CHAPTER I

INTRODUCTION

1.1 The Background of Study

Writing is one of the skill that students must learn. Writing is best understood as a series of distinct thinking processes that the researcher regulates or regulates when producing. Writing is one of the four essential language abilities to master. Several factors impact writing, including language, grammar, structure, spelling, and punctuation. The essential skill that students must gain in writing English courses in their first year of high school is the capacity to compose and develop simple written pieces. In the classroom, it is critical to teach kids how to write properly. Writing is one of the talents that students must learn. Writing is best understood as a series of distinct thinking processes that the researcher regulates or regulates when producing. Writing is one of the four essential language abilities to master. Several factors impact writing, including language, grammar, structure, spelling, and punctuation. The essential skill that students must gain in writing English courses in their first year of high school is the capacity to compose and develop simple written pieces. In the classroom, it is critical to teach kids how to write properly.

Lack of grammar, lack of enthusiasm in writing, and students' incapacity to characterize diverse texts, very seldom perform writing assignments even in their own language, the teacher's instructional techniques, and the teacher's treatment of them may all be factors for writing failure. There are several reasons to encourage

children to write in and out of the classroom. For starters, writing offered them 'thinking time' than spontaneous communication.

This provides them with additional possibilities for language processing and language thinking, whether they are engaged in study or activity. Based on observations at SMAN 21 Medan, the researcher discovered that pupils struggled to form sentences or perhaps had no knowledge how to write some terms in English. They are bored since their teacher just delivers explanations and homework.

As a result, in order to increase students' writing skills at SMA NEGERI 21 MEDAN, an appealing digital medium for the student's teaching and learning process is required. Digital media has become an innovation in student teaching and learning. Education 4.0 is widely recognized as a new change in the educational setting that focuses on the innovation of teaching and learning via the use of the internet and technology (Anggraini, 2018). Because students of the millennial age are heavily impacted by numerous modern technologies, this is an excellent chance for teachers to master the use of technology and more readily communicate information through photographs, videos, podcasts, and e-learning media. Recount text is one of the fundamental skills that students in class x acquire. should demonstrate numerous competences in recount text learning, such as assessing the text's components (social function, text structure, and linguistic aspects) and interpreting the text's meaning.

Multimedia may be used to assist teachers in interactively teaching students in the classroom. Lectora Inspire is an interactive multimedia maker program that

is simple to use for instructors. Furthermore, for novice users, this program gives any intelligible and developable features (Akbarini 2018). Several studies have been conducted on Lectora Inspire as interactive multimedia in English language training.

Istikharoh (2015) discovered that the interactive multimedia generated by Lectora Inspire may be classified as acceptable for covering two abilities at once, reading and writing skills. Other studies presented by Asih (2013) demonstrate that the use of interactive multimedia can engage students as they study due to the mix of images and background music. The usage of interactive multimedia can be an option in self-access learning for students. According to Widiyati (2015), generating interactive multimedia with Lectora Inspire was beneficial in terms of content quality, multimedia components, and design quality.

To assist the instructor in teaching recount text writing, the author created a multimedia teaching resource based on the Lectora Inspire program. The educational material produced for this research was given in an application that was available for any device, such as smartphones and computers, which distinguished it from previous comparable studies. Furthermore, it proved useful both online and offline for teaching recount text reading to tenth-grade high school students.

The design phase concentrated on developing learning objectives, a flowchart, and a course grid. According to Branch (2009), the goal of the design phase is to determine whether or not the designed performance is already correct. The instructional content was taken from the textbook and would be presented in

interactive multimedia with an intriguing menu and exercises focused on the tenth-grade students' high school demands. The flowchart of the interactive multimedia was created by the writer to depict the flow and order of the elements.

It is frequently created to demonstrate the organization of the information (Cennamo and Kalk, 2019). There were certain sequences that formed here, beginning with the main menu and progressing to the navigation buttons.

The author began creating interactive multimedia based on flowcharts and course grids throughout the development stage. The design and structuring of materials and tasks that will be utilized in the teaching and learning process is part of the development stage. It was created with the most recent version of the program, Lectora Inspire 17. Adobe Photoshop CS6 and Text to Speech are two examples of supporting software in multimedia production. Writing recall narratives on personal experiences in interactive multimedia is more focused on vocabulary mastery.

