CHAPTER I

INTRODUCTION

1.1.The Background of the Study

Writing is one of the four important skills that students must master. Jaramillo & Medina (2011) argue that writing is an important way of expression used to convince others and to convey ideas or feelings. Writing as an achievement that must be mastered, has an important role in which students actively transform passive knowledge and information in their minds into their language. Writing is an important skill that every student must master. By writing, writers can convey their messages by arranging words. Thus, they can communicate with each other through written text.

Richard & Renandya (2002) stated that writing is one of the most challenging skills for EFL students because of its complexity. The writing process involves exchanging ideas and organizing text so that it can be read well. In other words, writing activities help students practice and interact with the language they are learning, allowing them to hone language skills through writing. Writing is a complex skill that requires students' understanding of various aspects such as grammar, ideas, mechanics, vocabulary, and others.

Writing is a forum for someone to express their understanding and meaning. In other words,writing is an important skill to master because it involves the transfer of written ideas or written information. Through writing, readers can understand the information we want to convey. Learning to write is not just writing. Writing

takes more than 45 minutes to compose a paragraph because it involves the writing process and the integration of each sentence.

Suyono (2014) put forward an important concept in learning at school, namely learning to write and writing to learn. According to Suyono, learning to write refers to the process of how someone develops an idea, outlines it, and then expresses that idea through writing. Meanwhile, writing to learn refers to the use of writing activities as a means to deepen understanding of something being studied.

Based on the Merdeka curriculum, learning to write in high school aims to develop students' writing skills effectively and creatively. The curriculum emphasizes writing to learn (WTL), which means that writing is not only about grammar, style, and mechanics but also about using writing as a tool for learning. Writing helps students access higher-order thinking skills, integrate information across disciplines, and reflect on their learning processes. Therefore, writing must be considered as important as reading, and the two activities must go hand in hand.

In Senior High School, students study several English genres, including descriptive text. Descriptive text is a group of sentences that are closely related and have the aim of describing a person, action, place, or object. Therefore, teaching writing descriptive texts in class is considered important and requires attention from the teacher. Teachers need to explain clearly to students how to write descriptive text so that learning objectives can be achieved. Apart from that, teachers must also pay attention to several factors that influence students' ability to write descriptive texts, such as vocabulary and student motivation.

In the context of the educational process, it is recommended that the teacher invites students to participate actively and enthusiastically in writing

activities. This approach is known as Problem-Based Learning (PBL). Othoman & Ahmad (2013) explained that PBL is a learning method that actively involves students by identifying the problems they face and encouraging them to find solutions by searching and investigating relevant information. Thus, students are directly involved in learning, focusing on student needs and abilities.

There is a good teaching style that we can apply in class, its name is Problem-Based Learning (PBL). Problem-based learning is often conceptualized as improving the higher-order thinking abilities of students, especially in terms of reasoning (Savery, 2006). The implementation of problem-based learning will be more effective if attention in the learning process is focused on the students. However, this method is rarely used in the learning process. Therefore, students need interesting activities, especially the use of media to stimulate their interest in learning writing skills. The use of media is important to attract students' attention and motivation, thereby helping them develop creativity and imagination in conveying their ideas (Hufron, 2016). Learning media are used as a tool to increase interaction between educators and students in the learning process (Suryani, 2018). Along with advances in information technology, various types of media are now being used as learning tools, including interactive multimedia. Interactive multimedia refers to technology combining various types of media such as text, images, audio, video, and other elements delivered and managed through computer systems that enable user interaction (Miaz et al., 2018).

In the current era of technological development, teachers are required to be more creative and innovative in developing learning media. There are many tools available for creating interesting visual and audio-visual learning media, an

example of which is Articulate Storyline. Articulate Storyline is software that can be used by a teacher to create interesting and interactive learning media. As explained by Putri & Prasasti (2022), Articulate Storyline is multimedia that allows the creation of interactive learning media with features such as audio, images/animations, video, graphics, text, and so on. Media created using Articulate Storyline has an attractive and fun appearance and can be used directly by students, making it easier to understand the material contained in the media and can increase students' interest in the learning process (Arwanda et al., 2020). This computer software is very suitable for use by teachers in developing interactive and interesting learning media.

Based on several studies that have been conducted previously, Problem-Based Learning in the English Writing Class has a positive impact and can improve students' writing skills. The research conducted by Jumariati & Irawati (2017) focused on the use of PBL to improve the argumentative writing skills of university-level students, while my research focused on the application of PBL to improve the ability to write descriptive texts of high school students. Meanwhile, another research conducted by Joko, elt. (2019) had positive results which were able to improve students' critical thinking abilities. This research focused on using the Prezi application as a learning media to improve students' critical thinking skills at the 2nd-grade elementary school level, while my research focused on using the Articulate Storyline application to improve students' writing skills, especially writing descriptive texts at the high school level.

A study conducted by Gio & Reinita (2022) showed that the interactive multimedia Articulate Storyline 3 had a positive impact on the learning process in

Class IV elementary school. This research also created practical multimedia learning innovations for use in elementary schools, which can improve students' abilities, achievements, and interest in learning. This research was successfully implemented in the classroom therefore I will conduct research that is different from previous research, in which I will conduct research that focuses on using the Articulate Storyline Application to improve students' writing skills based on the Problem-Based Learning method in Descriptive Text learning.

