

CHAPTER I

INTRODUCTION

A. The Background of the Study

The rapid movement of globalization requires education to face the era in which technology and digital replace the 'traditional' education. The technology in education improves as well. Some research have been conducted to create and develop the quality of the education in many big countries all around the world. As the effect of that, there comes a new term that is called e-learning which stands for electronic learning. Eliss, Ginss & Piggot (2009) state that e-learning is defined as information and communication technologies used to support students to improve the learning. It also has contributed to the advance in language teaching and learning. Language teachers utilize computers and the internet with their software and facilities for the purpose of teaching and learning activities in the classroom. For instance, the use of the computer aided/assisted language learning and the use of digital-based media in teaching-learning process.

However, a research conducted by Suhartanto (2009) shows that the success rate of internet connections in supporting the learning process in Indonesia is very low, which is only around one percent. It means that there is only one percent of the schools in Indonesia used e-learning that leads lagging behind for the ninety nine percent in term of education. This

also occurs especially in Vocational High School. Vocational High School is an institution which focuses on developing specific skills. It is designed to prepare the students to work in a company or a trade after they graduate. Thus, fresh graduates of Vocational High School are expected to master the skill of their expertise.

The development of global communication and information era leads to a very strict competition among the job seekers. In addition, English proficiency becomes one of the requirements of most job vacancies in Indonesia and students will get advantages if they master English of their expertise. Therefore, English has become an important skill to master by students of Vocational High School for productive skills such as speaking and writing.

Writing is very important and mostly required in academic field. Students are expected to be able to express their ideas through written form. Harmer in Bachtiar (2013) states that writing can be a powerful process to discover meaning, not only to transcribe and idea but also translate writers' thought. English teachers are expected to be facilitators in the classroom. They should create conducive climate in which the students can fearlessly exercise the language and acquire the competence in English.

However, there are some challenges and difficulties that may be faced by students while learning writing skills. Based on the researcher observation on the tenth graders of SMKN 7 Medan, the researcher found that some students confessed that writing is difficult to master. Difficulty

in gaining idea, lack vocabulary and low grammar mastery are the main problems in writing English.

Based on the interview that had been conducted during the observation to the English teacher in SMKN 7 Medan as the preliminary data, the researcher found that Power Point Presentation (PPT) was frequently used as teaching media. The media used had increased the volume of information and saved large amount of time otherwise spent in writing on the whiteboard. Even though the use of PPT provides greater clarity compared to white board and thus will increase visuality and visualization in teaching and plays quite important role in attracting students' attention, this media had not made significant change to the whole students in classroom. It can be seen from the teachers' ways to teach writing by using PPT to teach descriptive text which barely projecting small fonts, and thus it cannot be seen properly to the students who sat far from the screen.

It was also rarely to find English teachers who utilized computer to support the learning process even though the school was provided with sufficient computers and internet facility. It was found that the Travel Agency and Tourism program had a computer laboratory. Only a few students paid attention to teacher's explanation when learning took place. Of the thirty students in the class, only four paid attention to teacher's explanation when explaining the subject matter. Besides, there were those who were sleepy, noisy, and busy with their activities. That was because

the media used by the teacher was less attractive and interesting to the students.

Based on the observation, this is also because the teacher found it difficult to develop the power point application maximally to make the presentation more attractive to students. Power point does not have a menu that can be used to: (1) add buttons directly, (2) create evaluation questions, (3) create images and animations to support the presentation, (4) add complete templates to be used as presentation display design.

Media is everywhere; it has become the part of our daily lives. Media can be used as an effective tool to educate, inform and entertain people. Audio visual media has a lot of potential. Ahmad (1994) concludes in his study that the use of audio-visual media in teaching benefits both teachers and learners by making concept easily understandable, overcoming physical difficulties, and stimulating enjoyment, confidence, concentration and teacher/learner communication. To arrange the contents of media itself, it needs software to build the media such Lectora Inspire.

In relation to the observation, in order to improve the quality of learning process, it is needed an audio-visual media which can be used as one of alternative applications to create attractive learning media for students. One of those is Lectora Inspire. Lectora Inspire has several menus which ease the user or in this case for teachers to create interactive learning media, which are: 1) a menu to create evaluation, (2) a menu to create images and animations to support the presentation, (3) a menu to add complete templates to be used as presentation display design.

Based on the phenomenon above, the researcher in this study will conduct a research which intends to develop a learning media by using Lectora Inspire to create an attractive and interesting learning media for teaching English especially descriptive text. Lectora Inspire is recommended to use by the teacher because it is easy to use. Thus, the title of this study is “Developing Learning Media for Teaching Descriptive Text Writing by Using Lectora Inspire to the Tenth Grade Students of Travel Agency and Tourism Program in SMKN 7 Medan”.

B. Problem Identification

Based on the background of the study, the problem of the study is identified as follow:

Students have trouble in choosing a topic. Students will take much time to think about the topic when the teacher asks them to write. Students find it difficult to write because they have no idea to be elaborated. The difficulty in gaining idea, lack of vocabulary and low grammar mastery become the biggest obstacles for the students to write a descriptive text. There, supposed to be a media to stimulate students' thinking that will allow them to think freely before the students are asked to write a text about a particular topic.

The lack of media in learning process causes the students having low motivation and interest in learning English. The media used in the learning process is PPT which is less interesting to the students. In order to motivate and to attract the students, teacher should use an attractive teaching media. When it comes to teaching descriptive text, teacher is

supposed to use a media which will stimulate students' critical thinking and enlarge their knowledge. Audio-visual media is considered as an appropriate media which the teacher can apply to teach writing.

The teacher's method in teaching is not effective enough to deliver the lesson. The explanation given is not clear. One thing that teacher can do is to provide supportive teaching and learning media which is able to motivate and attract students' attention and give them opportunities to get involved in the lesson.

C. The Problem of the Study

In accordance with the background of the study, the problem of this study is "How is learning media for teaching descriptive text writing by using Lectora Inspire to the tenth grade students of Travel Agency and Tourism Program in SMKN 7 Medan developed?"

D. The Objective of the Study

In relation to the problem of the study, the objective of the study is to develop learning media for teaching descriptive text writing by using Lectora Inspire for the tenth grade students of Travel Agency and Tourism Program in SMKN 7 Medan.

E. The Scope of the Study

This study focuses on developing interactive learning media to the tenth grade students of Travel agency and Tourism Program in SMKN 7 Medan. The interactive learning media is concerned to improve writing.

More specifically, the interactive learning media is concerned to improve writing descriptive text by using Lectora Inspire.

F. The Significances of the Study

The findings of this study are expected to give some contributions, to produce a relevant and useful English interactive learning media for vocational high school learners, particularly for the tenth grade students of Travel Agency and Tourism program in SMKN 7 Medan, theoretically and practically:

1. Theoretically:

This research can be useful as a reference to develop English language teaching and learning process.

2. Practically:

Teachers; this research can help teachers in teaching writing descriptive text through interactive learning media.

Students; the product of this research can motivate students to learn writing and make the learning process more interesting.

Other researchers; this research can be used as a reference to conduct a research and development project especially related to teaching writing descriptive text.