

CHAPTER I

INTRODUCTION

A. Background of the Study

Education plays a crucial role in shaping a high-quality generation, necessitating the presence of skilled educators. These professionals are tasked with the responsibility of effective teaching while staying abreast of the evolving times. Unfortunately, a prevalent issue in Indonesia's education system is the substandard teaching methods employed by educators. Many educators lack creativity in their instructional approaches, resulting in monotonous learning experiences that fail to engage students.

The 21st century has witnessed rapid advancements in scientific knowledge, particularly in digital technology, leading to transformative changes in the educational paradigm, including shifts in curriculum, media, and technology. The positive impact of sophisticated technology on education is evident (Aeni et al., 2022). In this era, both teachers and students are expected to demonstrate proficiency in utilizing digital technology during the learning process. The integration of technology as a learning tool is imperative for developing students' skills in the 21st century (Rahayu et al., 2022).

Media serves as a crucial tool for conveying information (Aeni et al., 2022), playing a pivotal role in classroom learning processes (Olisna et al., 2022). The incorporation of media into education offers significant benefits, greatly facilitating the learning experience for students (Harsiwi &

Arini, 2020). The implementation of technology in education can assist teachers and students in collaborative work through virtual learning scenarios. Various internet-based or online learning platforms are evolving with features that facilitate the organization of learning. The development of these learning platforms is also tailored to the needs of users, both teachers and students.

One application of technology in education, particularly in English Language Teaching (ELT), that aligns with the needs and characteristics of high school students is the use of Gamification (Bennani et al., 2020). The incorporation of gamification in learning can encourage students to become more involved in learning tasks, leading to increased interest and motivation.

An example of gamification commonly used in ELT classrooms is Genial.ly (Leung & Chan, 2023). Genial.ly is a learning tool that emphasizes interactive visual communication. It offers comprehensive features such as creating captivating presentations, interactive images, infographics, gamification, quizzes, breakouts, and portfolios. Additionally, Genial.ly is enriched with interactivity and animation effects, making it more user-friendly. Genial.ly is a Freemium platform (basic service is free but charges for special features). The end result from Genial.ly is a link or barcode that can be subsequently shared with students through assistive applications like Google Classroom or Microsoft Teams. Through Genial.ly, educators are given facilities to design interactive learning multimedia but

are very easy to use. Meanwhile, students are provided with multimedia learning facilities which are able to make them enthusiastic and motivated in learning. Moreover, the many interactivity features can maximize learning in the current digital era.

The significance of this study is also supported by previous researchers, namely as follows. Learning media serves as a tool for conveying information during educational pursuits (Mahmudah & Pustikaningsih, 2019). Over time, the evolution of learning media has involved the utilization of software to enhance the comfort of students in their learning endeavors. An example of this is the incorporation of the Genial.ly website as a learning medium, specifically employing game-based learning with a range of design templates that can be customized as per the requirements (Hermita et al., 2021). Additionally, Hendikawati et al. (2019) found in their study that the application of learning media products in educational activities contributes to improved student learning independence. Cumulatively, these findings from previous studies suggest that the development of learning media facilitated by the Genial.ly website can positively impact learning activities.

While previous research acknowledges the positive impact of Genial.ly in diverse educational contexts, the current study seeks to address potential gaps identified in the literature. The emphasis on understanding different learning preferences, evaluating long-term impacts, and providing a comprehensive discussion of limitations underscores the commitment to

enhancing the quality and applicability of educational interventions. By focusing on the development of digital media for teaching narrative text, this research aims to build upon the strengths of Genial.ly while actively addressing the limitations highlighted in the existing body of literature. In doing so, it aspires to contribute not only to the enrichment of educational practices but also to the ongoing discourse on the continuous improvement of digital learning resources.

The selection of appropriate teaching methods and tools significantly influences the learning outcomes for students. Moreover, students' perceptions of the teacher's instructional media in English language learning are crucial to consider. Students' perceptions of how to effectively acquire language consciously or unconsciously guide their behavior, support their own learning, and, most importantly, influence their positive or negative responses to teaching activities (Tudor, 1996).