Based on the results of an interview with one of the English teachers at SMAS Budisatrya Medan, it is known that there are obstacles related to the use of media or learning tools in the teaching and learning process of writing descriptive text activities, where these obstacles are the limitations of the media or learning tools so that they have to take turns using the media. The teachers also found that the most common difficulties faced by students when writing descriptive texts were in terms of grammar and vocabulary. Meanwhile, in terms of content, organization, and mechanics, students are quite good at developing their writing. From the results of the interview, it was also discovered that the use of learning media in the learning process carried out at SMAS Budisatrya Medan was less effective because the learning media was created by the teacher using Canva, and the results were screenshotted by the teacher and then shared via WhatsApp.

Figure 1. 1 Learning media screenshotted by the teacher

Based on data from the student needs questionnaire, it is known that the majority of students have difficulty understanding the material using the media used by the teacher. The difficulties faced by some students are in using vocabulary and grammar. And the rest have difficulty in making correct sentences according to writing rules.
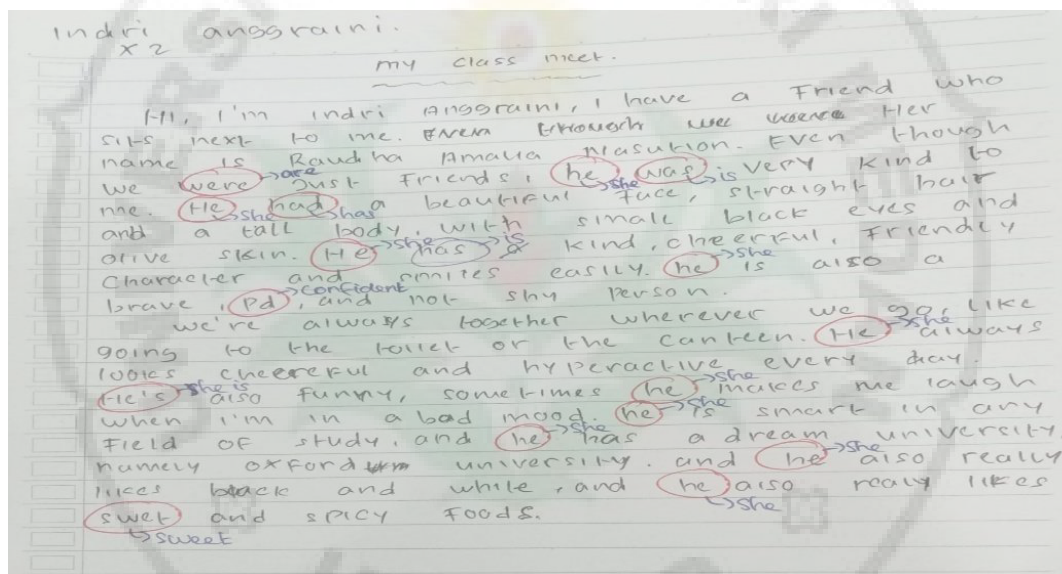

Figure 1. 2 Student's product of writing descriptive text

Based on the data above, it shows that there are still difficulties in writing good descriptive text. In terms of generic structure, students have written the text sequentially, including identification and description. However, students' knowledge is still lacking regarding the grammar used in descriptive texts. Some sentences are written in the past tense, and other sentences are written in the present tense. She also couldn't write sentences well. This can indicate that students still do not understand the linguistic features used in descriptive texts. Referring to the challenges and needs of students in the learning process, it is very important to innovate in creating learning media to improve the quality of education. One

approach that can be taken is to create interactive learning multimedia, namely media that integrates various elements such as text, video, images, animation, graphics, and sound into a single unit that can be accessed via a computer.

Based on existing problems, it is necessary to develop learning media to improve writing skills based on Problem-Based Learning using the Articulate Storyline Application.

1.2. Problem of the Study

The research problem of this research is formulated as follows, "How is an Articulate Storyline developed based on Problem-Based Learning in teaching descriptive text for tenth-grade students of SMAS Budisatrya Medan?"

1.3. Objective of the Study

Based on the problem of the study above, the objective of the study is to develop an Articulate Storyline based on Problem-Based Learning in teaching descriptive text for the tenth-grade students of SMAS Budisatrya Medan.

1.4. Scope of the Study

Based on the background of the study, the scope of this study is focused on the development of teaching writing descriptive text media based on Problem-Based Learning by using an articulate storyline. The teaching media developed does not aim to replace teachers or enable independent learning. Rather, it serves as an additional resource for teaching writing descriptive texts but still requires teacher guidance.

1.5.Significance of the Study

The research of this study will hope to give some theoretical and practical significance as the following:

1. The theoretical significance

Theoretically, this study provided beneficial contributions to giving general knowledge of developing teaching media in descriptive text based on Problem-Based Learning

2. The practical significance

a. For students

This research aimed to increase student activity and create student-centered learning. The findings of this research can be used to assist students in understanding and developing their abilities in learning descriptive texts.

b. For teacher

This research aims to produce interactive learning multimedia that can be used in teaching descriptive texts. Apart from that, it is hoped that this research can help teachers improve their ability to utilize technology, especially in interactive learning media based on articulate storyline.

c. For readers

The result of this research can be used as a reference in creating teaching media.

d. For the researcher

Through this research, researchers can expand their insight and experience, and this will be useful for further research.