

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Rapid technological developments affect the learning process and the material learning in the process of teaching and learning activities. Realizing how important English and technology has become, teacher can use technology as a media in teaching English subject to improve speaking ability and also to face the competition of receiving access from outside. But in SMK 2 YP Panca Jaya Galang, textbook is the only one media which is used by the teachers. Ahour (2014) defined that Textbook is crucial in English learning process which consists of activities related to four skills, grammatical and lexical information, and various language functions. Because of this, teachers only focus in the using of textbook than the other media in teaching learning process.

In English curriculum, there are four skills should be achieved in learning process namely listening, speaking, reading, and writing. Speaking is one of four skills that must be mastered.

In mastering the speaking skills, English becomes one of the subjects included in the curriculum, but the process of learning English still cannot achieve the expected results. This is proven by the many students who still have not been able to communicate in English. This statement is supported by the data taken from the experience of Training Program period (PPLT) in SMK 2 YP Panca Jaya Galang in 2015. It is found that the students still get difficulties in producing utterances, the

difficulty in constructing the sentences because of the lacks of vocabularies, especially in asking for and giving directions.

Meanwhile, English as a foreign language has become the major International language which is used by most of people who lived along in the advanced technology. Beside that we also need to be able to use technology as one aspect of visible in learning by developing technology as a learning media.

Slameto (2003) stated that there are three factors affecting the learning outcomes; teaching method, media, and students' motivation. Because the teachers only use textbook as the media, students have low motivation and interest in learning English, so they feel bored and their vocabulary is still poor. Their examination result is also poor. It can be seen from the data which is taken from SMK 2 YP Panca Jaya Galang. The score average is 65, where the score should be more than the standard of completeness criteria (KKM), which are 75. For example in learning asking for and giving directions topics, they did not reach the KKM.

According to Arsyad (2011) teaching media is communication tools to convey the message or information in order to further streamline the learning process. There are many kinds of media can be used likes multimedia learning but it is no more be used by the teacher. Teacher should be creative and try some alternative ways. Macromedia flash is one of the applications in computer which is interactive as a media. Teacher can develop this media especially in teaching speaking in order the students are more active to participate in the classroom and they can communicate in English.

The fundamental principle behind multimedia learning is best described by Richard Mayer (2005), one of the leading researchers in this area: “People learn better from words and pictures than from words alone.”

Based on the above condition, teacher who has more responsibility towards her students must take a solution to increase the result of the study. One of the efforts is should be more creative in choosing media in order students more enjoy with their study and will bring the effectiveness of learning English. Then build their interest and confidence in using English, especially in asking for and giving directions topic.

According to Firmansah (2013) *Macromedia Flash* is one of multimedia learning that used to present a material by using words and pictures computerized. There are two goals of macromedia flash as multimedia learning, namely to remember and to understand.

Based on the description above, Media is one of the important factors affecting in teaching learning process especially speaking. Therefore, the study of developing of macromedia flash in teaching speaking materials for students of business management program at vocational school should be carried on. It is considered can help the English teachers to teach effectively and learners to be more interested and motivated in learning English.

## **B. Research problem**

The research problem of this research is formulated as: “how is the macromedia flash developed for teaching speaking materials for students of business management program at vocational school?”

**C. Objective of the study**

The objective of this study is to develop macromedia flash for teaching speaking materials for students of business management program at vocational school.

**D. Scope of the study**

This study deals with the development of macromedia flash for teaching speaking materials for students of business management program at vocational school. It is focused on asking for and giving direction material for the tenth grade students at SMK BM Sinar Husni Medan.

**E. Significant of the study**

Findings of this study are expected to be relevant and useful theoretically and practically. Theoretically, the findings of the study are expected to be useful for teaching speaking materials in asking for giving direction and can be reference for further studies.

Practically, the findings of this study will be useful for:

1. To the students – this study provides the macromedia flash which can be used to increase the student's motivation and interest in learning English. Their vocabulary also increases. So, they can speak English especially in asking for and giving direction.
2. To the teachers – this study provides the macromedia flash which can be used as learning media in teaching speaking.
3. To the other researcher – this study can be used as the reference to further related study.