CHAPTER I

INTRODUCTION

1.1 Research Background

Teachers play an important role in education, therefore they should be able to make positive contributions through the use of technology in the learning process. To be able to integrate technology in the learning process, teachers need pedagogical competence in order to realize the learning objectives needed. Humans and technology are a connected entity, but with this concept, misunderstandings often occur. Understanding cannot be replaced by digitization (Morin, 1999, p.49). The issue of understanding has become critical for humans because no method of communication can bring understanding by itself. In the world of education, teachers and their pedagogical competencies play a role in overcoming these misconceptions so that the use of technology in learning can be used according to its objectives.

The use of technology can support students as the centered learning to explore new things. This is in accordance with the current concept of education which uses an independent curriculum. According to Kepmendikbudristek No. 56 of 2022, Guidelines for Curriculum Implementation in the context of Learning Recovery (*Kurikulum Merdeka*) as a complement to the previous curriculum, education units need to develop a curriculum with the principle of diversification in accordance with the conditions of the education unit, regional potential, and students. One of the goals of the *Kurikulum Merdeka* is to place students as student centered learning, so that the learning process between one student and another cannot be generalized. To achieve this goal, a diagnostic test is needed to map students according to their abilities and characteristics. In the concept of *Kurikulum Merdeka* in English learning today, CEFR

(Common European Framework of Reference for Languages) is used as a reference to be able to map students according to their competencies.

According to Pritchett and Beatty (2015), placing students at the center of learning means teaching concepts and skills according to their current abilities instead of teaching a material just because it follows the sequence recommended in the textbook without considering whether The majority of students are actually ready to learn the material. With this concept, the teacher has the potential to encourage learning that builds the ability of each students to have agency or power in their learning, not to become "consumers" of information. To be competent, students need to have the opportunity to learn to organize and explore themselves in the learning process. Therefore, technology and teachers pedagogy in the learning process is currently one of the important things for teachers, one of which is to develop a good learning materials.

In this era, the use of digital media is one thing that cannot be separated in various fields, especially in the field of education. But in fact, not all teachers are use digital media to support the learning process. Educators in general continue to use traditional methods, in which educators continue to dominate the learning process without the use of engaging media, leaving students bored (Akram & Maryam, 2021, p.3). This is a big challenge faced by teachers nowadays. The teachers must be able to take advantage of the features that exist in technology, one of which is the use of digital media that can support learning process.

The teacher's attitude towards the use of digital media is a key factor in the successful implementation of technology in education (Raja & Nagasubramani, 2018, p.3). Therefore, the use of digital media in the learning process is currently one of the important things that can be used by teachers, one of which is to develop learning materials.

Learning materials are required to ensure that learning process is effective. Learning materials are things that are needed in the teaching and learning process, or a crucial tool for teachers to efficiently conduct learning and improve student learning achievement (Siagian, Saragih, & Sinaga, 2019, p.3). Learning materials be able to provide students in understanding the concepts of the subjects they are studying, resulting in the achievement of quality learning competencies (Martalina, Situmorang, & Sudrajat, 2018, p.1). Thus, learning materials is the element that has an important role in enhancing the quality of the learning process, one of which is by utilizing the use of digital media.

Digital media has become an important element of the lives of today's generation. Digital media in the learning process is important for accessing information such that teaching parties can find and share all kinds of information, data, methods, and learning methods that are constantly updated through tools that are constantly updated, both teaching tools and evaluation tools that have never been seen before (Susanty et al., 2021, p.3-4). Teachers can challenge previous centralized models of learning by connecting, sharing, and discussing ideas with their students outside of the classroom and at a great distance from each other using digital media in the learning process. Students stated that they believe mobile technology makes teaching and learning activities more enjoyable, fascinating, and convenient (Ningrum & Arrasyid, p.25). By using digital media, teachers are offered a great opportunity to increase motivation, and language competency in most any field. One of the digital media that can support that is by using Website.

Website is one type of digital media that can be developed to be used as learning media in schools. Websites in general vary and have different functions. In the world of education the function of the website is very important, especially For the academic community in it, one type of website is interactive website.

An interactive website is a website that is intended to interact with others online. Users of interactive websites are usually communities or active internet users. Users of this website can interact and compete arguments about what they are thinking. One example of a website interactive is blogs (Maryam, 2021).

