CHAPTER I

INTRODUCTION

A. Background of the Study

Learning is an activity aimed at acquiring knowledge, acquiring certain competencies and forming student attitudes. Language learning activities can run smoothly and achieve their goals if teachers can provide the right way to deliver the material. Richard (2017) states that the core component of most language programs is the teaching material. More information Tomlinson (2013) states that materials include anything that can be used to facilitate language learning, such as print, audio, visual or a combination of both. The task of media learning is to explain or visualize material that is difficult to understand beyond oral speech alone. Media learning also helps stimulate students' thoughts, feelings, skills and attention in teaching and learning in the classroom. Therefore, the teacher must adapt the learning environments according to the needs and times of the students. There are some components of teaching and learning process, such as: a) Teaching Material, teaching material hold an important role in the learning activities. Teacher needs to match the teaching material with the students need, that's why teacher need to make a lesson plan and match with students

need; b) Teaching method, after make the teaching material, it also important to decide the teaching method that used in delivering the material and make an approaches in the class, c) Evaluation, to find out the student learning achievement, the teacher is acquired to make an evaluation, either through

practice, question and answer, or discussion, to certain which part of student already understand; d) Teaching Media, in the learning process, media teaching also play an important role in determine the students interest. The purpose of instructional media is to explain or visualize difficult-to-understand material using only speech. Media learning also helps to stimulate students' thoughts, feelings, skills and attention in teaching and learning in the classroom. Therefore, the teacher must adapt the learning environments according to the needs and times of the students.

In the 2013 curriculum, creativity, independence, cooperation, solidarity, leadership, tolerance and life skills were required of students to build character and raise the culture and dignity of the nation. There are four skills in teaching and learning English. of students, namely: listening, speaking, reading and writing. These skills are interrelated and students must master all four skills. As Luoma (2009:1) stated, Speaking is an important part of the language teaching curriculum. Speaking is one of the four skills that must be mastered when learning English. Speaking English as a foreign language is difficult to learn and teach because in order to speak, students need to master a number of aspects such as controlling vocabulary, understanding grammar, correct pronunciation, related ideas and many more. Speaking is as productive a language skill as writing. Productive language should process mental or it is called thinking process. If people want to say something and communicate information, they need communication. In addition, according to Zuhriyah (2017:122), speaking is a way for people to express something and communicate with other people verbally.

Speaking is the first way to communicate with others in a social community, because in daily activities people cannot be separated from communication and communication.

In fact, the problem of EFL students is the difficulty of understanding new concepts due to poor speaking skills, while the 2013 curriculum assumes that English language students can construct a text that expresses meaning in very simple short monologues, using different spoken languages accurately, fluently and acceptably when they interact with the immediate environment. Based on the previous observation, the researchers found that the media teaching used in the learning of the English language is still based on the traditional method, and therefore learning has not yet achieved the goal of the study. This means that students need a tool that makes it easier to understand the material. Therefore, new innovations are needed to make interesting and simple learning environments that meet the needs of students. In teaching and learning, teachers as classroom providers and leaders must be able to deliver material well and use technology to provide students with more effective learning. One option is to consider planning TPACK-based media instruction in learning and teaching activities.

According to Irawan (2015), using technology in the TPACK framework increases student involvement in teaching and learning activities. Koehler et al. (2013) argue that the teacher must manage the interaction between pedagogy and content to implement a new strategy to help students understand the material. Mishra et al. (2010) in Teaching for the 21st Century states that teachers must

master TPACK, which includes knowledge, skills and technology to make teachers more effective during learning.

Current technological development has created a software that carries the theme of augmented reality (AR). This software is suitable for the needs of students, because this software presents a 3D image display. Asyadic in Ryza (2017) stated, this platform is a combination of Lego and Pokemon Go". Assemblr Edu is web-based tool that designed to help users create fun and realistic learning media. Assemblr Edu offers a wide range of media options, cartoons, animations, images, graphics to create interesting and easy-to-understand presentations. Assemblr Edu paves the way for teaching higher order thinking skills (HOTS) such as creativity and imagination, real-world problem solving, critical thinking, learning to use information and communication technology to be a successful global citizen in the 21st century.

The researcher completed the preliminary data through observation and interview. Based on the observation in the 7th grade of Junior High School of Muhammadiyah 49 Medan, it was concluded that the school already has good facilities, like Computer and Wifi, but used not optimal. In the teacher's interview, the teacher said that most of students had difficulties in speaking, such as lack of vocabulary, poor pronunciation, difficult in organizing the structure of the words, and lack of interest in learning english. Of course that component make the students afraid to speak. The teacher teaches the students only with the help of a book, because he teacher lacked sufficient and mutually compatible skills to use the tools or technologies in the making of learning environments. Also the teacher

still did not know and did not use Assemblr Edu as a learning environment. Therefore, teachers as the facilitator must be able to manage the learning process and solve the problem through TPACK.

Based on the above background, the researcher has to conduct a research on "Designing Assemblr Edu Teaching Media as TPACK for Speaking Skill at 7th grade students of Junior High School". Therefore, the researcher plans Assembler Edu as a teaching tool for speaking descriptive text. The researcher uses Assembelr Edu, which includes audio and 3D images, as media and therapy to improve students' speaking skills.

B. Problem of the Study

Based on the background of the research, the problem is: "How Assemblr Edu Teaching Media TPACK-Based is designed for speaking skill at 7 grade students of SMP Swasta Muhammadiyah 49 Medan?"

C. Objective of the Study

The objective of this study is to design Assemblr Edu Teaching Media TPACK-Based for Speaking Skill in Descriptive text Material at 7th Grade Students of SMP Swasta Muhammadiyah 49 Medan.

D. Scope of the Study

This study focuses on Assemblr Edu Teaching Media TPACK-Based design of Speaking Skill at 7 grade students of SMP Swasta Muhammadiyah 49 Medan.

E. Significances of the Study

The significances of this study are devided into two categories. They are theoritical and practical significances. The findings made the following significant contributions:

1. Theoretically, this study is expected to give further information about teaching media for speaking skills.

2. Practically, this study is expected to be useful for:

   a. The English Teachers

   The media of this research will provide a description of the suitability of applying Assemblr Edu as media and to teach speaking in english learning. Teachers also can design and apply Assemblr Edu media in english teaching activities.

   b. Students

   Students grade 7 of Junior High School can improve their abilities in learning english use Assemblr Edu media, and students can access the Assemblr Edu to find another english lesson video. This study will give students new experiences to explore english in effective and interesting way.

   c. Researcher

   Other researcher can use the findings of this research as a reference regarding using media teaching for speaking in english learning.