

CHAPTER I

INTRODUCTION

1.1 Research Background

The development of science and technology has a major effect on the process learning. Information technology certainly has a major role in provide learning innovation. Education today cannot be separated from the development of science knowledge and technology. Technology has an effect on deep education it makes it easier for students to learn. Student today generation was different from time to time.

The majority of today's students, known as Generation Z, iGeneration, or Net Generation, were born in the early 2000s or later and do not know anything other than life with the full spread of the internet and the gadgets and technologies that support its use (Gonzalez-Lloret & Ortega, 2014). Conventional learning might be a little strange and sometimes boring for students these days. Also, the causes and effects of online learning caused by covid-19 for almost 2 years has made students a little surprised and not used to offline learning which was being re-implemented by schools.

This was where the important role of educators is needed. The way teachers teach must change. In learning activities there must be students and teachers. Where the student was someone who was studying through education and was the successor of the nation for the future. Teacher was a person who transmits his knowledge to students who currently studying in formal and non-formal education. Quality

education was designed to provide provisions for students to be more involved during the learning process and instill the values that they will bring into their lives. Based learning technology will work effectively if the role of educators in learning was as a facilitator as well as a provider of information. An educator must utilize their creativity in the use of learning media to support the delivery process teaching and learning activities.

Teachers rely significantly on a variety of resources to support their teaching and the learning of their students, ranging from textbooks, videotapes, and photographs to the Internet. The tools, information, or strategies utilized by teachers to address any learning issues, including noise issues, were referred to as instructional media. The use of instructional media allows lecturers to more easily and effectively explain, illustrate, disseminate, and deliver their lectures than when they rely just on words (Hindle, 2018). According to Heinich, Molenda, Russell, and Smaldino (2020), effectively designed instructional media can foster learning, support teacher-based education, and boost student achievement.

Internet connections and web-based technologies open up a number of new opportunities for the advancement of educational technology. Web-based learning was currently one of the key applications of the internet. In general, technology like video conferencing, videotape, satellite broadcast, TV broadcast, the internet, and others have been used to give distance education (Cavus, 2017). Students and teachers can access web-based learning with flexibility, typically at any time and from anywhere. Participants can basically collapse time and space. To interest the

learner and encourage learning, the instructional media must be created correctly.

The teachers should have been able to creatively shape their techniques and approaches for language teaching and learning to the usage of numerous programs through computers and cellphones in blended classrooms. Hughes (2017) investigated how blended learning was used, how effective it was, and how much these aspects affected how students perceived the ESL writing course. Students were observed working more independently, being more attentive, and taking more ownership of their own learning. In reality, by including digital learning into the teaching and learning process, students will be extremely encouraged to socially interact with their peers in order to complete the given tasks and meet the set learning objectives.

One of the four language skills that was crucial to develop what was writing. By writing, we can entertain readers, inform readers, and persuade readers to agree with our words, among other things. Writing was unfortunately a skill that students find challenging to learn, particularly EFL students in Indonesia. Writing is sometimes viewed as the most challenging language skill because it requires paying attention to more factors than other skills, according to Hanifa, Fahmi Millati (2019). Due to their lack of writing experience, students who were learning English writing in the classroom appear less eager to participate in the session. They struggle to put words together into phrases, sentences into paragraphs, and paragraphs into a composition that was cohesive and coherent.

Analytical exposition text was one of the genre text that was learned by students at eleven grade. The ability to create and write an analytical explanation

essay was required of the students. It's difficult to write analytical exposition texts. The students must be knowledgeable about the topic being discussed in order for them to contribute an opinion in favor of it. Knowing a lot about the present situation was necessary for the writer to be knowledgeable. A text that discusses an event in society was called an analytical exposition text. The authors provide their views on the topic under discussion. According to Refnaldi (2014), an analytical exposition text is one kind of text that makes an argument based on true events. Additionally, Priyana et al (2008) adds that "analytical exposition provides or suggests a certain issue which may only be pro or contra, or both". An event that occurred recently should be the focus of discussion.

The teacher play important role in helping students achieve their academic goals. Teaching transferring their knowledge to students was the most typical role. Teachers can use a variety of instructional strategies. Regrettably, there were still some instructors who teach using the traditional method, asking students to write on paper or in their books after describing the lesson media on the board. Students will get less interest and less motivated to learn if the teacher only applying this technique. The researcher decided to provide web-based media for teaching writing skill, notably for authoring analytical exposition texts for eleventh-grade students, this study was conducted at SMAN 4 Tanjungpinang, where the school uses the 2013 curriculum and mandates that students be able to master analytical exposition texts.

According to the previous interview of researcher with the English teacher, the school stiiil lack of learning innovative media for teaching and learning in th class

activity and also the English teacher for the eleventh grade believes that, based on her earlier teaching experiences, analytical exposition texts were one of the subjects that students find challenging to learn. The researcher hope the result of the learning media that will be created in this study can be used by teachers as an alternative way to effectively teach writing skills.

