

CHAPTER I

INTRODUCTION

This chapter discussed the background of the research, identification of the problem, limitation of the research, statement of the problem, the objective of the research, and significances of the research.

A. Background of the Research

One of the main goals of studying English is to develop practical communication skills in English, particularly the capacity for verbal and written communication. To master this skill, students must be proficient in language abilities, including writing. The key of writing abilities that high school students must master is the ability to comprehend the meaning and evaluate the social functions, text structures, and linguistic components of spoken and written texts in the form of descriptive, critical, creative, and truthful.

In the Merdeka curriculum site uploaded by the Indonesian government in learning achievement of English subject learning for high school, that state in English subjects that refer to the common European framework of reference for languages: learning, teaching, assessment (CEFRL), the upper intermediate level is a different determination level of language proficiency established by the European Council. In English subjects, students must be able to produce texts with detailed structures in narrative texts, expositions, and discussions on various topics and explain opinions or views by explaining the advantages and disadvantages of supporting arguments against different choices and beliefs.

Harmer (2004) states that writing generates language and expresses ideas, feelings, and opinions(Husna, 2019). That means that writing is a skill that focuses

on language production and requires an intellectual expression level. Writing plays a significant part in developing English learning abilities in lectures and in the classroom. For English language learners, writing is a complex subject that requires practice. This opinion is supported by Aryuntini et al. (2018) that writing serves as an example of how to communicate ideas by arranging words into sentences and paragraphs. Writing is one of the essential skills to be mastered. Indirectly, students will learn more to engage their hands, eyes, and cognitive abilities simultaneously. It is in line with (Raimes, 1983), who provided several justifications for the significance of mastering writing skills.

The truth is that learning English language topics is thought to be difficult, especially writing skills. That is because writing in English requires more than merely adhering to grammar and style rules. They also involve the capacity to articulate and develop writing-related ideas. Heaton (1975) states that writing is a challenging and more complex skill to teach because this skill is not only about grammar and rhetoric but also concepts and assessments (Alawiyah, 2017). Mahyuddin (2005) states that students have trouble writing English texts because they worry about spelling and grammar mistakes (Cole & Feng, 2015).

Based on the recent study, the learning outcomes for writing descriptive texts were unsatisfactory. The limitation of learning media, which provides a problem for educators, is one element that influences students' lack of interest in writing abilities. Therefore, to assist students in achieving set learning goals, English teachers must take several different approaches. One of the initiatives is to promote learning with Google Jamboard as a medium to enhance English writing abilities.

Students of SMK Negeri 3 Pacitan also have the same experience. From the early results of the researcher, SMK Negeri 3 Pacitan students have difficulty writing in English. Writing exercises are rarely recommended because students struggle to write essays correctly, especially when putting their thoughts on paper. Compared to other skills, writing is the most important and difficult to master. It will be challenging for someone who doesn't know how to write their thoughts on paper. Otherwise, it will be simple for a person who usually writes about his experiences. It is supported by Adyawardhani (2016), who asserts that two things that help people write easily are their love of reading and their familiarity with writing. It will be straightforward to write it down because he has already read and understood the subject. Reading also helps a person develop a varied vocabulary. According to an interview with the English teacher at SMK Negeri 3 Pacitan on October 10th, 2022, several factors cause students' difficulties in writing, including the students' limited vocabulary, some of them being lazy to open a dictionary, and most children having difficulty understanding grammar. SMK Negeri 3 Pacitan follows the Merdeka curriculum, which requires students to be more creative, imaginative, and active in class.

The researcher observed that the writing class teacher used a lecture format and required students to practice conventional writing on paper. According to the tenth-grade English teacher at SMK Negeri 3 Pacitan academic year 2022/2023, a lack of writing practice contributed to many students' difficulties. As a result, the researcher looks for teaching strategies with delivery formats that will inspire students to be excited about taking writing classes and encourages them to be active in practicing writing more consistently. However, this method is still unable to

significantly improve students' writing abilities. In SMK Negeri 3 Pacitan, the Minimum Passing Grade (KKM) for English subjects is 75, and the English teacher reported that less than half of the students in the writing class did not achieve the minimum passing grade (KKM).

