

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English serves as a global means of communication embraced by the majority of educated communities worldwide. Native English speakers are fortunate in not having to acquire another language for many international interactions. Despite relying solely on English, they adeptly navigate communication hurdles. Given its status as an international language, English dominates various sectors such as education, e-commerce, journalism, computing, and more, serving as the primary medium for information and technology dissemination.

Learning English is an extremely important in today's world, especially for young learners who want to grasp the language. Nunan (2018) believes that young learners are children aged five to fifteen. It is assumed that a 15-year-old student who has never learned English before can be classified as a young learner (Sehan Z, 2018). According to Wikipedia, junior high school students in Indonesia typically range in age from twelve to fifteen, making them young learners. As stated by Nadiem Makarim (2023), by teaching English from an early age, students will have a strong foundation in English and prepare them to communicate effectively in an increasingly globally connected world. Apart from that, students will also find it easier to access the latest knowledge which is mostly written in English. Given this circumstance, it's essential to introduce this significant language to young learners during junior high school. This introduction aims to

familiarize students with the language early on, helping them to grow accustomed to it and ultimately feel comfortable using it from a young age. Therefore, it is really important to push students to learn English in their teen years so they do not feel strange with this language. Besides, this early exposure can lead to increased satisfaction and enjoyment in learning English in subsequent stages, such as senior high school, university, or even in adulthood.

Thankfully, the Indonesian government is ensuring the welfare of young students. English was integrated into the Junior High School curriculum since its inception by the Indonesian populace in 1947, up until the Merdeka Curriculum era. Merdeka Curriculum engages teacher to take on a more dynamic and inventive role in crafting teaching media that suits student's characteristics. As a facilitator teacher involves in developing their own teaching media.

When it comes to the four English language abilities, known as the four skills—reading, writing, listening, and speaking—they serve as the cornerstones of language acquisition, driving students' advancement. While each skill is unique, they are intertwined by an unbreakable connection.

Fundamentally, language acquisition entails acquiring the ability to interact with others through both spoken and written communication. Among the language skills, writing typically comes after mastering listening, speaking, and reading. It involves creatively transposing spoken language into written form. Writing plays a significant role in assessing an individual's capacity to articulate their thoughts effectively and demonstrate their reasoning ability.

In the process of learning English, mastering writing stands out as a pivotal skill for foreign language learners. It holds significance as it serves as a means to learn, explore, refine, and enhance language abilities, as noted by Astuti et al. (2020). Moreover, writing holds importance due to its prevalent usage in professional environments and higher education settings. According to Suroso (2023), writing holds significant importance in our daily lives. People who do not understand how to communicate themselves in writing struggle to engage properly with academics, employers, colleagues, and just about anything else, such as finding work. In addition, as Alek (2020) says, writing proficiency is important for students, researchers, and professionals alike since it helps them reach their career and business goals. Writing, as a fundamental means of communication, is recognized as a significant predictor of students' success in learning English and their future professional activities. It acts as a strategic instrument for communicating personal views and thoughts on a variety of topics.

Based on the preliminary data interview at SMP N 1 Percut Sei Tuan, it was found that the school has applied the Merdeka Curriculum. The ninth-grade students exhibit deficiencies in writing skills, particularly in descriptive texts. This is evident from the teacher interview, which highlights students' limited vocabulary, tend to always open their dictionary whenever they try to write in English, and do not have enough understanding regarding English grammar, especially tenses. This also causes the wrong order in English writing skills. It could happen because teachers do not use relevant teaching media that suit students' needs analysis and tend to use only textbooks and sometimes YouTube

videos in the teaching and learning process that reduces students' motivation and enthusiasm for learning English. It was found that the students still have difficulties in arranging sentences because of insufficient vocabulary and comprehension of English grammar, particularly regarding tenses.

In addition, teaching media in the curriculum at SMP N 1 Percut Sei Tuan is not enough. The teacher only uses textbooks, pictures, and laptops to teach English lessons in the descriptive text genre. Fifi (2018), There have been numerous studies conducted on the impact of image media use. Even though picture media in today's learning and teaching process is quite relevant to gain students attention and motivation, it is not enough. Nowadays, students want more than just a picture; they want something more attractive and enjoyable to watch. The moving picture will be more attractive and can catch students' attention. Video is one of several types of instructional media that may be utilized to enhance the learning process. According to Hakim (2021), video is the combination of electronic pictures and audio. Inline (Yükselir& Kömür, 2017), clarify that video can also be defined as an excellent tool for delivering information in an appealing audio-visual manner.

