

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English was very important because of its known as an international language, especially in the era of globalization. English was used to communicate with people in various countries. Mastering English allowed people to enter and gain access to the world of information and technology. Students were able to learn English at an early age when they were introduced to English in junior high school. Before they went on to higher learning, this gave them a better basic knowledge. Teachers could offer students the possibility of having more open opportunities for development when learning English, thereby giving them better career prospects in the future. To support students' foreign language skills, the Indonesian Government issued a Law on the National Education System in 2003, which explained that foreign languages could be used as a language of instruction in certain educational units. That was one of the main reasons why students had to learn English in school.

By adopting modern technologies such as computerization, multimedia devices, mobile phones, audiovisual effects applications, and social media, the education sector needed to keep pace with the global technological revolution to optimize English language teaching and to provide teachers with a systematic and advanced way of connecting with classroom language learners. The Internet provided quick, easy, and nearly limitless access to software, applications, and materials that could help English teaching and learning (Mofareh, 2019).

The growth of Information and Technology (IT), especially for computers, was amazing. The development's growth was so close to affecting human existence. Today's operations, which in the past required a lot of power, were powered by machines that were computer-controlled. As in other sectors, computers were also related to education. Many curational tasks were completed by the computer. For example, typing, counting, searching for information on the internet, and so on. As a result, schools in the modern era had to adapt to changes in the development of information and technology in the teaching and learning process. The school had to use computer-based teaching media to adapt to the modern learning process. The computer displayed animation using software related to the learning topic, making the teaching and learning process more interesting for students. A computer could also be used for multimedia.

According to Syarif in Alifah (2013), Multimedia could be classified as various mediums. They were made up of text, pictures, videos, and audio. In other words, communication through multimedia was communication through a single medium. The development of computer-based teaching media was expected to make the teaching-learning process more interesting and effective.

The process of teaching and learning English was made easier by interactive multimedia in many ways. First, the students were motivated to study English because they were not bored. Second, students could easily understand the material because English interactive multimedia provided video, animation, graphics, and audio. They could directly listen to the dialogues using video and audio. They were able to improve their listening, speaking, and pronunciation.

Graphics and animation could be applied to attract the attention of students. Finally, the benefit was that English instructors used a variety of teaching methods to avoid a monotonous teaching-learning process.

One of the media that could be used was Computer Based Teaching, which was developed in this research. The product developed was an interactive teaching medium of Computer Based Teaching by utilizing the Adobe Flash application program in the form of interactive multimedia that could be used to assist the introductory learning process for class VII students. Delivering material related to asking and giving information: Class Schedule through this interactive multimedia Computer Based Teaching media aimed to eliminate students' boredom in participating in English language learning in the class. This Computer Based Teaching media was made as attractive as possible with a colorful display and background, prioritizing ease of use and interactivity with sound buttons. This Computer Based Teaching media was produced in the form of applications that could be run through computers and in the implementation of learning could be done in large classes or individually. The use of Computer Based Teaching media was very easy because the output produced was an application, so the user could install it on the computer. After the application was installed, an attractive display would appear with a start button to start using media.

Adobe Flash CS6 was one piece of software that could be used to create teaching media during the teaching-learning process. According to Winosari (2008), Flash animators used this software because of its completeness and ability to create animation. This software could assist and facilitate users in completing tasks such as animation, presentations, creating teaching compact disks (CDs), and so on. Flash had the ability and capability to create object animation designs that were both simple and interesting.

Based on the results of initial observations that researcher had done. Currently, the English teacher still used conventional media. Based on the first test before used the media, the percentage of students' speaking skills who reach the KKM is only 54.28% with all total including the students' who is not reached the minimum score is 67.71%. The teacher said that the problem was caused by the lack of related vocabularies, low ability in constructing sentences, and low motivation on participating in speaking activity caused by shyness and not confidence also afraid of making mistakes. So, the students' speaking skills were still low. The researcher also observed that student's interest in taking English lessons was still lacked. This was proven when there were some students who did not pay attention to learning well. The unpleasant learning atmosphere in the classroom prevented students from enjoying learning because the use of teaching media had not been maximized, this could be seen during the learning process the teacher only used the lecture method and only relied on LKS (worksheet) or students' books as the main learning resource, even the teacher used computer-based teaching media but it was not often due to the internet connection was very

bad there. In other words, teachers did not use supporting media in learning. This made students find it difficult to learn English. Therefore, in this study, the researcher developed the computer-based teaching media “fun learning” to improve their speaking skills.

