

CHAPTER I

INTRODUCTION

A. The Background of Study

The goal of teaching English is to help students acquire four language skills: listening, speaking, reading, and writing (Depdiknas, 2003). These skills can be divided into two categories: receptive skills such as reading and listening, and productive skills such as speaking and writing. It cannot be isolated from all factors that support the teaching and learning process, such as the teacher, the teaching and learning approach, and media, in order for students to obtain and master the skills. The goal of the learning process is to achieve the learning goal. As a result, in order to obtain it, the most effective teaching and learning process is required, which is aided by innovative teachers, the media, and students. That is, not only do active students need to participate in the learning process, but teachers also need to be able to provide an interactive and interesting atmosphere for students to enjoy. The ideal technique to teach, according to Jones (1997: 144), is to use the media to deliver the finest explanation that helps students understand a material. As a result, teachers must use media in order to maximize the output of the teaching and learning process.

Teachers can utilize media in the teaching and learning process to transfer material to students, and students can use media to obtain and understand material from teachers. According to Kharist (2011), the following characteristics should be considered when choosing media for teaching: it complements teaching materials, students can readily obtain knowledge through the media, it is available

in a certain school, and teachers must understand how to develop it. There are numerous types of media that can be used to teach, including photos, genuine media, movies, and others. As a result, according to Leshin in Arsyad (2009: 36), there are four types of teaching media: (1) human-based media (teacher, group activity, role-play, teacher); (2) printed-based media (book, paper, workbook, worksheet); (3) visual-based media (film, video, slide, television); and (4) computer-based media (interactive video, hypertext).

Technology is now inextricably linked to the educational system, particularly in the teaching and learning process. Even in the community, family, and school, students have been surrounded by technology. Teachers must also know how to use and access technology because, Bull and Ma (2001) states that technology allows students to access unlimited learning resources. Teachers must be able to use and develop media supported by technology in the teaching process so that the process is engaging and can be done anywhere and at any time. It is because of technology that kids can gain additional knowledge from teachers and their books. As a result, teachers should be able to use, create, and develop media through the use of technology.

Digital media is media that is created with the use of technology (Richard Smith, 2013). Websites and other digital media can assist students in developing relationships with the target language's culture (Blattner and Fiori, 2011). To put it another way, digital media is information that can be accessed and broadcast to us via screens. Students will have fresh learning experiences thanks to digital media. In the teaching and learning process, digital media was established to help students improve their abilities and provide benefits in obtaining knowledge,

connecting with others, and communicating what they've learned. Teachers must be allowed to employ technology or digital media in student learning from home in this case, because, as previously said, a teacher can provide information at any time and in any environment using digital media, even if there are distance limits between the teacher and the students.

Based on the facts above, teachers must be creative in giving and using other media for learning certain materials in this situation where the learning process should be functioned technology so that teacher and students can continue to do so in any situation and students can gain unlimited knowledge. In this instance, teachers must incorporate a variety of media into the teaching and learning process so that students learn without becoming bored. However, in actuality, the current state of technology use in education probably is not efficient, with some of this owing to teachers' lack of technological understanding. Teachers and students must be able to use digital media as a tool to continue the teaching and learning process as a result of the adoption of online learning in the last year.

The reason why this phenomenon will be observed, because digital media is a very useful medium for use in teaching and learning activities in this current situation, where most of human activities are supported by technology. As Picciano (2017 : 166) states online learning is learning that is aided by technology. Teachers and students were also expected to be able to use technology prior to the conditions requiring them to be online. As a result, the author would like to see how technology can be used to teach English in this situation. This study aims to see what digital media are used and how English teachers at SMA N 2 Tarutung use digital media for learning English in online classes.

