

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language proficiency has become one of the most important success criteria in today's world, especially considering that English is one of the most frequently spoken languages worldwide. It is important to face the most common opportunities and obstacles. With the use of Internet technology, English has emerged as the primary language for cross-border contacts in various industries, including politics, journalism, tourism, business, and education (Li, Chen, Cheng and Tsai, 2016). When learning a language, students should concentrate on two main areas of language proficiency: productive skills (writing and speaking) and receptive skills (reading and listening). In general, mastery of these skills is essential for language proficiency. However, of all the language skills, there is one that requires greater attention is writing.

According to Harmer (2004), students are encouraged to concentrate on using correct language when writing because they are thinking while writing. As students overcome the challenges posed by each writing task, this effectively stimulates language development. As stated by Myers (2002), writing is a skill that everyone should be able to do especially students, because writing is the end result of their studies in speaking, listening, and reading. Students use what they read, hear, and talk about in their writing. Despite this, most people find writing challenging, whether in their own language or a foreign language (Baharudin, Ramli, Habali, Azmi, and Rahmatsumarsih, 2023).

The 2013 curriculum syllabus states that students should be proficient in the following genres of writing: narrative, report, procedural, descriptive, and retelling. Descriptive writing is one of the most common types of essay writing. Descriptive writing is defined by Sumarsih and Sanjaya (2013) as a paragraph that provides a detailed description of a particular person, location, or event. Descriptive writing also presents an animate or inanimate object in such a way that allows the reader to imagine it and enter the author's world. Descriptive text is characterized by the depiction of an object, place, or individual, which aims to convey the visual aspects of the subject described (Dirgeyasa, 2015).

The selection and use of appropriate media is very important in the world of education because it can make learning more enjoyable for students. According to Pagarra, Syawaluddin, Krismanto, and Sayidiman, (2022) the benefits of using learning media in the student learning process are that learning will be more interesting for students, learning materials will be clearer in meaning, teaching methods will be more varied, and students can do more learning activities.

To create an interesting learning process, a teacher can try to develop and utilize learning media. Learning media is a tool for educators that functions as a carrier of information and is useful as a stimulus for students to increase effectiveness and efficiency in achieving learning goals. Teachers must be creative in explaining learning by using interesting media to attract students' interest. The use of media, especially in English lessons, makes it easier for students to understand the lesson. To increase motivation to write, teachers must provide

interesting media. Therefore, in this case the author seeks to explore the use of technology in the form of Augmented Reality as a learning media that is gaining popularity in the world of education because of its attractive benefits in the teaching and learning process.

The use of Augmented Reality (AR) as a learning media will provide a new atmosphere in learning where students can see and interact directly with the object or material being discussed. Encouraging informal learning may be a useful strategy to maintain student interest and extend the learning process to a place where they can engage with the material, the context of its presentation, and their friends (Rasalingam, and Muniandy 2014).

Yuen, Yaoyuneyong and Jhonson (2011), also stated that Augmented Reality (AR) is used in education to make learning interesting, keep students motivated, and stimulate their minds. It is especially useful for teaching subjects that are difficult to get real-world experience. AR also enhances collaboration between students and teachers, as well as between students themselves. Moreover, it encourages students to be creative and imaginative, helps them take control of their learning, and creates an original learning environment that suits different learning styles.

Rather than a passive learning method, AR is an active computer program that provides more possibilities for students to engage with curriculum materials. Increasing student engagement and reducing the cognitive load associated with foreign language learning are two aspects of AR technology in education that make it so popular and useful. Gancedo (2012) explains that Augmented Reality

has great potential in education by creating an engaging environment that not only displays 3D objects but also increases student motivation. AR involves mixing real and virtual images to enhance our view of the real world with additional digital information or objects. It's like using a computer screen or projector to quickly capture images of the real world using a camera, process them in real-time, and display them on a digital screen with additional information or objects.

Mustaqim & Kurniawan (2017) define Augmented Reality as a technology that combines elements of fiction and reality into two or three-dimensional virtual objects that can be accessed through a webcam or camera. By using Augmented Reality technology, it will provide a more realistic experience and visualization of an object. In essence, these technologies have been applied to create various educational devices, such as Android-based Basic Electromechanical Work Learning Media with Augmented Reality for XI grade students of Electrical Power Installation Engineering of SMK Negeri 3 Yogyakarta by Rizky (2021) and Augmented Reality – based learning media designed to improve abstract thinking on atomic model material by Nadyansyah & Suprpto (2019). The results observed in the application of these tools have a positive impact on the teaching and learning process. However, it should be noted that this technology is rarely used to develop language learning tools, specifically focusing on descriptive text writing.