The preliminary data above demonstrates that the teacher did not employ a variety of digital technology media to teach writing and descriptive text skills. There are some media that the teacher applies in her English class, especially in descriptive text lessons, namely textbooks, pictures, and sometimes videos on YouTube. In this digital era, teachers are expected to be aware of digital technology because it makes them easier when managing and creating a teaching media that is TPACK-based. TPACK (Technological Pedagogic Content Knowledge) refers to

an educational approach that integrates technology with specific interactional content to enhance learning. According to Mishra, et al (2016: 2) TPACK serves as a framework for comprehending and describing the knowledge required by educators to effectively implement pedagogical strategies and grasp concepts through the integration of technology in the learning environment. The TPACK-based teaching media also puts forward students' needs analysis, which makes it easy for the teacher to create and manage her or his teaching media.

Concerning the aforementioned issue, the study discovered that it is critical for teachers to improve their students' writing talents by implementing some effective strategies. Because teachers often rely on traditional methods of teaching English, such as textbooks and pictures, it suggests a lack of proficiency in employing TPACK to develop instructional media, and sometimes using videos from YouTube, even though the video from YouTube can catch students' attention, this is less of their needs analysis since the teacher just took it and taught it to students without determining what the student's necessities, lacks and wants were. This happens because the teacher has less ability to create her own teaching media regarding students' needs analysis. So, the researcher wants to make it into a modern way of teaching English by using animation videos as a media, which is an excellent technique. Based on research conducted by Dea Aprilia Haryanto (2015), the benefits of incorporating animated videos in language classrooms include facilitating easier and more engaging learning experiences for students.

Additionally, such videos provide students with a clearer understanding of how to engage in conversations and offer guidance for better living.

Two researchers, Sukriah (2020) and Anah et al. (2022), have explored the use of animation videos as a teaching strategy in English language instruction. However, their focus has been primarily on assessing the implementation and efficacy of animation videos in enhancing students' vocabulary acquisition. Consequently, the researcher conducts this study to investigate the enhancement of writing skills, particularly in writing descriptive text, through the utilization of animation videos.

This study will focus on developing teaching media through VYOND as “TPACK” for writing descriptive text. According to Wikipedia, VYOND, previously known as Go!Animate and GoAnimate, is an online platform for creating animations and videos owned by GoAnimate, Inc. It is meant to enable individuals without animation expertise, particularly business professionals, to swiftly and effortlessly produce animated videos. Users can create videos in various styles, such as 2D animation, whiteboard animation (also known as videocribe or scribing), and infographic videos.

VYOND is similar to any other video animation application or software available. Plotagon, Doratoon, Animaker, Powtoon, and many more are examples. However, the researcher demonstrates that the VYOND video maker produces more intriguing video results. Because VYOND includes advanced characteristics that make the video more natural, the researcher will create an animation that is more intriguing and delightful to watch.

Based on the short explanation above, the researcher is interested in formulating the research title “Developing Teaching Media through VYOND as TAPCK in Teaching Writing Descriptive Text for Ninth Grade Students of SMP N 1 Percut Sei Tuan.”

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

Based on the background of the study above, the problem of this study as: How was teaching media through VYOND as TPACK developed in Teaching Writing Descriptive Text for Ninth Grade Students of SMP N 1 Percut Sei Tuan?

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

Concerning to the problem, the objective of this study is to develop teaching media through VYOND as TPACK in Teaching Writing Descriptive Text for Ninth Grade Students of SMP N 1 Percut Sei Tuan.

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

This study focuses on developing teaching media through VYOND as TPACK for ninth-grade students at SMP N 1 Percut Sei Tuan. The teaching media is concerned with improving writing. More specifically, to improve writing, describe things with the topic of handicraft.

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

The findings of this study are expected to offer insights that contribute both theoretically and practically, including:

1. Theoretically, the findings of this study will expand and deepen the reference on how to construct teaching media for junior high school students in writing descriptive text skills.

2. Practically, the study findings serve as a valuable resource for English teachers, offering guidance in developing suitable media tailored to students' needs.
3. Furthermore, this research has the potential to enhance students' enthusiasm for English learning while refining their skills in writing descriptive texts. In this case, it may serve as a reference for future researchers who interested in undertaking research on establishing video animation as a teaching media.