The educational materials created make use of Genial.ly platform websites or pages, which are accessible for free on smartphones or laptops for both students and teachers. These materials include presentations, games, images, videos, and customizable learning assessments. What sets the Genial.ly website apart from other learning platforms is its distinctive gamification feature. This feature introduces unique and engaging quiz and game elements, supported by various design templates, enhancing the overall learning experience. Additionally, practice videos available on the platform aid students in comprehending the learning material. These

features align with the preferences of vocational school students who appreciate hands-on learning and gamified elements. Given that vocational school students are permitted to bring gadgets to school, this digital media can be effectively integrated into their learning activities.

According to the Merdeka Curriculum textbook, one of the genres that Vocational High School students should be instructed in is narrative text. The aim is to enable students to effectively express themselves both orally and in writing. Narrative text is a form of writing designed to entertain readers by recounting a story.

The objective of English learning in Vocational High Schools (SMK) is to empower students with fundamental knowledge and skills in the English language to enhance their proficiency in skills competency programs (Setiyadi et al., 2014). Various text types are employed at the vocational school level, including narrative text. However, the use of narrative text in instruction can sometimes lead to monotony, causing students to become less engaged, bored, and even drowsy when dealing with English texts for extended periods (Musahrain et al., 2018). This challenge hampers students' comprehension of the social function, structural aspects, and linguistic elements of the text. A similar situation was observed during English class at SMKN 4 Medan, where students tended to feel disinterested and sleepy, particularly when exposed to lengthy narrative text materials.

Proficiency in comprehending and producing narrative text holds substantial significance for Vocational High School students. It plays a

crucial role in honing language skills, encompassing reading, writing, and speaking, thereby enriching vocabulary and fostering a deeper understanding of context, idea organization, and grammatical usage. Beyond language enhancement, the mastery of narrative text cultivates analytical skills, enabling students to discern story patterns, characters, and conflicts applicable not only in everyday life but also in the professional realm. Consequently, the study of narrative text in vocational schools not only supports language proficiency but also plays a vital foundation for the development of critical thinking and creativity, indispensable attributes for future career readiness.

Based on preliminary data collected from SMK Negeri 4 Medan, researcher began an investigation into the teaching media used in English classes, with a special focus on teaching narrative texts. Interviews were conducted with English teachers to find out the types of media used, and these teachers revealed that traditional media such as blackboards and textbooks were most widely used. Additionally, eleventh grade students were surveyed to assess their exposure to digital media in English learning, with unanimous responses indicating that they had never used digital media in their English learning experiences, especially for narrative texts. Acknowledging the changing face of education and the impact of digital media, it's crucial to emphasize the importance of integrating digital tools in modern classrooms. This aligns with the dynamic educational landscape, boosting student engagement and comprehension.

Furthermore, the researcher observed that the teaching process mainly relies on traditional media, and relies heavily on teachers. As a result, this approach leads to a lack of engagement and limited opportunities for students to actively participate. This is not in line with the aim of an independent curriculum which encourages students to explore their learning through interactive and fun methods to create a teaching environment that is not monotonous and boring.

The research conducted at SMK Negeri 4 Medan distinguishes itself significantly from previous studies by addressing the specific context of English language learning, focusing on narrative texts, and emphasizing the integration of digital media in the educational process. Preliminary data revealed that traditional teaching methods, such as blackboards and textbooks, were predominantly used in English classes at SMKN 4 Medan. Unlike the findings from Mahmudah and Pustikaningsih (2019) and Hermita et al. (2021) which highlight the evolution of learning media, this research sheds light on the persisting reliance on traditional approaches, especially in the teaching of narrative texts.

Moreover, the researcher's observations indicate a lack of exposure to digital media among eleventh-grade students, particularly in the context of learning narrative texts. This stands in contrast to studies like those conducted by Einstein et al. (2022) that emphasize the effectiveness of Genial.ly-supported learning media. The current research underlines the need for a paradigm shift in teaching methods to align with the dynamic

educational landscape, promoting student engagement and comprehension through the incorporation of digital tools.

