

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Technology is a crucial topic in numerous fields, including training. Technology has led to innovations and transformations in our societies that have fundamentally altered how individuals think, work, and live. Information, communication, and technology (ICT) integration in the curriculum of educational institutions that are supposed to prepare students for living in a knowledge society is an important part of this. Computer-based communication is referred to as the integration of ICT in education (Rohmah & Rachmawati, 2019). According to Buchori et al. (2016) in order to make a positive impact on print prospective educators who are professional and possess positive characteristics, the development of ICT in this decade should be taken seriously. Education is one of many fields in which technology has expanded. In this way, educators should know about it and ready to see likely in it to be utilized in the blessing of the training scene. In the development of technology towards learning, currently it has utilized various technologies, one of which is the utilization of the IT field, which has a big impact on a learning principle now (Suryanto, 2017).

In language learning, Kranthi (2017) states that technology can help improve the learning process. Teachers can use various technologies to motivate students, provide examples of the target culture, and connect classrooms. To enhance the language learning experience, some technological tools allow teachers to

differentiate instruction, adapt classroom activities and homework assignments in facilitating and mediating language learning. There are many different kinds of technology applied in the learning process, one of which is media. Media is indeed important in the teaching and learning process. Media is one of the learning resources that can help students to understand the material. Wati (2016) states that media is something that is reassuring the message and can stimulate the thoughts, feelings, and willingness of the audience or students to encourage the learning process in these students. In education, media is used to help transfer the material from the teacher to students. At the same time, it also enhances the process of study by intriguing students' curiosity, motivating them to engage with the lesson, and keeping their interest and keenness up. Media can also provide a more fun learning situation by creating a closer relationship between teacher and students through the usage of media and the excitement of students.

Learning media is an external factor that can enhance students' motivation to learn. An educational medium is anything that a teacher can use to convey a message to students. The use of teaching aids in the teaching and learning process can increase interest, motivation and stimulate learning activities. It can even have a psychological impact on students, making them interested in learning and focusing to understand the lesson (Ambarsari et al., 2021). In addition, teaching assistants can also facilitate the transmission of knowledge from teachers to students so that the learning process becomes optimal.

Fully designed learning materials, where multimedia elements and learning resources are qualified, will influence the learning atmosphere so that the learning

process taking place in students becomes optimal more (Mulyati & Nugrahani, 2020). Well-designed learning materials with interesting content and illustrations will also inspire students to use these materials as learning tools or resources. The appropriate use of media improves the quality of learning because the medium's function is to interpret the information or message conveyed by the sender of the message teachers to the receiver of the students (Susantini & Kristiantari, 2021).

The use of digital tools or media for teaching is diverse in many ways, including teaching English because English is a very complex thing to learn. Many applications support the process of teaching and learning English, making teaching a lot easier for teachers. Technology is an important part of human life and is used as an attempt to increase the effectiveness of language learning activities (McKenney & Voogt, 2017). Digital media, as one of the products of technology, also has a great impact on the development of English language teaching skills and has inspired many educators to use and implement them. The introduction of digital media into language teaching has forced teachers to design new teaching strategies that integrate digital tools (De Jager et al., 2020). Furthermore, the digital learning that has become so popular among educators today has also influenced the way teachers think about and deal with the impact of technology on teaching.

Digital media can be applied in language teaching, one of which is in teaching writing, by using digital media, teaching writing becomes a solution for teacher in teaching. Writing is becoming more and more important in today's world, but teaching and developing writing skills is complex and sometimes challenging,

requiring the 'mastery of not only grammatical and rhetorical methods but also intellectual and judgmental elements. are also required (Bailey, 2014). Several mental and physical processes occur simultaneously. Furthermore, the composition should detail the components of the composition in terms of content, structure, vocabulary, usage, and mechanics. All of these work together to create small sections of text that contain at least one sentence and use line breaks. It usually focuses on a particular event, explanation, or idea. However, students often face the following challenges when writing: Use of language in organizing words into paragraphs, conveying their thoughts, grammatical sentences, coherence, etc (Farooq et al., 2012). According to Jabbarova (2019), writing is the process of generating ideas and expressing them in writing. Writing is the representation of language in a text medium using a series of letters or symbols.

Procedure text is a text that contains instructions that are arranged systematically and contains command sentences and imperative verbs as well as conjunctions that state the sequence of activities and pointers to time (Sumiyati, 2022). According to Mahsun (2014) procedure text is one of the types of text that belongs to the factual genre of the procedure subgenre which aims to direct or teach about the steps of how to do something, which can be one of the experiments or observations. According to the 2013 Curriculum syllabus, KD 3.4 and 4.4 students can compare and contextually capture meaning related to social functions, text structure, and linguistic elements of written procedure text, very short and simple, in the form of recipe and manual.

Based on the initial observation in ninth grade and this school was chosen based on the observation made by the researcher during the teacher training program (PLP). The researcher found that in the process of teaching procedure text, the teacher did not use any media. The interview conducted with the English teacher revealed that the teacher used PowerPoint and textbook in the teaching process, sometimes students made procedure text through the video they made. And from these problems, the researcher wants to make flashcards as learning media, because today is all digital, the researcher wants to develop the media into digital flashcards. Flashcards are a type of teaching material consisting of graphic cards measuring 25×30 cm. The images on flashcards are a series of messages, each accompanied by a description. With the advent of computer technology, flashcard media began to change to digital. The beginning was the emergence of applications to design and create flashcards which were then realized in printed form. This of course makes it easier for teachers to create themes/materials for flashcards as needed. Then the emergence of Android which provides free applications in the playstore makes it easier for teachers to download, install, and run using only a smartphone. The renewal that occurs apart from cards (paper) into digital images is also by being able to add sound, so that it no longer only brings up images.

### **B. The Problem of the Study**

Based on the background of the problem above, the problem of the study is formulated as follows: “How is Digital Flashcard developed as teaching media in writing procedure text to the 9th grade students of Mts Cerdas Murni?”

### **C. The Objective of the Study**

The objective of the study is to develop Digital Flashcard as teaching media for writing procedure text for 9th grade of students Mts Cerdas Murni

### **D. The Scope of the Study**

The scope of this research is focused on the development of digital flashcard media that will be used by teachers in teaching procedure texts in grade IX of MTs Cerdas Murni. This research focuses on the use of digital flashcard media to be used by English teachers in writing procedure text.

### **E. The significances of the Study**

The findings of the study are expected to give theoretical and practical contributions, as follows:

#### **1. Theoretical Benefit**

The result of study can be a reference for those who are interested in developing English writing media of procedure text to the nine grade students of junior high school. Besides that, the students also are more interested in learning English because of their need which have been completed and surely it can improve their motivation.

#### **2. Practical Benefit**

##### **a) For The English Teacher**

The researcher hopes that this digital flashcard media will be useful for teachers in developing students' skills in writing procedure text. this will make learning activities more interesting and fun.

b) For Students

The researcher hopes that students will enjoy participating in the learning process. they should not feel worried about the boring material but instead, happily and enthusiastically learn the skill of writing procedure text by using digital flashcards media in the classroom.

