learning Biology.”*

1.2 Statement of the Problem

1. Can instructional media increase grade X students’ achievement in learning biology?
2. How can instructional media increase grade X students’ achievement in learning biology?
3. What are the constraints of using instructional media in increasing grade X students’ achievement in learning biology?

1.3 Purpose of the Study

1. To find the importance of using instructional media to increase grade X students' achievement in learning Biology.
2. To investigate how instructional media could increase grade X students' achievement.
3. To determine the constraints of using instructional media in increasing grade X students' achievement in learning biology

1.4 Benefits of the Study

1. For students, this research will be helpful to increase students' achievement by helping them to understand a difficult concept of biology by providing them with a learning method that is more lively.
2. For teachers, the results of this research could be used as a consideration of the importance of instructional media application in Biology teaching. Teachers could use instructional media to increase students' achievement.
3. For researcher, this research equip her with skill and knowledge to use instructional media effectively especially for the professional job in the future.

1.5 Definitions of Terms

1. Instructional media is carrier which carries messages with an instructional purpose to facilitate communication and to enhance learning (Newby, 2006, p.120).
2. Achievement is accomplishment of the instructional objectives against preset standard (Callahan, Clark & Kellough, 2002, p. 349).

3. Characteristics of the student are grade X student. They are around 15 years old, and according to Piaget's developmental stage, they are in the formal operational stage.

