

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

The educational field has shifted from traditional classroom settings primarily using printed learning resources to a technological-based learning system. In this technological era, learning medium is no longer restricted to books and whiteboards because technological advances make everything more accessible and exciting (Sari & Margana, 2019). Dealing with students in this digital revolution of the industry requires teachers to become tech-savvy to comprehend students' interest in digital literacy (Motteram, 2013, as cited in Budiarta & Santosa, 2020). The teacher can use a technologically based teaching approach or model, or the teacher can convey the subject matter using recently updated technologically based instructional practices or models that work with students in the 21<sup>st</sup> century (Budiarta & Santosa, 2020).

Teachers and students both require a significant amount of teaching and learning media/materials in the teaching and learning process. Various types of learning media in teaching and learning are recommended in education. Teachers should not only provide monotonous language learning material but also language learning media that fosters autonomy and creativity, as well as create a learning environment where the students become more productive in learning the target language to the demands of 21<sup>st</sup>-century skills, in which students are required to have high creativity and innovation, as well as the ability to express, think critically, analyze, solve problems, interact and work well with other people (Sari & Margana, 2019). Technological advancements can allow teachers to improve the quality of their students' learning (Ermawita, Nasution, & Miswadi, 2022). This can be accomplished by developing learning media by technological advancements.

Speaking is an important skill to acquire when learning a language. According to Burns (2012), speaking is a highly complex skill that requires simultaneous cognitive, physical, and sociocultural processes, and a speaker's knowledge and

skill must be activated quickly and in real time. Speaking English is challenging for EFL students, particularly Indonesian students (Lestari, 2019, p. 916). English as a foreign language is difficult to master because its written and spelled forms differ. It causes them to lose motivation and enthusiasm for teaching and learning. In order to have a specific way of improving speaking skills, teachers significantly have strategies for it. One strategy that may be discussed in this study is the use of AutoPlay-based media in the teaching and learning speaking.

AutoPlay media is one program that can be used to accommodate various types of learning material. AutoPlay is a program or application that creates multimedia by incorporating various types of media such as images, sound, video, text, and flash into presentations (Anantyarta & Sari, 2017). The use of the AutoPlay media is expected to assist teachers or lecturers in teaching speaking and help students more enthusiastic and less bored in their learning (Anantyarta & Sholihah, 2020, p. 47). This is because students can hear, watch, or see audio, video, text, animation, and graphics simultaneously. Auto-play media not only helps students understand the lesson, but it can also help the teacher explain the material in a structured and simple manner (Firman & Hanan, 2019). Thus, utilizing AutoPlay as media to facilitate the teaching and learning speaking can benefit both students and teachers.

The importance of research in developing AutoPlay-based media (speaking) is demonstrated by research, which identifies areas of interest to explore. For instance, Developing AutoPlay-based media for learning (Fitriani, Susilawati, & Linda, 2020; Anantyarta & Sholihah, 2020; Hasan & Hermanto, 2019; Pratama & Agung, 2017; Purnomo, 2014; Prasetyanto & Sulistyawati, 2017; Anantyarta & Sari, 2017), The use of AutoPlay media in improving students' speaking performance (Firman & Hanan, 2019), Development of learning media for speaking skills (Harianja & Fibriasari, 2019; Suyono, Simbolon, & Ampera, 2021; Aryani, 2019; An-Nur & Suryaman, 2020), EFL speaking class in the 21<sup>st</sup> century (Budiarta & Santosa, 2020; Sari & Margana, 2019), Strategies to teach speaking skill (Nisaiyah, Fitriyaningsih, & Rohmah, 2021; Prasetyaningrum, Fikni, & Wati, 2020; Sanjay & Narayana, 2020),

Based on previous research, it has been discovered that some studies are unconcerned about the needs of this study. Firstly, some studies do not mention the problems and the difficulties faced by the teachers in developing AutoPlay media (as shown in Hasan & Hermanto, 2019). Secondly, some research did not use images to explain the steps for developing AutoPlay media (as shown in Firman & Hanan, 2019). Thirdly, some research did not mention the criteria or characteristics of good AutoPlay media that can be used in the classroom (as shown in Pratama & Agung, 2017). There will be described in the following explanation.

