CHAPTER I

INTRODUCTION

A.   The Background of the Study

Teaching and learning English at any level of education always involves four skills. They are listening, speaking, reading, and writing. Writing is an important skill to be learned and mastered by students. Since writing is one of the productive abilities that play a significant role in expressing one's ideas, thoughts, and feelings. Through writing, the students can practice expressing their ideas, thoughts, and feelings in written form. Moreover, Walsh (2010) explained that it is important because it is used extensively in higher education and the workplace. Hence, having good writing skills is needed for all students to accomplish their educational and employable requirements.

Nevertheless, writing is considered to be the most difficult skill among the four language skills. As Nunan (2003:89) stated, writing is the most difficult skill among the four skills. It is because writing involves a complex process where the learners have to concentrate not only on spelling, punctuation, and grammar but also on the selection of vocabulary and the organization of sentences and paragraphs. Learners have to learn how to organize their ideas and compose them with the proper sentences, so they can be understood by the reader. Furthermore, Harmer (2007) explained that writing is a complex cognitive process that sustained intellectual effort over a considerable period. Thus, it is clear that writing skills cannot be mastered instantly, but has to be acquired through the learning process.

Media plays an important part in the teaching and learning process. Nowadays, media are required to promote the attainment of learning objectives. Teachers should deliver the teaching materials to students using a variety of teaching tools or media. However, in the twenty-first century, students in advanced fields are already adjusting to technology. This is because technology enables teachers and students to improve communication, engagement, and involvement in the classroom while also encouraging the establishment of pleasant learning environments (Masyhudianti, Masithoh, & Nisa, 2018). To help students cope with technological advances, teachers should be able to utilize these technologies, such as digital media, to English instruction.

Although writing is a difficult skill to master, there are certainly some important issues that help EFL learners to develop their writing skills, one of which is genre. In English writing, genre refers to a specific style or form of writing. In Curriculum 2013, the English material in Senior High School is also taught based on the genre. Further, composing some kinds of genres in written form for Senior High School students is one of the basic competence of English subjects. Many genres are taught to Senior High School students. Those are descriptive, recount, narrative, procedure, report, analytical exposition, and so on. However, the tenth-grade students of Senior High School, only learn about descriptive, recounting, and narrative.

Descriptive text is the first text that students learn in Senior High School. It is a type of text that describes the personality of a specific thing, such as a person, animal, or object (Harsyaf et.al, 2009: 13). Basically, the goal of descriptive is to provide information about a person, place, or object that is being described. The

description includes parts, physical appearance, and characteristics of the object being described. Furthermore, descriptive text is one kind of text that should be learned four times in one semester by tenth-grade students in Senior High School. It means that students should develop their skills in writing the genre of text in the form of descriptive text..

Unfortunately, based on the researcher's observation at grade X in SMA Negeri 1 Medang Deras, the researcher got some data on students' KKM in writing Descriptive text.

Table 1.1 KKM of Students' ability in writing in the academic year 2021/2022

Name of Students	KKM	Score
ABN	70	50
AMA	70	45
AFS	70	45
AN	70	40
AAI	70	65
ASN	70	45
ARD	70	60
AL	70	60
BA	70	40
DLT	70	60
KDCG	70	70
MDR	70	40
MF	70	50
MJ	70	50
MM	70	50
MR	70	40
NAP	70	40
NH	70	40

PRS	70	50
RD	70	55
RP	70	55
SC	70	50
SSS	70	50
SW	70	50
WN	70	50
Average	50	

From the data, the researcher found that the students' English proficiency, particularly in writing the descriptive text, was low. It is evident from the average students scores. The average writing ability is only 50 while the KKM is 70, which means all of them cannot be passed the KKM in writing. Furthermore, most students were unable to express their ideas clearly in writing due to a variety of problems, including a lack of writing material or understanding, as well as a lack of motivation to study English. These factors made it difficult for them to express their ideas in writing, particularly descriptive text. Considering this situation, it is a problem when the students can't write a descriptive text well when they have to learn another text.