Website can create documents with attractive layouts based on the required data in the information provided (Ferdiansyah & Ifan, 2021, p.2). Websites can store text, image, animation, and sound data that can be displayed on the internet (p.2). This data can be accessed by other computers connected to the internet. It also facilitates the learning process since they have access to the internet, which allows them to find materials that they could not find in the book (Ningrum & Arrasyid, p.26). Therefore, websites can improve accuracy, effectiveness, and efficiency in the learning process.

As the importance of research in the use of website as one of digital media to support learning process, research shows areas of interest to explore. These are including strategies used to improve speaking skills (Lourdonathan & Menon, 2017), teachers roles in digital days (Susanty, Hartati, Sholihin, Syahid, & Liriwati, 2021; Fansury, Januarty, Rahman, & Syawal, 2020), roles of digital media in the learning process (Ahmadi & Reza, 2018; Kodrle & Savchenko, 2021; Hikmah & Hanan, 2019), and the advantage of website in today's learning process (Wiwin, Kustijono, & Hakim, 2019; Sumardi, Suryani, & Musadad, 2021; Syakur, Fanani, & Ahmadi, 2020).

Based on the previous research, it found that there are some have not concerns to the needs of this research. Firstly, unclear explanation about the importance of the roles of teachers in digital days (as shown in Januarty, Rahman, & Syawal, 2020). Secondly, the obstacles faced English teachers in the use of digital media (as shown in Hikmah & Hanan, 2019). Thirdly, unclear explanation about the roles of Website in today's learning

process (as shown in Syakur, Fanani, & Ahmadi, 2020). There are will be describe in the following explanation.

There are three criticisms from those finding research. Firstly, the research about the importance of teacher competence in mastering digital media today is also still few. Teachers lack confidence in their ability to support children's learning because they themselves struggle to relate technology and its content to everyday situations (Hernwal, 2016, p.8). Nowadays, the use of digital media in the learning process is also closely related to the competence of teachers who must be able to adapt with the use of digital media in the learning process. Thus, the use of digital media and competent teachers will become a collaboration that supports the learning process today.

Secondly, the explanation of how teachers deal with the problem of their ignorance of the use of technology is still unclear. In fact, teachers play an essential role in the development of educational technology. Supporting teachers and administrators as digital leaders and offering professional digital learning opportunities will help both teachers and students build their skills (Karakose, Polat & Papadakis, 2021, p.4). Today's students prefer to use technology, and how does this affect their learning, it has been discovered that when students use modern equipment, technology, and tools, their learning and interactivity improves.

Thirdly, the research on the use of websites to support English learning process is still few and the explanations are not deep and clear. The use of websites in supporting the English learning process is important to discuss, especially in the current era. Within certain research, the media website offers several advantages, including in the form of e-learning, which makes the learning process more efficient and effective because it can be done anywhere and at any time (Yuda, Azis, & Kurniawati, 2019, p.2). By using website, students can get more information easily from various sources for their learning needs and satisfaction. This process will make students' knowledge and understanding grow.

Furthermore, there is still no research that discusses the development of Website regarding Introduction materials and paying attention to Vocational High School. It can be concluded that the developing Website is something that needs to be discussed more deeply. Thus, the development of Website regarding Introduction materials is a new thing to study.

1.2 Identification of the Phenomena

To ensure the accuracy, the researcher must classify the phenomena that emerge in this analysis. In this research, the identification of problems is as follows:

- Website is one of the digital media that is informative, but not many teachers have developed it to support the learning process
- The teacher has not been able to design a learning process that is suitable for the current state of students
- Lack of utilization of the website as an informative media in the teaching and learning process
- Lack of teacher knowledge about how to design a website as an informative digital media to support the learning process
- There is no effective solution for teachers who have not been able to master the use of technology to support the learning process

From the problems mentioned above, the researchers chose to discuss the problem of the lack of utilization of the website as an informative media in the teaching and learning process, because in the learning process many teachers are not fully able to utilize digital media such as website as the main source in the learning process.

