

# **CHAPTER I**

## **INTRODUCTION**

This chapter presented about the background of the research, research problem, objective of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of the key terms.

### **A. Background of the Research**

Writing is a linguistic activity that plays an important role in the dynamics of human civilization today. This activity is a combination of thought and knowledge to produce original meaning (Jones, Reutzel, and Fargo, 2010). This is in line with the opinion of Semi (2016) who states that writing is essentially the transfer of thoughts or feelings into the form of language symbols. This is strengthened by the opinion of Widyamarta (2016) who states that writing is a whole series of activities for a person to express ideas and convey thoughts through written language to the reader so that they can be understood precisely as intended by the researcher. Writing is a mechanistic skill. By writing, someone can communicate, convey ideas both from within and outside themselves, and can enrich their experiences. Through writing activities, people can also benefit from personal development.

Writing cannot be mastered only through theory, but is carried out through regular training and practice to produce well-structured writing. The

clarity of written organization depends on the way of thinking, proper arrangement, and good sentence structure (Hasani, 2005: 2). For this reason, teaching English is usually associated with learning to compose which can familiarize students with applying linguistic knowledge such as grammar, vocabulary, language style, spelling, and so on. One way to develop knowledge about writing is to compose texts. According to Nababan (1987: 64), text is the essence of language. This means that text is more conceptual than discourse. Composing text means choosing the form and structure of the text that will be used so that the desired message can be conveyed correctly. Text can be classified into various types, including descriptive text.

Descriptive text is a type of text that is intended to convey information or provide a clear picture of people, locations, objects or events using precise details. Apart from that, descriptive text has the ability to convey sensory impressions such as sound, taste and appearance through words (Gerrot and Wignell 1995:208). The main goal of this text is to make the reader see or hear, feel, smell, or taste what is described. This text is important to study because by mastering it, students will know, add and memorize new vocabulary. Based on the syllabus at junior high school level, students are expected to have skills in understanding descriptive text, such as: (1) composing text both orally and in writing, (2) applying generic structures, namely: identification and description, and (3) paying attention to linguistic characteristics, especially present tense.

Descriptive text is a functional text that is quite difficult for students to learn. Due to the particular puzzle solving process they have to go through, some students face a lot of difficulty in getting comprehensive information (Brown, 2001). This statement clearly describes the atmosphere at MTs Aswaja Tunggangri when learning English. The reason is, in learning to write at this location, the teacher only focuses on learning linguistic knowledge which is theoretical rather than practical. There are many reasons for them, one of which is the lack of methods, media and supporting tools and the lack of ideas for carrying out activities in the teaching process. Therefore, students feel bored when learning takes place and their grammar and vocabulary skills for writing descriptive texts are minimal.

In the classroom, the teacher is the main role of classroom learning, and the teacher's failure to animate classroom learning also has an impact on the quality of students' understanding. Retriana, Yuliati (2014) believes that the ineffective use of teaching media by teachers in the classroom is one of the causes of students' low understanding, especially in writing skills. Using learning media that is currently popular can attract interest in learning and make students more enthusiastic, making it easier for students to understand the material. Various media can be used as innovation in learning, these media can be physical or technology-based media.

Currently, the use of technology has become something that cannot be separated from everyday life. The very rapid development of technology

has made him involved in various types of fields according to life's needs, one of which is technology in the education sector which has recently increased since the Covid-19 pandemic. In an educational context, mastery of technology is very important because it can be used as (1) a source of knowledge (2) a teaching tool (3) a teaching and learning tool (4) a means of learning standards and competencies (5) a management tool (6) a tool to support school leadership, and (7) educational infrastructure (Indjuang, 2004). This is in line with Dudeney and Hockly (2007) who explained that technological developments can also provide students with more exposure, give them the opportunity to explore knowledge, and allow teachers to assess students' abilities.