1.2 Identification of the Problem

Based on the background of the study, the researcher identifies some problem as follow:

1. Limited learning media used in classroom activities.
2. The high level of students in accessing the internet and mobile phones but lack of learning media that support and direct students in effective learning independently.
3. Lack of digital learning media, which was used in the classroom activity learning process.
4. Students lack of motivation in learning english subject only using conventional media for examples books.
5. Student lack mastery in vocabulary specially in writing skill because of the lack of learning media.
6. Students uninterested learning english at schools due to the lack of variety of learing media

1.3 Research Question

Based on the previous background, the research question in this study was :

1. How was the Google Sites Media for teaching and writing skill of exposition texts at eleven grade designed?
2. How was the validity of the Google Sites Media for teaching and writing skill of exposition texts at eleven grade?
3. How was the practicality of the Google Sites Media for teaching and writing skill of exposition texts at eleven grade?

1.4 The Purpose of the Study

The purpose of this research refers to the problems which was formulated previously ;

1. To design Google Sites Media for teaching and writing skill of exposition texts at grade eleven.
2. To aim the validity of Google Sites Media for teaching and writing skill of exposition texts at grade eleven
3. To aim the practicality of Google Sites Media for teaching and writing skill of exposition texts at grade eleven.

1.5 Specification of the Product

The google sites media will be the product that will be create and designed in this study, with the following product specifications as follows:

1. Web-based learning using Google sites was intended for class XI students of SMA Negeri 4 Tanjungpinang.
2. Web-based learning using Google Sites contains descriptions media and information related to English subject media for class XI exposition text.
3. In Google Sites learning media there were pictures that help students to easily understand the media and not easily bored while studying the media.
4. The language used was light to make it easy understood by students.
5. The contents of the media in web-based learning media will be developed based on the 2013 curriculum for class XI English subjects.
6. This interactive learning media based on the Google Sites website was equipped with learning videos from YouTube to support students' understanding of the media presented.
7. This google sites media can be opened on a laptop or Mobile phone (Android).

1.6 Research Significance

This study is to designed web-based media for eleven grade at SMAN 4 Tanjungpinang. The finding of this study expected to give a contribution as follows:

1. Theoretical Significance

This research was expected to be able to create progress in English language teaching, in order to produce more advanced and interesting steps in learning. Guided by the competence of an institution. As well as, expected to be able to contribute in development of science in technology english learning. Especially in product

development web-based google sites. In the process of judging by the response students and the response of educators as users

2. Practical Significance

The practical benefits in this research expected to be useful for various parties, including:

a. Researchers

Researchers were expected to be able to provide experience and insight, which relates how utilizing technology in the learning process, especially in learning English.

a. Teachers

For teachers, it was hoped that they can provide insights and references on how to use it technology. Where will then be used as media evaluation or assessment of learning English.

b. Students

For students, it was expected to be able to provide new circumstances or atmosphere in learning and evaluation. So, it can develop desire, interest, and motivation in the process learning.

c. Schools

For schools, it was hoped that this can become a direction for education can develop and improve quality Specialized education in the implementation of learning English.

1.7 Assumption and Limitation

The assumption and limitation from designing the web-based media was the teachers might find it easier to do the teaching of writing skills in eleven grade at SMAN 4 Tanjungpinang in class. Additionally, it aims to make the students' interest in writing instruction. The teaching process in class for the students at SMAN 4 Tanjungpinang will limit the web-based media for teaching writing skill development of exposition text.

1.8 Definition of Key Terms

1.8.1 Designing

Designing refers to a process of plan to create, execute, or construct something

1.8.2 Web-based Media

A computer software or system that was "web-based" makes use of web technology and browsers to carry out operations online.

1.8.3 Google Sites

Google Sites was a structured sites tool for building individual and group websites, whether for business or personal use.

1.8.4 Writing Exposition Text

Exposition text was an open writing that can produce pros and cons for the author and the readers.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of Related Theories

2.1.1 Google Sites

There was one product website from Google that can used for educational purposes for free, namely google sites. Google Sites is a product created by Google as a tool for create sites, google sites were very easy to use especially for support learning by maximizing features such as Google docs, sheets, forms, calendars, awesome tables and so on.

Google Sites is an online application launched google for making class, school, or other websites. Google Sites users can combine a variety of information in one place (including videos, presentations, attachments, text, and others) that can be distributed according to user needs. Use Google Sites is free of charge and can be utilized by all users who have a google account. Mukti and Anggraeni (2020) In the teaching and learning process, Google Sites can be used as learning media by collaborating with various other media such as images, sound, and video. We can also integrate with Google Workspace features such as Google Slides, Google Drive and others. After creating a Google Sites page, we can share it with students as an interactive learning media.

According to Mukti et al. (2020), using Google Sites for web-based learning media can help students become more interested in their studies. It was intended that