1.3 Delimitations and Focus of the Study

In this research, the researcher limits the research by only discussing the Introduction for Vocational High School material and focuses on self-introduction, because the researcher sees that Introduction material is one of the materials that is considered important for Vocational

High School students. For example when they introduce themselves during the job interview process, and many teachers have not focused on that. Researchers not discussing about how to create materials, media, or assessments. Researchers also limit the research to only discussing the use of Website, and the kind of website that the researcher use is Blog, because Blog is one of the type of Website that simple and easy accessible by anyone to support the Introduction learning process. The product development stages in this study are also limited to only developing pre-existing products into products that suit the needs of students and teachers without going through other development stages.

1.4 Research Questions

1. What are the characteristics of website media to support the learning process?
2. What the teacher and student's needs for learning introduction using website at Vocational High School?
3. How is developing the website media for learning introduction at Vocational High School?

1.5 Aims of the Research

1. To investigate the characteristics of website media in the learning process

2. To know teacher and student's needs for learning introduction using website at Vocational High School
3. To investigate the website media for learning introduction using website at Vocational High School

1.6 Significances of the Research

Theoretically, this research can be used as a reference and increase knowledge for people who want to explore the use of websites to support speaking skills in introduction materials. Practically, this research can be used for teachers as a learning media that can be used to support the learning process and for students it can be used as an independent learning media.

1.7 Theoretical Foundation

1. Website

Website is a new form of identity in this global day. With the passage of time and the advancement of technology, the existence of a website has become a need that cannot be avoided. Soejono, Setyano, & Sofyan (2018, p.30), describes:

> Website is one of the most widely used services/facilities provided by the internet with advantages that cannot be found on other internet facilities such as being able to present information in the form of text, pictures, audio or video.

Based on statement above, it is not surprising that the Website has become one of the most crucial components utilized by fields all over the world. In fact, a website has become a crucial online identity for both businesses and individuals.

Websites can help people become more aware and understand about what they want to know, and also increase mutual communication. Ayodele & Alhasan (2021, p. 269) describes:

> Websites are important communication tools that are used for a variety of purposes such as providing information to the media, gathering information about the public, and is one of the most important tools for image creation for organizations by facilitating two-way communication and providing groups with broader and richer content target.

Websites have recently emerged as a significant tool for enabling dialogic communication by making public outreach easier and more widespread. Ayodele & Atanda (2020, p.151) describes:

> [...] a website has advanced to the point where it is now a requirement for an organization to present itself to the

general public and to use effective tools for information dissemination and also serves as a virtual storefront that encourages internal and external publics to build understanding and cooperation among stakeholders.

In sum, Website is one of the internet's features that can offer information in the form of text, images, interactive speech, or video and can be utilized in all fields as a source of information and communication tools. A website that is effectively and correctly developed for their purposes can assist everyone in many sectors in achieving their goals.

Website has several characteristics. Website characteristics are defined as attributes that considered by users in evaluating a website (Agustin & Koeshartono, 2014, p.3). Website characteristics are measured using five dimensions, namely informative, communicative, convenience, site design, and security (Agustin & Koeshartono, 2014, p.3).

Website is also classified into different kinds based on its purpose and function. Websites based on their functions are classified into 4 kinds, namely personal websites, commercial websites, government websites and non-profit organization websites (Hidayat, 2010).

2. **Blog**

One type of website that can be used in the field of education is a blog. Blog can be used as a medium to share something about education according to their respective duties and functions. Blog are notes from users or authors that can be used as a place to find information for fellow internet users in order to increase knowledge and insight. Blog is short for Weblog, the term that was first used by

Jorn Barger to use the term Weblog to refer to a group of personal websites that are always updated and contain links to other websites that they find interesting accompanied by their own comments (Maryam, 2021, p. 21).

Broadly speaking, weblogs can be summarized as a collection of personal websites that allow their creators to easily display various types of content on the web such as written works, a collection of internet links, documents, images or multimedia.

The selection of blogs as learning media is based on several factors, including because blogs have become popular because they are relatively cheap to manage, which are easy to use and easy to develop. Blogs can be easily used in giving assignments to students, where each student independently does the assigned task and allows users to publish posts that are ordered chronologically and can be added text, graphic images, information links with other relevant sites and other data. (Maryam, 2021, p.21). In its use, the author can also edit the post at any time and allows readers to leave comments for the original post and comment on each other so that it becomes a forum for discussion.

