

CHAPTER I

INTRODUCTION

A. The Background of The Study

Technology is one of the greatest human inventions in the history that is mainly used to help the human's problems of life, education is one of the major human's problems that technology able to help. Technology is developing rapidly in the 21st century and these developments are bringing many innovations in education as well. Technology also has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning.

According to Susikaran (2013), it stated that basic changes have come in classes beside the teaching methods, because chalk and talk teaching method is not sufficient to effectively teach English. Technology-enhanced teaching environment is more effective than lecture-based class. In technology-enhanced teaching environment, teacher should be able to find the appropriate learning strategies, materials and the media that appropriate and useful in order to complete the method that based on the technology-enhanced teaching environment.

Due to the fact the media as one of the main factors that can influence the effectiveness of teaching and learning activities, Chapelle (2003 in Priajana, 2011) review some theories and studies about the use of technology on instructed second language learning. He stated that technology has implications and might most effectively be used in language teaching, especially English language.

It is known that the application of technology has considerably changed English teaching methods. It provides so many alternatives as making teaching interesting and more productive in terms of advancement (Patel, 2013). In traditional classrooms, teachers stand in front of learners and give lecture, explanation, and instruction through using blackboard or whiteboard. These methods must be changed concerning the development of technology by using the application of technology in teaching method, especially in English.

Furthermore, the use of media based on digital-technology provides many innovative ideas to make the interesting media in teaching English, such as animation video about English learning or other education topics that give a significant improvement in the attitudes and academic achievements of the students in a positive way. It has been shown that animation videos as technological media used in education have contributed a lot to the students in terms of speeding and slowing time, examining very rare events, simplifying complicated systems, being useful and cheap and motivation as well as providing a significant increase in students' attitudes and academic achievements towards the courses in positive manner, especially in the language learning.

The uses of technology in teaching English language facilitates learning and teaching activities of students and have positive effects on learners' performance and improving various English language skills such as listening, speaking, reading, and most importantly writing skill. Writing is one of the skills that required in school, especially in Vocational High School. It is one of the most powerful communication skills used today which is useful the students in Vocational High School.

Based on the standard competence in the syllabus of the first year students of Vocational High School called K13 (*Kurikulum 2013*) students are expected to be able to write simple paragraphs of recount, narration and description. It said that students have to be able to write various types of the text genres, one of them is descriptive text. Descriptive text is usually focused on writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. According to Suryana (2008), it is also used to create image of the people, place, even of units, times of the day, or seasons.

This study deals with writing since the writer found in teaching practice in grade X of Vocational High School of Pharmaca Medan, the students found difficulties in writing descriptive text. Most of students were unable to complete writing descriptive text successfully and the students' attitude and skills in writing is likely to become more and more negative and low. Students were not confidence to use their own English language because they did not have good grammars and enough of vocabularies. Another fact that the researcher found by giving the students a simple questioner, unexpectedly the students weren't interested in English either. Students said that the teacher method in teaching was a monotonous that made them unmotivated and uninterested.

Unexpectedly the teacher also said in interview that the teacher didn't use any interesting media to teach English in the class. The truth is they just focused on giving the students several tasks. The teacher indeed used whiteboard and the lecturer-based class because teacher cannot create an innovative media based on digital-technology. In the mean time teacher also present the slide from the computer and the last is show the students the video from the *Youtube* contents.

In this 21st era also, teachers are expected required able to use some technologies in completing their teaching. By using technology teachers now can become more creative using all the computers, applications, and software to improve their teaching skills or to develop their media of the teaching. And by the teacher using technology students can become more creative and able to apply HOTS in their class. Because, in line with the developing of the technology, human's thinking skills also must be developed as well. In recent years, a lot of emphasis has been given to the teaching of English in the EFL classroom, High Order Thinking skills (HOTS) is one that had been introduced to schools for the purposes; to enable students to apply, analyze, evaluate and think creatively.

But again unfortunately, both the teacher and the students weren't fulfill the expectation. Based on the problems above, the researcher wanted to develop teaching media of the teacher of Vocational High School of Pharmaca Medan, so that students' interest in learning English can be increased, the ability of the students in writing descriptive text can also be increased as well. To reach the objective, there are some factors which have to be considered such as teachers, materials, student's knowledge and most importantly the media.

It is already explained that the important of technology in language teaching, especially in English teaching, it affected the whole learning process.

The most important is the use of digital-technology in English teaching media that can facilitate learning process, one of the example media based on digital-technology is animation video. Furthermore, the researcher wanted to develop media of teaching English in writing descriptive text by using one of the animation software called *Animaker*.

Animaker is a DIY (do-it-yourself) animation software that allows the users to create animated videos using pre-built characters and templates. It provides online tools to create and edit video animation. By teacher 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 in order to write the descriptive text. And students are expected to be able to apply, analyze, evaluate, think creatively, and able to make the descriptive text. Teacher also is expected to become more creative forming the English teaching media based in digital technology by using *Animaker*. From the explanation above, this study was conducted to see how the animation software *Animaker* can improve students' achievement on writing, particularly writing descriptive text.

B. The Identification of the Problem

Based on the background of the study, there are several identifications of the problem:

1. The students are lack of vocabularies, grammars, and motivation writing in English.
2. The students prefer doing activities outside classroom, rather than doing the learning activities inside classroom.
3. The teacher cannot createan innovative media using digital technology in teaching writing descriptive text.
4. The media exist that teacher used are a whiteboard, a video from *Youtube* and Microsoft Power-point presentation.

C. The Problem of the Study

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

1. “How *Animaker* is developed as the teaching media to teach descriptive text for tenth grade students at Vocational High School of Pharmaca Medan?
2. How is the improvement of teaching descriptive texts for tenth grade students at Vocational High School of Pharmaca Medan by using *Animaker* as the teaching media?

D. The Objective of The Study

The objectives of the study are as the following.

1. To develop *Animaker* as media of teaching the tenth grade students in writing descriptive text at Vocational High School of Pharmaca Medan.
2. To know the improvement of teaching descriptive text for tenth grade students at Vocational High School of Pharmaca Medan by using *Animaker* as the teaching media.

E. The Scope of The Study

Many kinds of media used in teaching, it can be visual, audio, or audio–visual, but in this study, media is limited to audio–visual media. The scope of this study is developing *Animaker* as audio–visual media for teaching writing. There are several genres of the text, the researcher limits the text on descriptive text. The research was applied to the tenth grade students of Vocational High School of Pharmaca Medan.

F. The Significance of The Study

The findings of the study were expected to be useful and give valuable contribution, theoretically and practically, as follows:

1. Theoretically, the findings are expected to be useful for
 - a. the teachers as source of learning to teach student in writing descriptive text and other materials, and
 - b. other researchers as reference to support the research related to this study.
2. Practically, the findings are expected to be contributed
 - a. to help the English teacher to think creative and innovative way using technology such as animation software in order to apply HOTS learning to the students in 21stera,
 - b. to the English teacher to use this as the media in creating an innovative teaching media based on digital-technology to teach writing descriptive text,
 - c. to the researchers that wanted to develop their knowledge about media in teaching English, especially in writing skill, and
 - d. to the students in order to increase their motivation in writing skill and able to increase their knowledge in writing descriptive text.