Furthermore, another problem comes from the media that teacher used in the teaching and learning process. The researcher interviewed an English teacher and two students to get preliminary data related to the media that the teacher used in teaching writing to students, especially writing descriptive text. Based on the preliminary data, the researcher found the problem that the teacher only explained the material to the students about the descriptive text without providing interesting media to support the learning process. As the media, the teacher only used an

English textbook from the government, which is old-fashioned enough. As a result, there were many students bored and lacked the motivation in learning to write a descriptive text.

There are numerous solutions to overcomes the problems, one of which is by using appropriate media for teaching. According to Arsyad (2009:4), teaching media is a media that brings the instructional purpose of messages or information to learning. It refers to all tools or instruments used by the teacher in the classroom to achieve learning goals. The availability of media makes it easier for teachers to transfer knowledge and for students to comprehend the learning process. The use of media in the learning process makes the delivery of material and messages easier and more effective, which increases students' interest and motivation in learning to write a descriptive text.

Several kinds of media can use in teaching writing. Among them are audio, visual, and audiovisual media. But, in this technological era, the use of audiovisual media in teaching writing has become more popular for English teachers. One of the audiovisual media is animation video. It is a modern entertainment media that consists of moving pictures, texts, and graphics integrated with sound and voice. Smaldino et al., (2011) argued that numerous teachers use videos for various ends since short videos might give more flexible media in teaching in the classroom. Also, the animation is very interesting and students of all ages like it (Haryanto, 2015). Furthermore, the researcher wants to develop media in teaching English in writing descriptive text by using one of the animation software called Animiz Animation Maker.

Animiz Animation Maker is an Easy-To-Use software where users can create animated video presentations using pre-built characters and templates. It combines the best features of presentation makers and video editors while keeping everything simple. Everyone can create their own awesome animated video presentations in a matter of minutes. By teachers making this software as the media of teaching English, especially writing descriptive text, students are expected to become more interested and excited to follow the materials in animation video form to write a descriptive text. The teacher also is expected to become more creative in forming the English teaching media based on digital technology by using Animiz Animation Maker.

Based on the above explanation, the purpose of this study is to develop Animiz Animation Maker as teaching media for writing a descriptive text for tenth-grade students at SMA Negeri 1 Medang Deras.

B.   The Problem of Study

Following the background of the study, the problem of this study is "How the Animiz Animation Maker is developed as teaching media for writing a descriptive text for the tenth-grade students of SMA Negeri 1 Medang Deras?"

C.   The Objective of the Study

Concerning the problem of the study, the objective of the study is to develop Animiz Animation Maker as teaching media for writing a descriptive text for the tenth-grade students of SMA Negeri 1 Medang Deras.

D.   The Scope of the Study

This study is limited to developing Animiz Animation Maker as teaching media for tenth-grade students at SMA Negeri 1 Medang Deras. To help the students in the learning process, this media will be developed only based on the needs of the students. This media will also be only used for teaching and learning writing. In the media, the researcher will insert the material about descriptive text and the examples of descriptive text about tourism or historical places as specified in KD 3.4 and 4.4.

E.   The Significance of the Study

The significance of this study will be classified into two categories, theoretically and practically, as follows:

1. Theoretically

This study is expected to provide more information regarding the development of Animiz Animation Maker as teaching media in writing descriptive text for tenth-grade students at SMA Negeri 1 Medang Deras.

2. Practically

a. For English Teachers

This study is expected to give them new media that they can use in teaching writing descriptive text. This study is also expected to encourage them to develop new digital media that suit their students' needs.

b. For Students

This study is expected to give them new experience in learning descriptive text, motivate them to learn, and increase their writing ability.

c. For the other researchers

This study is expected to provide data, resources, and references for them about developing Animiz Animation Maker as teaching media for writing descriptive text.