It can be concluded that with blog media, the learning process does not recognize time and place, because educators or students can visit blogs anytime and anywhere by using internet facilities. In addition to providing free blog services, blogs as a learning medium can also overcome the limitations of space, time and energy. Because with blogs the learning process does not require a certain space and scheduled time to get the learning information.

3. **Speaking**

According to Brown (2004) as cited in Novitri, Eliwarti, & Kurniati (2015) states that speaking is a productive skill that can be directly and empirically observed; however, those observations are invariably colored by the accuracy and effectiveness of a test taker's

listening skill, compromising the reliability and validity of an oral production test. Speaking in a classroom entails interaction between teachers and students, or among students, depending on how classroom activities are organized. Speaking differs from writing and reading skills (which are commonly assumed to be written language and receptive skills). Speakers typically do not speak complete sentences and use less specific vocabulary than in written language.

Brown (2004) as cited in Novitri, Eliwarti, & Kurniati (2015) states that there are some basic types of speaking as in the following:

1. Imitative.

   The ability to simply parrot back (imitate) a word, phrase, or possibly a sentence is at one end of a spectrum of types of speaking performance. While the criterion performance is purely phonetic, a number of prosodic, lexical, and grammatical properties of language may be included.

2. Intensive.

   Short stretches of oral language produced to demonstrate competence in a specific set of grammatical, phrasal, lexical, or phonological relationships.

3. Responsive.

   Interaction and test comprehension are included in responsive, but at a somewhat limited level of very short conversations, standard greetings and small 4 talk, simple requests and comments. This is a type of short response to questions or comments posed by the teacher or students, providing instructions and directions. Those responses are usually adequate and meaningful.

4. Interactive.

The length and complexity of the interaction, which may include multiple exchanges and/or multiple participants, distinguishes responsive and interactive speaking. Interaction can take two forms: transactional language, which is used to exchange specific information, and interpersonal exchanges, which are used to maintain social relationships.

5. Extensive (monologue).

Speeches, oral representations, and storytelling are examples of extensive oral production tasks in which the opportunity for oral interaction from listeners is either severely limited (perhaps to nonverbal responses) or completely eliminated.

Speaking is an essential component of second language acquisition and instruction. Speaking is one of the productive skills that allows us to communicate or express ourselves in a spoken language. (Haidara, 2016, p. 2), In today's world, however, the goal of teaching speaking should be to improve students' communicative skills so that students can express themselves and learn how to use their native languages. Because of its importance and utility in communication, speaking is one of the fundamental language skills that English foreign learners must master. Speaking ability is the ability to express one's thoughts, ideas, and feelings through the use of words. (Saldaria, Ariawan, Cahyani, 2019, p. 21).

Speaking is an important skill to have when learning a language. It includes communication performance as well as other important factors such as pronunciation, intonation, grammar, vocabulary, and so on. (Nirmawati, 2015, p. 3). Language is used to communicate, provide information, and convey something, and to provide information that the recipient can understand. Speaking is an activity

performed by two or more people, in which both the listener and the speaker must respond to what is heard and said. This is a response indicating that the listener understands or comprehends what the speaker is saying, and the speaker has control over what is conveyed.

The process of constructing and communicating meaning through the use of both verbal and nonverbal symbols is known as speaking. A key skill for the speaker is thus the ability to manage the pressures of speech production while maintaining the flow of ideas and/or self-repair as needed. (Huges, 2011, p. 84). Speaking plays an important role in communication development as a productive skill, and it is regarded as the fundamental skill that EFL students should master. Speaking is an important component of second language learning and teaching. (Ilham, Bafadal, & Muslimin, 2019, p. 1).

Communication, defined as the transmission of information, is essential in language use. Speaking ability is also given a lot of attention in the field of second language teaching (Huges, 2011, p. 15). Speaking abilities are essentially the ability to have and organize ideas logically and methodically, to pour them into linguistic codes according to the rules of the language used and the appropriate communication context, and to pronounce them fluently and clearly.

Based on the definition above, it can be concluded that speaking skills are essentially the ability to have and organize ideas logically and methodically, to pour them into linguistic codes according to the rules of the language used and the appropriate communication context, and to pronounce them fluently and clearly. Speaking plays an important role in communication development as a productive skill, and it is regarded as the fundamental skill that EFL students should master.