The first is that some of the research did not mention the problems and the difficulties faced by the teachers in developing video learning media/material. The selection of materials for classroom use is a challenging task for a language teacher because it serves as a platform for students to learn English (Rahayuningsih, 2016). Several difficulties or problems must be overcome by teachers when preparing teaching materials/media so that the learning materials prepared are appropriate for the needs of students (Ja'ashan, 2020). It is crucial to mention the problems and difficulties teachers face when developing AutoPlay media because this information can be helpful for readers or future researchers in anticipating what to prepare when they want to develop an AutoPlay media.

The second is that some of the research did not use images to explain the steps for developing AutoPlay media, which will help future researchers understand the steps for developing AutoPlay more clearly. Using AutoPlay as the teacher in classroom activities is not commonly a learning medium. So, it would be better if we describe in detail the stages of creating AutoPlay by taking a screenshot of media operated with a laptop or PC (Anantyarta & Sholihah, 2020).

Third, some of the research did not mention the criteria or characteristics of good AutoPlay media that can use in classroom activities. Most of them mainly discussed how to develop the AutoPlay media and the implementation in the classroom activities but did not mention the criteria or characteristics of good AutoPlay media that can use in the teaching and learning process. It is crucial to mention the criteria or characteristics of good learning media because this

information can be helpful for readers or future researchers to researchers to analyze what good and effective learning media/material looks like and how they can use in classroom activities (Brame, 2016).

In this research, the researcher attempted to find out the characteristics of AutoPlay-based media and develop the AutoPlay-based media for learning speaking. The reason why the researcher conducted this research was because the researcher believed that by utilizing the AutoPlay-based media, students would enhance their speaking skills and motivation since the AutoPlay-based media provides authentic input and encourages students to speak frequently.

## **1.2 Identification of the issues/phenomena**

Speaking skill is related to students' competence to respond to and communicate with others. Not only must individuals comprehend what the speaker is saying, but they must also be able to respond to it. Both English teachers and students tend to face several problems in the practice of teaching EFL speaking. It is frequently tricky for teachers to engage students in speaking activities. Some research problems in speaking classroom are identified as follows:

1. Students lack vocabulary, grammar, and pronunciation.
2. Students feel afraid if they make mistakes when speaking English.
3. Students lack self-confidence in speaking English
4. Students' low motivation to learn English
5. The learning strategies used by the teacher seem monotonous and boring
6. The most recent learning media used by the teacher make students feel bored while learning English.

Based on the background of the research and some research problem identified above, the researcher chose the topic of the development of AutoPlay-based media to create a class atmosphere that is not monotonous and boring. The reason why the researcher chose this area in this current research because developing learning media that are suited to the students' characteristics and students' needs can encourage student learning success as well as being able to guide and direct

the teaching and learning process in the classroom towards a high-quality learning process.

### **1.3 Delimitations and focus of the study**

Based on the identification of the problem, the researcher chooses to develop AutoPlay-based media for learning, asking, and giving suggestions at Senior High School. This study did not discussed lesson plans but focused on developing AutoPlay media for learning Asking and Giving Suggestions. The AutoPlay-based media that the researcher developed is for the eleventh grade of senior high school, not for junior high school, since the material that the researcher specified about asking and giving suggestions is not appropriate for junior high school courses. There are several reasons for the researcher chose this topic. The main reason is that the teacher has an essential role in assisting students to achieve learning objectives, and the teacher's role influences learning success. The other reason is that no researchers have explored using AutoPlay-based media for learning asking and giving suggestions materials for the eleventh grade of Senior High School. The focus of this study is to Develop AutoPlay-Based Media for Learning asking and giving Suggestion at Senior High School.

### **1.4 Research Question**

1. What are the characteristics of AutoPlay-based media for learning Asking and Giving Suggestion?
2. How is the product development of AutoPlay-based media for learning Asking and Giving Suggestion for the eleventh grades of senior high school?

### **1.5 Aims of the research**

The following are the research objectives based on the research question:

1. To know the characteristics of AutoPlay-based media for learning Asking and Giving Suggestion.
2. To develop AutoPlay-based media for learning Asking and Giving Suggestion for the eleventh grades of senior high school.

## 1.6 Significance of the research

Theoretically, this research might encourage other researchers to perform further research on this issue, and it may be used as a reference source for other researchers who want to discuss the same topic. This research will contribute to the existing literature on teacher preparation for presenting learning materials during the learning process so that they may significantly contribute to the body of knowledge on the same issue.

Practically, the result of this study can be used by teachers as classroom learning resources. For students, this product can be utilized as individual learning resources at home or school.

