

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

In learning English, four skills must be learned by the students, they are: listening, speaking, reading, and writing. Moreover, they are four aspects of learning a language that must be learned: grammar, vocabulary, pronunciation, and spelling. The students are surrounded with not only pictures but also words, in their school, on social media, on television, at home, in their surroundings, in other places.

The following components are listed as specific characteristics of the K13 for junior high school states that the students are expected to be able to respond to the meaning in short essay accurately, fluently, and acceptable to interact in daily life in the recount, narrative, report, and procedure, and descriptive text.

Nowadays, Indonesia is implementing a curriculum in 2013. If we take a look at the K13, the charges range from competencies, the status of subject matter, and approaches taken in the teaching-learning processes to assessment activities. Based on the K13, the students were 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 text genres, one of them is descriptive text. Descriptive text is a text in which a writer tries to picture what he/she is describing. The description is used to describe a particular thing/object, place, or person.

In the practice of learning, English subjects in junior high school are taught in an integrated manner that includes receptive skills (listening and reading) and productive skills (speaking and writing). In the presentation of learning materials, a

teacher can focus on more than one skill, for example, writing has always occupied a place in most English language courses. One of the reasons is that more people need to learn to write in English for occupational or academic purposes. To acquire it, the students should get sufficient writing practice. These practices are supposed to stimulate the students' skills in writing and expressing thoughts in a good passage. Without practice, it is impossible to write well and effectively. Expressing thought in writing is not easy for most people, and it plays an important role in the learning process because writers can explore their knowledge and what they are thinking about to others.

In learning descriptive text, students may have difficulties in learning it. Students may be confused about what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the topic. Since the teaching media can't motivate or inspire the student to write. Based on Brown's stated teaching is the activity to help or show someone learning how to do something, give instructions, guide in the study something, provide with knowledge, understand knowledge and give knowledge. Then, teaching writing is about guiding the students to produce whole pieces of communication, ideas, and arguments for a particular reader or a group of readers. In this case, teaching writing can be defined as the teaching activity using media.

Teaching media is a solution to support learning activities. Therefore it will not cause saturation, and learning media can make it as creative and innovative as possible that students are more interested in learning. Learning media by using video are widely used as learning media and as a tool in delivering teaching materials. The advantages of the video for learning media include attracting the attention of students even though it is limited in duration and lacks learning videos, including one-way. However, the teaching process of using learning videos is quite impressive.

Based on the researcher's observation most of the students in grade 8 at SMPN 6 Percut Sei Tuan, the students found difficulties in writing descriptive text. Most students were unable to complete writing descriptive text successfully and the students' attitude and skills in writing are likely to become more and more negative and low. Students were not confident to use their English language because they did not have good grammar and enough vocabulary. Another fact that the researcher found by giving the students a simple questionnaire, unexpectedly the students weren't interested in English either.

The use of media in the learning process is expected to improve learning outcomes and improve the quality of human resources. Abou Afach, etc (2018) showed in their study that using technology in education, video presentation tools, in particular, helps learners to be more motivated, more comfortable in the classroom, and readers to understand concepts.

Due to the fact, the media is 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 the English language. According to Rosenberg, by the development of media use, there are five shifts in the learning process, namely (1) from training to appearance, (2) from class to where and at any time, (3) from paper to "online" or channels, (4) physical facilities to network facilities, (5) from cycle time to real-time.

Media commonly used in the learning process is in the form of sound media (audio) and text or images (visual). The current technological development allows the media used in the learning process to be video. According to Asyhar (2012), video

media can display elements of images (visual) and sound (audio) simultaneously when communicating messages or information. Video media can be used in small/individual or large-scale/group learning.

Furthermore, the use of media based on digital technology provides many innovative ideas to make the interesting media in teaching English, such as animation videos about English learning or other educational 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 a positive manner, especially in the language learning.

One technology-based media that can be used in ELT is PowToon. The use of PowToon media is an innovative media that can be used to attract students' interests or enthusiasm in learning, especially in writing activities. PowToon media can be used to motivate students to write and stimulate their ideas. Furthermore, it may help students to organize their ideas before they develop into a paragraph. The use of PowToon is classified as a video downloaded from youtube with animation for teaching writing.

PowToon is a web-based tool that offers a wide array of media options, graphics, cartoons, and animated images to create animated presentations that flow smoothly and logically. It also features classroom accounts for project-based learning. PowToon presentation scans are exported to other programs including youtube and PowerPoint that give flexibility in sharing the awesomeness. PowToon paves the way towards teaching Higher Order Thinking Skills (HOTS) like critical thinking,

summarizing, and problem-solving, which are basic skills for a successful global citizen in the 21st century.

Fimbriani (2016) implemented the use of PowToon in the classroom by using various slides and videos followed by questions to check if the students understood the presentation used by PowToon. The aim was to make the students more interested in writing and more active in the classroom. The results showed that the implementation of PowToon improved the students' engagement, writing skills, and attitude toward the teaching and learning process.

Based on the background above, this study deals with developing PowToon as a teaching medium in writing descriptive text. In this research, the researcher uses PowToon which is included as the audiovisual as the media and treatment to improve the students writing skills. Through using PowToon, the students can learn the concepts of writing which are presented by cartoon animation. On the other hand, PowToon is new media that has rarely been used in previous research. The lack of students' understanding of differences of each text type and the students' low motivation in writing which is caused by monotonous media can cause the low students writing proficiency.

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

Based on the background of this study described above, the question of this research such as: “How PowToon is developed as the teaching media to teach descriptive text for 8 grade students at SMPN 6 Percut Sei Tuan?”.

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

The objective of this study such as: “To develop PowToon as media of teaching the 8 students in writing descriptive text at SMPN 6 Percut Sei Tuan.”

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

This study focuses on the development of PowToon media for descriptive text about materials place for the 8 students at SMPN 6 Percut Sei Tuan. The media will be developed based on students' needs.

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

Theoretically, this study is expected to give further information or references about teaching media for writing skills. Practically, this study is expected to be useful for:

1. Students can use the findings from this research as a reference to find digital media which is available on the material in English writing. Students can access the PowToon video to open an English lesson.
2. Teacher, a finding of the research will give a description of the suitability of applying PowToon as media and to teach English writing and can be a consideration in selecting, developing, and applying PowToon media in teaching writing English for junior high school.
3. Researchers, Further researchers may use this study as their reference to fulfill their study regarding using media to teach writing in English.