4. Introduction Materials

Introduction is one of the ways that a person can interact socially. Ananto (2020, p.28) describes:

> Introduction as part of social interaction is a relationship between individuals with other individuals that influence each other and there is a reciprocal relationship in it and in this case, social interaction is a place to improve the quality of individual social behavior so that they are more mature in social behavior with other individuals in social situations.

Based on the statement above, the introduction is very important as an effort to interact with each other. Therefore, learning about the introduction is also considered necessary to learn.

In learning English, English is a tool for communicating orally and in writing, and it can be started by understanding how to introduce self. Kartikasari (2019, p.20) describes:

> Understanding introduction as one of the ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and/or produce spoken and/or written texts which are realized in speaking skills that are used to respond or create discourses in social life.

Thus, introduction materials are used as the initial stage to ensure that students can communicate and discourse in English at a particular literacy level, allowing them to progress to the functional level, which is communicating to solve everyday problems.

The ability to introduce oneself is one of the component of speaking ability. Argawati (2014, p.74) describes:

> Speaking is one of the primary goals of language learning since it is the ability to convey some thoughts to other people clearly and accurately in order to express the ideas

well, whether a person masters a language or not, their ability to communicate is partly reflected in their ability to speak.

To sum up, introduction materials in English learning process as the first step to communicate and practice speaking skills is one of the important things for students' success in mastering a language.

Introduction as part of developing speaking skills, has certain characteristics. Leong & Ahmadi (2016, p.36) describes:

> The first characteristic of speaking performance is fluency, which is defined as the ability to respond coherently by connecting words and phrases, clearly pronouncing sounds, and using stress and intonation, and it is the main goal of teachers in teaching speaking skill and the second characteristic of speaking performance is accuracy, which is defined as the ability to answer coherently by connecting words and phrases, clearly pronouncing sounds, and using stress and intonation, and it is the main goal of teachers in teaching speaking skill.

Introduction material as part of speaking skills also has several kinds, which are personalized to their needs and use. Based on the purpose, speaking is divided into 4 kinds, there are informative speaking, persuasive speaking, speaking to actuate and speaking to entertain (Katalisnet, 2020).

5. **Vocational High School Students**

A vocational high school, often known as SMK, is a school that focuses on preparing pupils to work in the commercial and industrial world. Cahyati, Rahmijati, & Rizkiani (2014, p.29) describes:

> Vocational education prioritizes the development of students' abilities to have special skills that are in

accordance with the majors and needs in the field so that in the learning process, the teaching of English in vocational schools is classified as English for Specific Purposes (ESP).

Based on the statement above, in vocational high school the material for learning English is expected to fulfill the demands of students in each sector. Because English is utilized differently in speaking and writing in diverse contexts, the needs of each of these departments must be satisfied.

Vocational High School students are prepared to become competent graduates in accordance with their respective fields. The hope is that they can immediately enter the world of work. Caska & Indrawati (2018, p.44) describes:

> One of the main goals of VHS students is that they are prepared to enable student to master job skill competencies and other fields of entrepreneurship programs to meet the demands of the world of work and attend higher education according to vocational training.

In addition to focusing on continual skill development, vocational eduaction also focuses on acquiring abilities outside of the workplace. This shows the importance of developing a vocational education curriculum that can adapt to the changing needs of the professional work environment and lifestyle culture, allowing students to master their field of competence in terms of both soft and hard skills.

The vocational education system is intended to create learning results that are in line with the demands of the workplace. Patmanthara & Hidayat (2018, p.2) describes:

> Vocational High School is an educational institution that strives to produce quality graduates who have an entrepreneurial spirit, qualified skills, and are able to compete in the global market, as well as strive for social

development of employment, sustainability, acceleration, and improvement of workforce quality in order to increase community productivity.

In sum, vocational high school is a school which in the learning process, focuses on developing students' abilities to have certain skills that are in accordance with their majors and needs in order to meet the needs of the world of work.

Vocational High School students has a characteristic that distinguishes it from others high school. Hamid & Sudira (2013, p.141) describes:

> The characteristics of Vocational high school are close relationships with the world of work, at its inception vocational high school is designed in such a way to work, continuing or self-employed, as well as in learning use a lot of learning by doing, so that the characteristics and the competence of vocational high school students must be in accordance with the needs of the world of work, such as: character good personal, strong work character and others.