To solve the problems mentioned above, the researcher should develop learning techniques in the classroom more interestingly, as explained by Keh, quoted by Rohmah (2009), that implementing new strategies can impact students becoming more interested in writing. The Researcher's answer to this challenge is to use Google Jamboard as a medium for class exercises and activities by looking for media that can be used in any learning model and help students improve their writing skills. Student engagement and enthusiasm in writing practice in the classroom may increase through in-person, online, or restricted face-to-face education. Because of this, the researcher will employ Google Jamboard to make learning English writing easier.

Google Jamboard enables the students to practice writing, receive feedback, and give comments on one platform. Draucker (2021) states that Google Jamboard is a tool in Google Apps for Education that serves as a platform for writing instruction. It offers a blank canvas on which teachers and students can collaborate to write thoughts or opinions. This jamboard can be used to demonstrate learning material by writing material, adding photos, and other information, similar to a traditional whiteboard. In addition, it can facilitate interaction and teamwork between students. Jamboard is here to help teachers and students collaborate in real-time to make writing classes more exciting and interactive. During writing class, teachers can invite students to practice, write down their ideas, solve problems, or

draw synchronously and collaboratively. We can use a computer, tablet, or handphone to access Google Jamboard.

Based on the problem mentioned, the researcher is interested in conducting a study entitled “The Use of Google Jamboard as a Medium to Improve Students Writing Skill of the Tenth Grade Students SMK Negeri 3 Pacitan Academic Year 2022/2023 (A Classroom Action Research)”. The researcher expected that this study would enhance students’ writing abilities.

B. Identification of the Problem

The researcher identifies a few issues in light of the study background, students’ difficulties in writing, including the students’ limited vocabulary, some of them being lazy to open a dictionary, and the majority of students having difficulty understanding grammar. Merdeka Curriculum requires the student to be more creative, imaginative, and active in class. The teacher of the writing class used a lecture format and required students to practice conventional writing on paper. This method is still unable to significantly improve students’ writing abilities. Finally, the teacher should implement appropriate media for teaching writing to improve students’ writing skills. With this phenomenon, Google Jamboard media is the potential to teach writing activity can make students more creative, imaginative, and active in class.

C. Limitations of the Research

Based on the identification of the problems above, the researcher makes limitations to get depth investigation. It is limited to the analysis of the application of google jamboard media to teaching writing to the tenth-grade students of SMK

Negeri 3 Pacitan in the academic year of 2022/2023. It also investigates the students' responses toward google jamboard media to teaching writing.

D. Statement of the Problem

In this study, there are several problems to be investigated, including:

1. How is the implementation of Google Jamboard to improve students' writing skills for the tenth-grade students of SMKN 3 Pacitan academic year 2022/2023?
2. How are the student's responses toward google jamboard to teaching writing for the tenth-grade students of SMKN 3 Pacitan academic year 2022/2023?

E. The Objective of the Research

The researcher's goal based on the issue described above is as follows:

1. To describe the implementation of Google Jamboard in improving students' writing skills at the tenth-grade students of SMKN 3 Pacitan academic year 2022/2023.
2. To find out the student's responses toward google jamboard to teaching writing for the tenth-grade students of SMKN 3 Pacitan academic year 2022/2023.

F. Significances of the Research

1. Theoretically

The findings of this research are expected to contribute the development of English language education, especially in learning media that helps students' writing skills.

2. Practically

a. English teachers

The result of media use in this study can be used as a reference in learning activities. The teacher can use this media to achieve learning objectives, particularly in writing skills.

b. The students

Students may become more active and motivated in their English studies by using Google Jamboard as a medium. In addition to school, students can expect to improve their writing abilities, increase their interest, have more fun while learning and be more active.

c. The institution

This research is expected to be a source of information for the school to improve teaching techniques, especially in teaching writing.

d. Other Researchers

This research is expected to be a reference for other researchers who have the same interest in doing research about teaching writing activities.