In Law Number 14 of 2005 concerning Teachers and Lecturers, it is written that teachers must be able to: (1) utilize information and communication technology for the benefit of the learning being taught; and (2) communicate effectively, empathetically and politely with students. Here, the use of technology is expected to be applied as a medium in the modern learning process. Learning with Augmented Reality technology is one of the advances in learning media that has been trending in recent years. Augmented Reality (AR) technology is a technology that combines three-dimensional objects with the real world (Garzon, 2021).

The advantages of Augmented Reality technology for education according to Vakaliuk & Pochtoviuk (2021) include as a learning media that attracts children's interest in learning, developing into an alternative learning

media for teachers that is more interesting, giving a more interesting impression when providing learning, and giving children new experiences in learning about currently developing technology. This allows students to learn complex learning concepts more easily. The use of this media offers opportunities to communicate in the target language through real and authentic learning situations in the classroom (Parmaxi & Demetriou, 2020). Apart from that, animation in Augmented Reality can help students retell experiences or understand something, because images and animations can represent places, objects, people, and so on Garzon, J (2021). This is in accordance with the choice of modern media intended by the researcher, namely Augmented Reality on students' ability to write descriptive text.

In connection with the ideas described above, there are several studies that have been carried out previously. One of them is research conducted by study carried out by Wulan, N.S., and Rahma, Rosita (2020) in "Augmented Reality-Based Multimedia in Early Writing Learning: Introduction of ICT to Children" has revealed that Augmented Reality based media has provided a good response for users. As a result, not only did they see letter shapes, these children also paid attention to word concepts as well grammar and spelling through 3D images accompanied by audio which can make learning more effective.

Similar to the research above, in English subjects "Developing Vocabulary Cards Based on Augmented Reality (AR) for Learning English", a study carried out by Rozi, I.F, E. Larasati, and V.A. Lestari

(2021) has revealed that media the combination of Augmented Reality with Flip Cards vocabulary can be used as one of the main tools for teaching English, especially for elementary school students or those who are just starting to speak English. This learning media is very interesting for teaching vocabulary, making students more active and involved.

Other research that said that Augmented Reality is effective as a learning media for students obtained from Hariyani, Mia (2022) in "Design of Learning Media Based on Augmented Reality in Recognizing IOT Starter KIT Devices in Class X TKJ at SMK Nusantara 1". The results of this research show that the average validity test result for material experts is 92%, the average validity test result for media experts is 92%, and the average effectiveness test result for students is 94.88%.

On the other hand, instead of being in line, research that is opposite to the three studies above is research carried out by Subagyo, Galih (2018) in "The Effectiveness of Augmented Reality in Narrative Writing Learning in Elementary School". This research shows that the use of Augmented Reality as a learning media is not effective in teaching writing in narrative text in elementary school. This is known in the calculation results which state  $0.053 > 0.050$ , this means that  $H_0$  is accepted and  $H_a$  is rejected.

Another research that shows that the use of Augmented Reality is not effective was carried out by D.K. Khanza (2020) in "Application of Teachers Using Augmented Reality on the Reading Skill of Report Text on the Students at SMA 02 Kotabaru". This is proven by research results that

the effectiveness of using Augmented Reality is very dependent on the teacher's implementation in the classroom. In this research, during learning using Augmented Reality, the teacher was not too serious. This results in the effects received by students not being fully effective and positive.

Other research conducted by Satyaningrum, Asri (2019) in "The Effectiveness of Using Augmented Reality Feature of Student Text Listening Ability of the Seven Grade Students' at SMPN 2 Liliraja", shows that the use of Augmented Reality is Effective. This is known in the calculation results which state  $0.000 < 0.050$ , which means that  $H_a$  is rejected and  $H_0$  is accepted. On the other hand, it was found that students at seven grade students' at SMPN 2 Liliraja experienced difficulties in using Augmented Reality. This is because Augmented Reality is considered more complicated because it requires a lot of preparation, starting from the internet network to estimating learning time.