In the learning process, there are various kinds of students with their own types. Each student has a different type from one another. Talibo (2013, p.6) describes:

> [...]each individual has a different type or nature, then it is a certainty that in learning each student certainly has different types, experts, mostly psychologists, divide the types of student learning into 6 parts, namely the visual type of student, the auditory type, the tactile type of student, the olfactory type of student, the gustative type of student, and the combinative type of student.

The relationship between one topic and another is quite close. The usage of the internet and digital media in the field of education in the current era is something that cannot be separated in the learning process and as an aspect of communication. Web-based learning is a learning activity that utilizes website media that can be accessed via internet, this learning makes learning resources easily accessible through distribution on the internet network, so that wider distribution access than conventional learning (Wiwin, 2019, p.3). The website can be used as one of the media to help learning, such as in learning introduction, which is the first step in understanding how communication works. Introduction as a part of speaking skills can be the first step for students, especially vocational high school students to help them achieve their goals in their respective fields. Thus, in this study the researcher chose to developing website for learning introduction at vocational high school.

1.8 Previous Study

In this section, the researcher informs some of the previous studies that have relationship with this study. Strategies used to improve speaking skills (Krebt, 2017), teachers roles in digital days (Susanty, Hartati, Sholihin, Syahid, & Liriwati, 2021; Fansury, Januarty, Rahman, & Syawal, 2020), roles of digital media in the learning process (Amaliyah, 2020; Kodrle & Savchenko, 2021; Hikmah & Hanan, 2019), and the advantage of website in today's learning process (Mrrero & Morales 2019; Syakur, Fanani, & Ahmadi, 2020).

Firstly, Krebt (2017) found the result show that in the strategy to improve speaking skills, this type of role-play proved effective in assessing and encouraging students to engage and communicate in groups and pairs, as well as to develop their speaking skills in the target language. Role-playing techniques include numerous characteristics that can be effective in a variety of scenarios. Role playing is appropriate for both low and high level students, particularly college students, to assist them speak

English and provide background information as an indirect experience. As a result, when college teachers try to use similar ideas at other universities with their students who want to understand the language, they can design role-playing strategies that best suit the students' experiences and needs.

The differences between the previous study and this study are the previous research conducted research with collage students as participants, while in this study the participants were vocational high school children.

Secondly, Susanty, Hartati, Sholihin, Syahid, & Liriwati,(2021) the researcher found that teaching English believes in the use of digital applications to improve the efficacy of teaching and evaluation since these applications have proven to be very inventive and effective in enhancing worldwide productivity. The researcher also found that teachers should evaluate media availability and simplicity of use when selecting learning media. The effectiveness of instructional media is inextricably linked to how well the media is organized.

The difference between previous study and this study is that previous study discussed the effectiveness of digital applications in general in the learning process, while this study discussed digital technology specifically, namely about the developing website.

Thirdly, Amaliyah (2020), according to the interview results, some teachers have challenges while conducting interactive media evaluations due to time constraints, costs, and a lack of facility and infrastructure support, such as books and other learning resources. When using media with a variety of equipment and materials, the accompanying cost has an impact. The expense of purchasing some tools and supplies, or at the very least the use of internet subscription quotas, will rise. As a result, elementary school teachers in Jakarta prefer to save money by utilizing copier paper exclusively, and even the teacher prefers to write on the white board.

The differences between previous study and this study are previous studies examined the role of teachers in today's students at the elementary school level, while this study used vocational high school students as subjects.

Finally, the research from Marrero & Morrales, (2019) based on the foregoing needs analysis, it was decided to create the website in order to improve the bibliographies for the subject English Language, in an effort to suit students' needs and improve the teaching and learning process. As a result, it was developed using the theoretical framework offered as well as the findings of the needs analysis. The website will aid in the development of oral language skills in academic settings by providing students with a variety of multimedia resources such as documentaries, lectures, movies, weather forecasts, and scientific event presentations to supplement the content they typically receive in class for debates, discussions, and interaction. It will also provide a consistent and cohesive structure for organizing materials according to the subject's topics, as well as the necessary practice on each of the textbook's sections will ensure easy access to information, as well as its accuracy and freshness.