Based on preliminary observations during PLP II, regarding the teaching of descriptive text writing to grade VII students at SMP N 10 Medan, the author found that students were still unable to define descriptive text clearly, and since

textbooks and whiteboards were the only tools available to discuss the subject, technology-based learning media had not been applied to educate students on how to write descriptive text. Since there are only texts and pictures in English textbooks, there are actually very few resources available. This is not enough to teach descriptive text because students need to use all the senses to describe accurately. According to multisensory learning theory, the brain is more receptive when multiple senses are stimulated simultaneously (Max, 2015). As a result, students tend to be less active, bored, and lose interest in the learning process. In addition, some students struggle academically due to difficulties such as idea generation, limited vocabulary and grammar challenges, which are exacerbated by the lack of textbook support for self-study at home.

According to Waluyo, Rochsantiningih and Asib (2018), students struggle in writing because they do not know what to write, do not know how to write, or do not have enough time. Perhaps when a teacher assigns descriptive text in class, students become bored and do not want to think about their phrases. Lastly, students use the internet to complete their assignments. It can be difficult for teachers to help students write in a creative way that does not copy others' work. In addition, according to Hami (2011), students have difficulty writing descriptive texts because they lack the necessary knowledge to accurately describe the objects. Therefore, they need some ways, methods or approaches to help them in writing descriptive texts.

In the context of learning activities, particularly teaching descriptive writing to VII grade students at SMP N 10 Medan, innovation in technology-based

learning media is essential to enhance learning experiences. This ensures that the activities are more effective, enjoyable, and engaging for students, ultimately aiding in achieving the learning objectives.

Based on the explanation above, the researcher are interested in conducting research on "Developing Augmented Reality – Based Learning Media for Writing Descriptive Text at SMP N 10 Medan". With this learning media, it is hoped that it can be an option for teachers to deliver descriptive text material and hopefully can help students be more interested and easier in learning to write descriptive text.

1.2 The Problem Identifications

The identification of problems in this study based on the background above includes:

1. The learning atmosphere in the classroom is less interesting.
2. In learning descriptive text writing students feel bored because of the media used only textbooks and whiteboard.
3. Teachers have not been able to choose learning media that are suitable for the material to be delivered.
4. Augmented Reality technology, available on Android devices, offers 3D visualizations that engage students actively, providing novel technological experiences. While widely applied in various subjects with promising outcomes, AR remains untapped as a learning media for descriptive text.

5. The teaching and learning process of Descriptive Text at SMP N 10 Medan has not already implemented a learning media based android with Augmented Reality.

1.3 The Scope of the Study

Based on the identified problems, the scope of this study is as follows:

1. The developed learning media will be in the form of an Augmented Reality application.
2. The development of the Augmented Reality application can only be executed on devices supported by the android operating system.
3. This study focuses on teaching descriptive text writing to VII grade students at SMP N 10 Medan.

1.4 The Research Problem

The research problem based on the identification and scope of the study, is as follows: "How is the process of developing Augmented Reality as a learning media for writing descriptive text?"

1.5 The Objectives of the Study

Based on the research problem, the objectives of this study is to develop Augmented Reality (AR) – based learning media for writing descriptive text grade VII at SMP N 10 Medan.

1.6 The Significances of the Study

There are two significances of this study, they are theoretical significance and practical significance. The explanation is as follows:

1. Theoretical significance

This research is expected to develop learning media in writing English description text through R&D. The development of Augmented Reality learning media is expected to provide a good and useful reference in developing knowledge and science.

2. Practical Significance

- a. For Students, AR Technology is expected to make descriptive text writing more interesting, thus motivating students to participate actively and can overcome writing challenges and improve their descriptive writing skills.
- b. For Teachers, as a dynamic tool, which can create an interesting and diverse learning environment to teach descriptive writing, can increase students' participation, and make teaching more interactive and fun.
- c. For Future Researchers, provides insight into the challenges and benefits of developing and implementing Augmented Reality Application in learning process, and assists future researcher in developing and refining educational technology.