

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the limitation of the study, the formulation of the study, the objectives of the study, and the significances of the study.

A. Background of the Study

The pandemic Covid-19 has forced schools and universities do not to carry out learning in the classroom. This makes technology play an important role in online learning that students do from home. The use of mobile technology has a major contribution in the world of education, including the achievement of goals distance learning (Korucu & Alkan, 2011). The advantage of using online learning is that the teaching and learning process is independent and has high interactivity, can improve memory, provide more learning experiences with video, text, audio, and animation, all of which can be used to convey information, provide convenience in learning, delivery, updating content, downloading (Arnesti & Hamid, 2015). Online learning is an alternative to learning from home because online learning does not require students to attend class. Meanwhile according to Setiawan (2020) states that the weaknesses of online learning are household disturbances and unreliable technology, inadequate interaction between students and teachers, and the need for more experience. Besides online learning, offline learning also has weaknesses such as face-to-face

learning which is not balanced with active, effective, and efficient learning. In addition, teachers are also less varied in delivering material so that they do not attract students' attention to the subject matter being taught, cannot generate motivation during the learning process, and do not overcome saturation situations in the learning process which have an impact on student mastery of material and student learning outcomes. From the problems in online and offline learning that became one of the bases in choosing the topic of this thesis.

Technology plays an important role in facilitating online and offline learning. The development of technology and information is progressing very rapidly. The role of technology in the Covid-19 pandemic is very important for the world of education. Eggen and Kauchak (2012: 27-28) assert that the standards for 21st century or digital age schools for teachers and students relate to the application of technology in learning. Teachers must be able to prepare themselves to face technological developments that are increasingly rapid. In addition, teachers must also be able to organize learning as effectively as possible even in emergency situations. This is in accordance with the opinion Sari (2014) which states that, a teacher must also be able to prepare his students to live in the digital age, one of which is using their knowledge of the subject matter, learning, and technology to facilitate experiences that advanced students learn, creativity, and innovation in face-to-face and virtual situations.

The use of technology in English learning applications can be done online and offline. Technology offers a lot of convenience, one of which is making it easier for information to spread without being limited by space and time. Teachers can provide learning materials using technology in offline and online learning to maximize student learning outcomes. Technology as a supporting tool for students and teachers to find extensive information and package modern learning. Submission of information through advanced technology also looks varied and modern. In addition, online or offline learning can use technology to increase student interest in carrying out learning. The use of technology in education does have many benefits for the continuity of learning. However, on the other hand, teachers and guardians of students must continue to supervise students when using technology so that it does not lead to negative things. In this study, the author refers to offline learning as a whole, because with face-to-face learning students are able to focus on doing the tasks that have been given accompanied by the teacher directly and also the standard rules in class help students focus on learning.

Language lessons are one of the lessons that do a lot of writing activities. In subjects related to language, there are two skills that need to be mastered by students, namely productive and receptive skills. Writing skills are part of productive skills, namely skills that produce language as a medium of communication, both in spoken and written form. One of the language subjects taught at school is English. There are many types of

writing such as narrative, recount, short story, poem, and others. Narrative text is an English text that aims to tell a story that has a series of interconnected chronological events. Based on the findings in the field, there are several obstacles that make it difficult for students to master writing skills such as limited vocabulary, lack of mastery of grammar, the students have low motivation in writing, the students still confuse to find out the idea, and several factors that make students bored because teachers use traditional methods in teaching. Based on the explanation above, the researcher chose the target of writing skill because writing skill is one of the important skills taught to students because it supports other skills, namely, listening, speaking, and reading. Based on the findings in the field, it can be seen that with English which is a foreign language and complex writing skills, many students find it difficult to make a written work, so the researchers chose writing skills with the type of narrative text as the research target. In addition, narrative texts that narrate an imaginative event systematically and function to entertain the reader are in accordance with the application that will be collaborated in this research.

Learning media is an important element in the learning process. This is a learning resource that can assist teachers in increasing students' insight. The use of interesting learning media for students can be a stimulus for students in the learning process and can improve student learning outcomes. Before choosing the learning media to be used, there are several criteria that must be considered so that the selection of the learning media is in accordance with

the needs and learning objectives and students obtain good learning outcomes. The use of appropriate technology can help students to improve their language skills, one of which is writing skills. Digital Storytelling is one of the technology-based learning media that has many types. storyjumper website is one type of Digital Storytelling that is suitable to be used to improve students' writing skills, especially writing narrative text.

Digital storytelling is a form of digital media technology that allows people to share aspects of their stories. The use of learning media in the learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students (Arsyad, 2013). Rahimi & Yadollahi (2017) described digital storytelling as the combination of multimedia and storytelling to enhance the spoken and written expression and to present stories digitally to others. One of the digital storytelling is the storyjumper website. Storyjumper is a web tool that can be used by students and teachers to create and publish their own story books. Its use is quite easy and simple. This web tool has many features ranging from images, text, and audio. So that students are more interested in reading or writing. The features in storyjumper can help students find creative ideas for writing. There are pictures of shapes such as humans, animals, plants, objects, etc. There are many different types of writing, and many useful features to help students write creatively.