New life is greatly influenced by the era of information technology, and technology plays an important role in the development of today's human society. Based on these facts, it is very necessary to use modern technology facilities in helping the task of English education. The use of media in the learning process can be useful for improving the quality and quantity of student learning outcomes and improving the quality of human resources. According to Lampert, Bola (1990) and Putnam, Borko (2000) Video technology is seen as having the potential to document richer and more complex teaching- learning events and situations, providing the necessary context for preservice teachers to observe, and

reflect on them carefully. various problems. teaching and learning in action. Because the media is one of the important things that can affect the effectiveness of teaching and learning activities such as learning more interesting and easily understood by students.

Technology has consequences and is possibly most efficiently employed in language training. According to Rosenberg (in Surya, 2006), the development of information technology has resulted in five shifts in the learning process: (1) from training to appearance, (2) from classroom to anywhere and anytime, (3) from paper to online or channel, (4) from physical facility to network facility, and (5) from cycle time to real time.

In learning media commonly used are media (visual) and sound media (audio). The combination of visual and audio media can develop and become new learning media such as video media. According to Riyana (2008: 51) that "video media is media that presents information in the form of sound and visuals". The use of video involves the most senses compared to other teaching aids, with videos students can see and hear so that the delivery of messages or information can be well received. Video media is a medium that can be used on an individual or group scale. The use of media with digital technology in education provides many positive lessons such as, it is easier to be creative and has many innovative ideas to make media more interesting and useful in teaching English, such as animations that explain learning in English such as recount text topics. With this video media provides a big improvement in improving students' abilities at school. In every lesson at school.

Media is ubiquitous, and it has become an integral part of our everyday lives. The media may be a powerful instrument for educating, informing, and entertaining the public. The potential of audiovisual media is enormous. In his research, Ahmad (1994) found that using video resources in the classroom benefits both instructors and students by making topics easier to comprehend, overcoming physical challenges, and encouraging enjoyment, confidence, focus, and teacher/student communication. To create the media's content, we'll require media creation tools like Lectora Inspire.

Lectora Inspire media is very helpful in improving students' writing skills. These media also increase the volume of information in teaching and save time than always reading a book or going through the blackboardThe utilization of Lectora media is an innovative and exciting medium that may be utilized to pique students' interest and excitement for learning, particularly writing. Lectora media may be used to inspire students and help them develop their ideas. These thoughts and understandings can be expanded into a paragraph. Lectora Inspirasi is an excellent program for creating learning media, as well as an electronic learning development software (e-learning) that is very simple to build or deploy since it does not necessitate a thorough grasp of programming languages. Lectora inspires, the topic matter is meant to be as appealing as possible, and it may display movies and animated visuals linked to the subject matter so that students pay more attention to what the teacher is conveying. The learning experience will be more enjoyable and engaging, which will boost student accomplishment.

Zuhri & Rizaleni (2016) explained Lectora inspire is an electronic learning

development software (e-learning) that is extremely simple to deploy or create since it does not require a grasp of advanced programming languages.

In the research that has been done, Lectora inspired media has great potential to increase students' learning motivation compared to conventional learning. In addition, Wiyono (2015) explains that using Lectora inspires research results that the media is proven to be valid, practical and effective in improving student learning outcomes. With the Lectora application that effectively improves student learning outcomes, students will be more interested and ideas for writing will be more active in the classroom.

Based on the above background, this research discusses the development of Lectora media which is useful as teaching in writing recount text. In this study, researchers used Lectora which is included as an audiovisual medium to improve stud

ents' writing skills. With the concept of Lectora, students can well learn the concepts of writing concepts presented in animated cartoons. This lectora media is a new medium that is rarely used in previous research. Lack of students' understanding of the differences in each type of text and the low motivation of students in writing caused by monotonous media can cause students' low writing skills.

1.2 The Problem of the Study

Based on the background of this study described above, the question of this research such as:

1. How Lectora Inspire is developed as the teaching media to teach recount text for ten grade students at SMAN 21 MEDAN.

1.3 The Objective of The Study

The objective of this study such as :

1. To develop Lectora Inspire as media of teaching the ten students in writing recount text at SMAN 21 MEDAN.

1.4 The Scope of The Study

This study focuses on the development of Lectora Inspire media for recount text materials for the ten grade student at SMAN 21 MEDAN. The media will be developed based on students' needs.

1.5 The significance of the study

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 lectora Inspire video to open an English lesson.

2. Teacher, The finding of the research will give a description of the suitability of applying Lectora Inspire as media and to teach English writing and can be a consideration in selecting, developing, and applying Lectora Inspire media in teaching writing English for senior high school.

3. Researchers, Further researcher may use this study as their reference to fulfill their study regarding using media to teach writing in English.