Based on the background above, the writer is interested in doing study about kinds of digital media and the way of teachers use the digital media at SMA N 2 Tarutung. However based on researcher's observation, English teachers in SMA N 2 Tarutung believe that the use of creative media and material are important in language teaching. It will support students' interest in learning process. But in the practice, teachers at SMA N 2 Tarutung still have problem in choosing digital media, so that the media that used are monotonous, and make learning process is not interactive. As Mayora mentions that the use and choosing digital media must consider some points, and based on it the researcher get the comparison with the expectation and reality in SMA N 2 Tarutung. Mayora (2006) states that there are seven criteria for selecting and using digital media in teaching English, and it is mentioned below :

Table 1.1 Criteria for selecting and using digital media in teaching English and the reality in SMA N 2 Tarutung.

No.	The Factors to Consider When Choosing Digital Media	The Reality at SMA N 2 Tarutung
1	Allow students to work on their own time and according to their own needs.	√
2	Can be accessed by teachers and students	√
3	Helps teachers in properly managing big groups of students.	-
4	Makes the presentation lively and appealing to the students.	-
5	Increases the motivation of students..	-
6	Students are taught to self-evaluate and self-monitor.	√
7	Introduces a wide range of audio, visual, and gaming materials for learning in accordance with a specific topic.	-

As a result, the author wishes to assist and provide them with some options and resources for selecting digital media in order to make the learning process more inventive and dynamic.

Internet, Google Classroom, Youtube, E- Dictionary, and PowerPoint are some of the current media in the technological period available in education nowadays, according to Bahadorfar et al. (2014). According to Leiner et al. (1997), the internet is the most widely utilized medium in the world. Students can obtain any type of information they need on the internet, such as how to manufacture anything, the meaning of any issue, and so on. Google Classroom is a Google-created website. This technology helps teachers to keep track of each student's progress, as well as design and grade assignments. Teachers construct a private room or class in this medium, and students can join by entering a private code provided by the teacher.

By conducting this research, the researcher will investigate the digital media used and how teachers apply these digital media in teaching English in online class in SMA Negeri 2 Tarutung. So that at the end of this research it is hoped that this research can provide real digital media that can be a reference for other parties and how to apply it in online classes in the current situation.

B. The Problems of Study

Based on the background of the study above, the problems of this study are formulated as follows :

1. What types of digital media are used by the teachers for teaching English in online class at SMA Negeri 2 Tarutung ?
2. How do the teachers use the digital media for teaching English in online class at SMA Negeri 2 Tarutung ?

C. The Objectives of Study

Related to the problems mentioned above, the objectives of this study are stated as follows :

1. To investigate the types of digital media which are used by the teachers for teaching English in online class at SMA Negeri 2 Tarutung
2. To analyze the process of using digital media for teaching English in online class at SMA Negeri 2 Tarutung

D. The Scope of Study

There are many components of teaching English in online learning that we must understand in order to be able to apply it in the teaching process, such as the teaching technique, strategy, and media that teachers can utilize. However, because there are so many medias used in teaching, this study focuses on the use of digital media in the process of teaching and learning English in an online class. As a result, the researcher wants to collect data on all of the digital medias used

by the teacher in teaching English in any topics or materials. Meanwhile, English teachers at SMA Negeri 2 Tarutung have fewer subjects to choose from.

E. The Significances of Study

The findings of the research are expected to have both theoretical and practical importance to the teaching and learning process in English.

1. Theoretically

The findings of this research are expected to support the existing theories on digital media which are used by teachers for teaching English. So by doing this research, it can be others information for theories about digital medias can be used in teaching English in online learning.

2. Practically

- a. For Future Researchers: The findings of this study will be valuable to researchers who wish to do research in this area. It means that this research can be the previous study for the researchers who want to do their research related with this topic.
- b. For Teachers: as a starting point for using and using digital media in the classroom to achieve the best possible learning outcomes. Teachers will gain understanding of the processes for using digital media as a result of this research, ensuring that they not only understand the medium but also know how to apply it.
- c. For Students: gaining hands-on experience with various digital mediums. Furthermore, as a result of this research, students will

become more creative in their use of digital media in other subjects, and they will be able to expand their knowledge beyond that of their teachers through the use of digital media.