The differences between previous study and this study are previous research discussed the use of websites used in foreign language learning, especially English. The research was designed by discussing how to create a website for teaching, while in this study, the researcher limited the research only to how to develop a website.

1.9 Frame of Thought

The frame of thought in this research is illustrated by figure I

Figure I
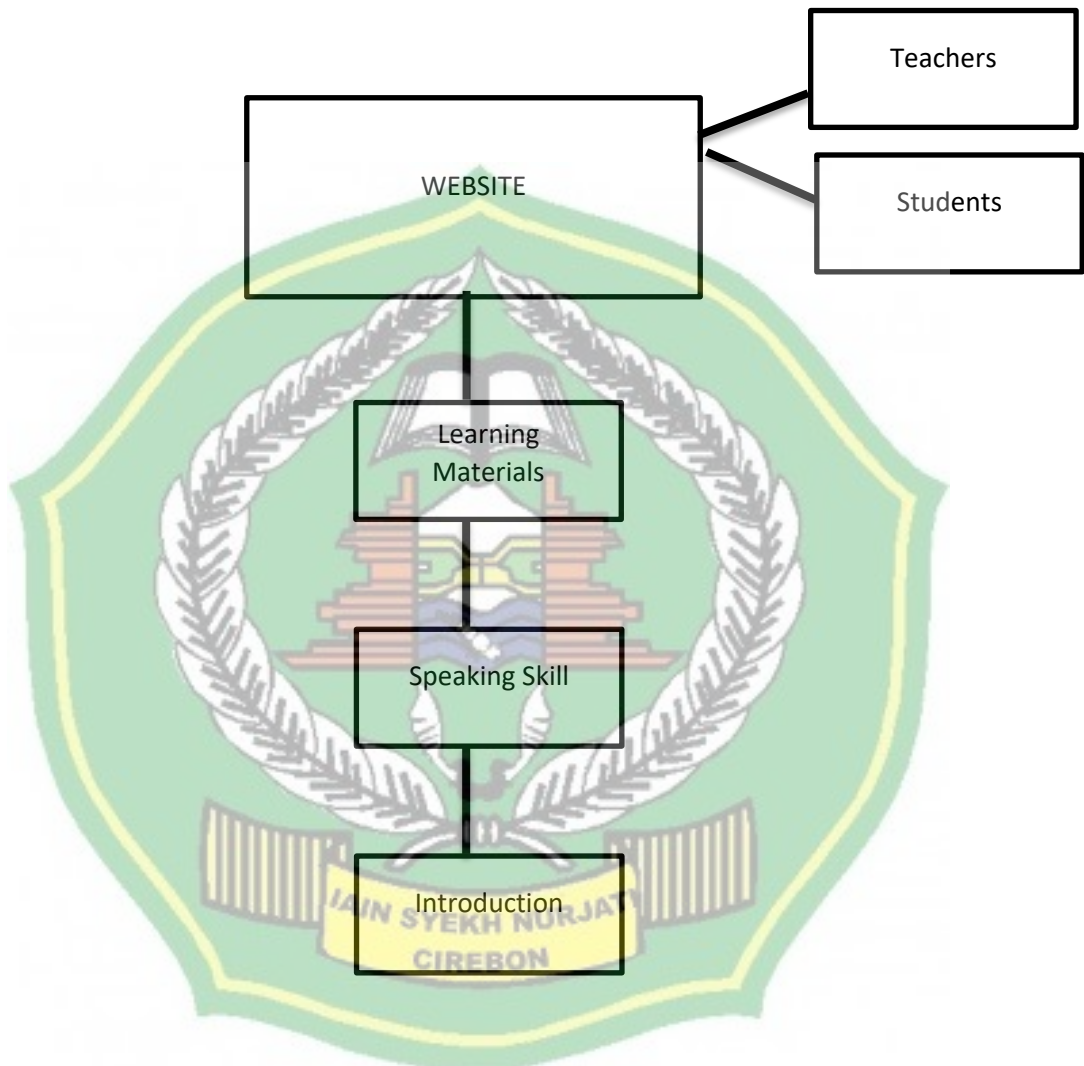
The relationship between the frameworks in the concept above will be explained as follows:

The website is one of the digital media that teachers and students can utilize to help with the learning process, particularly when learning English. In its use, the website can be used as a medium for learning in a variety of fields and skills, one of which is to learn speaking skills, including introductory information that is one of the supporting materials in speaking skills.