The identified challenge of English teachers at SMKN 4 Medan in incorporating digital media aligns with the findings of Hendikawati et al. (2019), emphasizing the importance of learning media in enhancing student learning independence. However, the research at SMK Negeri 4 Medan goes further to pinpoint a critical issue – the reluctance or difficulty of English teachers in integrating digital media, revealing a gap that needs to be addressed in educational practices.

In essence, the research at SMKN 4 Medan contributes valuable insights by pinpointing the specific challenges faced by English teachers in integrating digital media for narrative text instruction. It emphasizes the necessity of adapting teaching methods to foster a more engaging and interactive learning environment, aligning with the evolving landscape of education.

At SMKN 4 Medan, it was found that class XI students were also studying narrative texts. Researcher found that the English teachers only using traditional learning processes in the classroom. This is a problem faced by teachers who find it difficult to use digital media in the process of learning English in class. This can be proven that English teachers never use digital media at all in the learning process in class. Based on the background above, the authors are interested in conducting research at one of the vocational high schools, namely SMKN 4 Medan.

B. Problem of the Study

Based on the background of the study, the problem of the study is formulated as the following:

1. How is digital media for teaching narrative text by using Genial.ly designed in grade XI students at SMKN 4 Medan?

C. Objective of the Study

Based on the problem of the study, the objective of the study is formulated as the following:

1. To design digital media for teaching narrative text by using Genial.ly in grade XI students at SMKN 4 Medan

D. Scope of the Study

This study will cover the designing of digital media for teaching narrative text by using Genial.ly. This research focuses on three types of narrative text studied in class XI, namely legend, fairy tale, and fable. This recommended media will be relevant to the capacity of students, interesting, and innovative for students in eleventh grade at SMK Negeri 4 Medan. Apart from that, this research revolves around technology integration, especially the use of Genial.ly as a digital learning platform in the English language teaching process. This media is designed based on the need analysis of the students which will create a fun learning process for students. This media will also be limited only to narrative text since this genre will be taught in the odd semester.

E. Significances of the Study

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

1. Theoretical Significances

The theoretical significances expected from the findings of the study will extend and enrich the horizons in the theories which related to areas on how to design the digital media that being used in teaching narrative text for eleventh grade Vocational High School students. Besides, the theoretical significances expected from the result of this study is contribution of ideas and references studies to be considered in improving the quality of education.

2. Practical Significance

- For Students

The implementation of digital media focused on narrative texts holds immense practical significance for students. By incorporating interactive and engaging content into the learning process, it has the potential to significantly increase students' motivation to study narrative texts. Traditional approaches might sometimes struggle to capture and maintain students' attention, but a well-designed digital platform can introduce dynamic elements such as multimedia, interactive quizzes, and visually appealing presentations that cater to diverse learning styles. This increased motivation is likely to lead

to a deeper understanding and appreciation for narrative texts, fostering a more positive attitude towards learning English.

- For Teacher

Digital media serves as a valuable tool for English teachers, especially when teaching narrative texts. It provides a platform for teachers to create innovative and immersive learning experiences. Teachers can utilize multimedia elements, interactive exercises, and real-life examples to make the learning process more engaging and effective. Additionally, the digital platform allows teachers to track students' progress, identify areas that need more attention, and tailor their teaching methods accordingly. This not only enhances the efficiency of teaching narrative texts but also makes the learning experience more enjoyable for both teachers and students.

- For School

Implementing digital media in teaching narrative texts contributes positively to the overall progress of the school. It helps create a conducive educational climate by embracing modern and effective teaching methods. This innovation aligns with the contemporary needs of students and fosters a technologically progressive environment. Furthermore, positive feedback from students, parents, and teachers can enhance the school's reputation, attracting more students and maintaining a high standard of education. This, in turn, can lead to improved academic performance and success rates.

- For Researcher

Digital media can serve as a guideline for researchers aspiring to contribute to the field of English language teaching. By studying the impact of digital tools on narrative text comprehension and engagement, researchers can provide valuable insights into effective teaching methodologies. The findings can be used as a foundation for designing future studies, creating a knowledge base that informs prospective teachers about the best practices in using digital media for teaching narrative texts. This practical significance for researchers lies in the potential to bridge the gap between theoretical knowledge and practical application in the field of education.