There are several previous studies that prove the success of using storyjumper media for learning. In previous research conducted by

Rameswara, Andyani & Pratiwi (2020) on Developing Storyjumper-Based Teaching Media to Enrich Kindergarten Students' Vocabulary. Based on this research, to determine the quality of the media, expert judgment rubrics, teacher questionnaires, and student interviews were used to determine the quality of the media. Based on these three things, the quality of the media is considered quite good in helping teachers deliver the material, and it is very easy to use. The students admitted that the media was able to attract their attention. Teachers can use storyjumper because of its practicality and benefits in helping them achieve learning outcomes. In other previous research that conducted by Mohammad & Yamat (2020) on Students' Perspectives and Motivation Towards Storyjumper on Creative Writing, shows that students feel they have a positive perspective and motivation when writing after using Storyjumper. In his research, it was also concluded that Storyjumper is a technique that can be applied to motivate students to write and to increase ideas for creative writing.

In this study, the researcher uses the storyjumper website as a learning media and argues that there are positive indications of students' writing abilities. In a study conducted by Rameswara, Andyani & Pratiwi (2020) with the title "Developing Storyjumper-Based Teaching Media to Enrich Kindergarten Students' Vocabulary", there is a significant difference, namely if the research refers to the development of learning media to enrich students' vocabulary, which means that the researcher produces a product from storyjumper which is used for teaching. While for this study, the

researcher uses the storyjumper website as a media for students to learn to write especially writing narrative text. The researcher will ask students to make a narrative text on the storyjumper website, so that each student has his or her own story and is different from the others. In another study conducted by Mohammad & Yamat (2020) they examined students' perspectives and motivations on using storyjumper for creative writing. Meanwhile, in this study, the researcher refers the influence of using storyjumper website on students' writing abilities, especially in narrative texts. This study uses an experimental research design.

This research was carried out at SMKN Ngadirojo. SMKN Ngadirojo is one of the favorite schools in Pacitan. In addition, in this school students and teachers are already using technology in the teaching and learning process. Based on the results of interviews with English teachers at SMKN Ngadirojo, The teacher explained that students at SMKN Ngadirojo had problems in writing, especially in narrative text. This can be seen from the students' scores which are still below the minimum standard value (KKM). The researcher explored students' writing skills using the Storyjumper website media in class X Accounting at SMKN Ngadirojo. Based on this, the focus of this research is to find out to what extent the storyjumper Website learning media influence the writing skill of the students of SMKN Ngadirojo, especially in writing narrative text.

B. Identification of the Problem

Based on the background of study on the influence of using storyjumper website towards students' writing ability, researcher identifies several conditions that encourage research problems such as, students' low vocabulary mastery, grammatical errors in writing, learning that uses monotonous explanations, and low student motivation. This resulted in less than the maximum student learning outcomes and scores below the minimum standard. Based on this phenomenon, technology-based learning media such as the storyjumper website have the potential to become learning media that can be used in learning English, especially in students' writing skill.

C. Limitation of the Problem

In this study, based on the background and identification of the problems above, this research can be directed, in-depth, and not too broad in scope, it is limited to the influence of storyjumper website to students' writing skill of tenth grade at SMKN Ngadirojo in academic year of 2021/2022, especially on students' writing skills in narrative texts.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher formulates the problem as follows:

1. How is the influence of storyjumper website to students' writing skill of tenth grade at SMKN Ngadirojo in academic year of 2021/2022?

2. How can storyjumper website theoretically influence to students' writing skill of tenth grade at SMKN Ngadirojo in academic year of 2021/2022?
3. How is the response of the students in using storyjumper website?

E. Objectives of the Study

Based on formulation of the problem, the objective of the research is:

1. To describe storyjumper website influence the writing ability of tenth grade at SMKN Ngadirojo in academic year of 2021/2022.
2. To identify how can storyjumper website theoretically influence to students' writing ability of tenth grade at SMKN Ngadirojo in academic year of 2021/2022.
3. To reveal how is the response of the students in using storyjumper website.

F. Significances of the Study

The significance of the study:

1. Theoretically, it is hoped that it can be used as a guide in learning to improve students' writing skills, especially in writing narrative texts through the storyjumper website. This study provides a role for using the storyjumper website which allows it to be integrated as a learning medium in EFL. Furthermore, this study provides a process of using storyjumper as a medium for learning to write students, especially narrative texts.

2. Practically, this research can be useful for:

a. The Academic Society

This study provides further information on the issues of using the storyjumper website in the academic field as a learning medium, particularly in English Education Department.

b. The Readers

By reading this research, the readers can get any other ways in teaching writing skill especially in Narrative Text using storyjumper Website.

c. The Other Researchers

This study is a reference for other researchers who have an interest in case studies, especially in the issue of Digital Storytelling, especially the storyjumper Website for the Academic field