Different from previous research, this research focuses on the ability to write descriptive text using Augmented Reality. The subjects chosen by the researcher were subjects who had previously been observed, namely MTs level students at MTs Aswaja Tunggangri, Kalidawir, Tulungagung who experienced difficulties in memorizing and processing words, especially writing skills. Apart from that, the reason researcher use Augmented Reality as a learning media is because the 3-dimensional animation in this media is very interesting so it can arouse students' attention and also make it easier for students to clarify the concepts and

information given by the teacher to students. Augmented Reality in descriptive text also aims to help provide clarity to students about what will be illustrated which is then expressed in written form.

Based on the statement and the phenomenon that has been found, the researcher will carry out research with the title *"The Effectiveness of Using Augmented Reality on the Teaching of Writing Descriptive Text at MTs Aswaja Tunggangri Tulungagung"*.

## **B. Research Problem**

Based on the background previously explained, the researcher has determined the research problem that will be discussed in this research and packaged it into the following question:

"Is there any significant different scores in writing Descriptive Text before and after being taught using Augmented Reality at MTs Aswaja Tunggangri Tulungagung?"

## **C. Objectives of the Research**

Based on the research problem, the researcher took the following objectives is:

"To know the significant difference score in writing Descriptive Text before and after being taught using Augmented Reality at MTs Aswaja Tunggangri Tulungagung."



#### **D. Research Hypothesis**

Before deciding the result of hypothesis, the researcher proposed interpretation toward (the observation) with procedure as follows:

1. The Null hypothesis ( $H_0$ ):

There is no significant difference of mean score in writing Descriptive Text before and after being taught using Augmented Reality at MTs Aswaja Tunggangri Tulungagung.

2. The Alternative hypothesis ( $H_a$ ):

There is significantly different of mean score in writing Descriptive Text before and after being taught using Augmented Reality at MTs Aswaja Tunggangri Tulungagung.

#### **E. Significance of the Research**

The researcher hopes this study can provide both theoretical and practical contributions:

1. Theoretical

It is hoped that this research can be used as a platform to find out, maximize and expand knowledge in various subject areas, especially in teaching English lessons so that you will be more skilled in writing skills in the future.

2. Practical

a. For the teacher, to improve their teaching media, then achieve better

results to the student's writing ability.

- b. For the students, to explore the students' understanding and mastering of writing, especially of writing descriptive text after applying Augmented reality, as well as to introduce and make the media familiar to the students in the learning process.
- c. For the researcher, to increase teaching skills in order to become an excellent teacher in the future. Meanwhile for the other researcher, to use this research as a reference to conduct next research.
- d. For the general public, to be more creative in guiding their sons and daughters to be more active and competitive in all things.

#### **F. Scope and Limitation of the Research**

To avoid confusion and clarify the research, scope and limitation of the research should be made. The scope of research is limited to the subject and object of research. The subjects of this research were eighth grade students at MTs Aswaja Tunggangri. Researcher limited this research to eighth grade students in the hope of more focus and detail and more precise data. On the other hand, This research can only control for variables that might influence the results. Therefore, researcher limit their ability to write descriptive text. Here, the way to improve their ability to write descriptive text is to use Augmented Reality.

## **G. Definitions of Key Terms**

To prevent misunderstanding of the topic content in the research, the researcher defines the key terms used in this research.

### **1. Augmented Reality**

Augmented Reality (AR) is a technology that combines three-dimensional objects with the real world (Garzon, et al. 2021). The working method is as follows: a calibrated camera detects signs, recognizes and marks the pattern of these signs. After that, the webcam checks whether the signs match the existing database. If appropriate, signs will display preset animations. In this research, the Assemblr application is used to bridge augmented reality.

### **2. Writing**

Writing is the activity of expressing ideas or information on a medium using characters and a series of sentences. This writing process also combines their thoughts and knowledge to produce original meaning (Jones, Reutzler, and Fargo, 2010).

### **3. Descriptive Text**

Descriptive text is a type of text that is intended to convey information or provide a clear picture of people, locations, objects or events using precise details. Apart from that, descriptive text has the ability to convey sensory impressions such as sound, taste and appearance through words (Gerrot, L. and Wignell, P. 1995:208).