1.10 Research Method

1.10.1 Research design and steps of the research

The approach of this study used qualitative approach. Qualitative research is a form of social action that emphasizes the way people interpret, and understand their experiences to understand the social reality of individuals by using interviews, diaries, journals, classroom observations and immersion; and open questionnaires to obtain, analyze, and interpret data analysis of visual and textual content of materials, and oral history (Mohajan, 2018, p.2).

In this study, the researcher used Research and Development (R&D) design. The researcher use R&D design because in this study the researcher focuses on developing things that already exist. The objective was to improve society as a whole by increasing human understanding (Gustiani, 2019, p.13).

Borg & Gall (1983:775) suggested ten steps in conducting R&D method, there are Research and Information Collection, Planning, Developing Preliminary Form of Product, Preliminary Field Testing, Revising Main Product, Main Field Testing, Revising Operational Product, Operational Field Testing, and Disseminating and Implementing. Based on the steps of R&D methods above, in this study the researcher only focus on 3 steps of R&D methods:

1. Research and Information Collection
2. Planning
3. Developing preliminary Form of Product

1.10.2 Sources and types of data

The sources of data in this study was gathered from the participant and sources. The main data is from questionaire and interview, and supporting data is from the source of literature, such as journal, books,

etc. In a logical flow, a questionnaire allows the researcher to obtain the most comprehensive and correct data (Abawi, 2017).

The types of data of this research focus on qualitative research data, which forms of words, sentences and spoken, not in number. Because qualitative study is one that does not rely on statistical analysis or other methods of quantification. Qualitative research is defined as a sort of study in which the results are not gained by statistical or quantitative methods (Syamsuddin dan Damaianti, 2007: p. 73).

1.10.3   Data collections technique and instruments

In the study, there are several data collection technique such as test, questionnaire, observation and interviews. In this study, the researcher use questionnaire and interview as the data collection study.

1. Questionnaire delivery

    In this study, the researcher uses questionnaire to collect the data, because by using questionnaire, the answer will be well arranged. Questionnaire were intended for students to seek deeper information. A questionnaire is an instrument in which respondents reply to questions by writing them down or marking things that indicate their responses (Fathoni, 2006, p. 104). The questionnaire of this research is close-ended questions types are which provided the optional answer that is Yes/No. The researcher use 3 question that can see in Appendix.

2. Interviews

    The researchers use interviews as another way instrument to obtain further information, because the interview is one of the most commonly used and basic methods to obtain qualitative data, and is used to collect data from opinions, beliefs, and feelings about the situation in their own words.

Interviews were conducted with teachers to seek deeper information. In this study, semi-structured interviews with open-ended questions were employed because researchers can still ask additional questions during the interview process, allowing them to dig deeper into the information provided by respondents. In this interview, the researcher use 3 question that can see in the Appendix.

1.10.4 Data analysis techniques

In this study, researchers used analysis for the data collected using data collection techniques and the chosen instrument was using a questionnaire delivery and interviews. This research's data analysis is as follows:

1. Determining the students' perceptions based on their responses to the questionnaire.

2. Organizing the responses to the questionnaire and interview by students and teachers.

3. Analyze the results of the questionnaire and interview.

4. Making conclusions based on the findings of the analysis.

1.10.5 Research timeline

Time of research	Activity
1st - 7th January 2022	Preparing research proposal
1st-7th January 2022	Instrumental development of research proposal
8th-14th January 2022	Instrumental try out of research proposal.
8th-14th January 2022	Revision of research proposal
14th-21 January 2022	Asking agreement to the principal of the school for

	doing survey.
21st January until 7th February 2022	Survey in the school environment using questionnaires
7th-14th February 2022	Analyzing data from questionnaires.
7th-14th February 2022	Sorting data from questionnaires
14th February until 7 March 2022	Conducting interview and classroom observation
7th-14th March 2022	Analyzing data from interview and classroom observation
14th until 21 March 2022	Sorting data from interview and classroom observation
21st until 29th March 2022	Sorting data from interview and classroom observation
29 March 2022	Making data conclusion
29 till 31 March 2022	Finalisation of research