It is known that SMPN 5 Tanjungpinang has taken advantage of technological developments such as computers and LCD projectors in fulfilling school facilities. However, they still used conventional methods in delivering English subject matter to students. Meanwhile, in the development of education in this era, it required teachers to work more creatively, innovatively, and inspiringly in the learning process. One of them was to use IT (Information and Technology) appropriately and effectively to create a pleasant learning atmosphere so that students could quickly and easily master the subject matter. The researcher developed a computer-based teaching media using Adobe Flash CS6 and chose the material of asking and giving information: Class Schedule. Asking and giving information: Class Schedule was one of the materials contained in English subjects for class VII SMP in the semester. Which in it discussed how to be asking and giving information about class schedule to other people.

This Computer Based Teaching media was developed with the ADDIE development model. Sugiyono (2019), states that the ADDIE development model is a learning device development model. The ADDIE model is the most generic learning design development model and is developed systematically and based on the theoretical foundation of the developed learning design (I Made Tegeh, 2014).

The stages of the ADDIE model were: (1) Analysis, (2) Design, (3) Development, (4) Implementation, (5) Evaluation. The ADDIE model provided an opportunity to evaluate at each stage. The impact of the evaluation at each stage of the ADDIE model was to minimize the error rate at the end of the activity in this model. So that in its implementation, the ADDIE development model was considered suitable for developing Computer Based Teaching media.

1.2 Identification of The Problem

Based on the results of initial observations that researcher had done. Currently, the English teacher still used conventional media. Based on the exercise score from the teacher, the percentage of students' speaking skills who reach the KKM is only 54.28% with all total including the students' who is not reached the minimum score is 67.71%. The teacher said that the problem was caused by the lack of related vocabularies, low ability in constructing sentences, and low motivation on participating in speaking activity caused by shyness and not confidence also afraid of making mistakes. So, the students' speaking skills were still low. The researcher also observed that student's interest in taking English lessons was still lacked. This was proven when there were some students who did not pay attention to learning well. The unpleasant learning atmosphere in the classroom prevented students from enjoying learning because the use of teaching media had not been maximized, this could be seen during the learning process the teacher only used the lecture method and only relied on LKS (worksheet) or students' books as the main learning resource, even the teacher

used computer-based teaching media but it was not often due to the internet connection was very bad there. In other words, teachers did not use supporting media in learning. This made students find it difficult to learn English.

1.3 Research Questions

The research question was formulated as "How did the C-BT Media 'fun learning' develop students' speaking skill?"

1.4 Objective of the Study

The objectives of this research were to investigate how the computer-based teaching media "fun learning" was developed for speaking skills at the 7th grade of SMPN 5 Tanjungpinang.

1.5 Specification of Product

The created media was interactive multimedia that was utilized as teaching media on a desktop or computer operating system. In this research, computer-based teaching media for grade 7 had specifications that included the following:

1. The product was distributed as an Application Package File (APK) and was designed for running on desktop (Windows) devices.
2. The application was interactive multimedia. This meant that when a teacher clicked or touched an app, it showed a response every time.
3. The product could be utilized independently of an internet connection.

4. The offering featured both the asking and giving information: Class Schedule material and a game based on it.

1.6 Significance of the Study

Using the "Fun Learning" application, this study attempted to create computer-based teaching media for asking and giving information: Class Schedule materials. The findings of this study were expected to contribute as follows:

1.6.1 Theoretical Significance

The theoretical significance of this study was to enrich the existing theory about material development in ELT.

1.6.2 Practical Significance

This research has benefits for educators, students, and other researchers. They are listed below:

- a. Students

Students can use the product of this study to enhance their speaking skills learning.

- b. Teacher

The teacher can use the product of this study as an alternative media for teaching speaking skills for the material of asking and giving information: class schedule.

c. Additional researchers

This research can be utilized by other researchers as a resource for further research of developing media using adobe flash for speaking skills.

1.7 Assumption and Limitation

The assumption from the development of Computer-based teaching media "fun learning" to teach speaking skills by using Adobe Flash CS6 for grade 7 to learn by asking and giving material by using Adobe Flash CS6 was that it could make students easily and effectively learn the material, especially for speaking skills. This research was also expected to be advantageous for teachers to use the result of this research in their class as an alternative way to teach speaking skills with material by asking and giving information: Class Schedule to students. The development of interactive multimedia was limited to Windows desktop platforms. The material was limited in how to use can and could, have and has, 5W + 1H for the 7th grade English subject, Kurikulum Merdeka. In this research, the researcher used the ADDIE Model.

1.8 Definition of Key Terms

1.8.1 Interpersonal Text

Interpersonal text is the text concerned with communication strategies by which people maintain and/or build social relationships, or people use language to help them build and maintain good relationships with others. Asking and giving information is the activity that providing information to the other person.

1.8.2 Speaking Skill

Speaking skill is a skill of using language to communicate using verbal or nonverbal symbols orally in different contexts that can be improved through learning language.

1.8.3 Fun Learning

Fun Learning is Computer-based teaching media. The media include text, visual, and audio.

1.8.4 Computer-Based Teaching

Computer-based teaching is the use of computer technology and software programs to support and improve the teaching and learning process.

