

CHAPTER I

INTRODUCTION

1.1. Research Background

As the 21st century or the world enters the 4.0 revolution, the world experience rapid development in the use of technology. This causes global change and affects the whole world. In the field of education, education in the 21st century is the same as the use of digital education systems and technology-related media (Suwartono & Aniuranti, 2019). Utilizing technological advances in education is very important, so that we do not fall behind and students can learn in the new era and have the ability to guide students while preparing them for the future. In reverse, the reality does not happen that way. There are many areas in Indonesia which have not dealt with technological stuff in the learning process. The clear example can be found in remote areas where the teaching techniques applied are outdated. This is because they still adhere to the old habits of teaching with old media so technological advances are not utilized. Considering the era, 2021 is the era for Gen Z, as reported by the British Broadcasting Corporation, Generation Z is a relatively young generation and there has significant technological development when they were born so that the characteristic of this generation is they have never known life without technology, another name for this generation are known as I-gen (Parker et al., 2019). Learning media needs to be updated to balance Gen Z and education. The path is to integrate the use of technology as a learning tool to address Gen-Z characteristics. In addition, there are several other goals. This means that students

will not be left behind in the use of technology and will be able to produce quality graduates who can compete globally later (Kanematsu & Barry, 2016).

A necessary step to pursuing technological developments in the education sector is to switch to using digital media in the learning process (Suryani, 2016). One example is the creation of English learning media using digital learning media called Hyperlink PowerPoint. Hyperlink PowerPoint is a type of PowerPoint that is a higher level than ordinary PowerPoint; we can interact on each slide according to the design of the creator. Broadly speaking, the concept is the same as in applications and games that contain buttons or text that can interact when clicked. In terms of manufacture, it only uses Microsoft PowerPoint application; we can also create some media such as games, puzzles or others using Hyperlink PowerPoint. Using Hyperlink PowerPoint has many advantages. According to (Aryani, 2017) the advantages of using Microsoft PowerPoint includes: (1) practical advantages which can be used for all class sizes; (2) providing the possibility of face-to-face meeting and observing student responses; (3) has a variety of presentation techniques that are attractive and not boring; (4) can present various combinations of clipart, pictures, colors, animation and sound, so that it makes students more interested; (5) can be used repeatedly. PowerPoint learning media not only facilitate the delivery of material but also increase student participation in learning because it forms 2-way communication in the form of interaction between students and computers. Interactivity in multimedia provides a limitation that users are involved in interacting with media programs (Arda, et al, 2015).

With the need for more innovation in the field of digital learning media, the use of Hyperlink PowerPoint can be a good solution. The reason for using hyperlink PowerPoint, the first is the use of bringing students closer to the use of digital learning media so that the characteristics of Generation Z can be maintained (Craig & Amernic, 2006). That is because; the use of hyperlinks is related to electronic media such as computers, cell phones and laptops which are very suitable to be used in the 21st century learning style. Besides that, Hyperlink PowerPoint is also very suitable for learning English because it is flexible and adaptable to be used in teaching current and various English language topics. We could provide games, stories or other things that are closely related to the 4 elements of learning English.

The preliminary studies on the use of Hyperlink PowerPoint have never been carried out in previous studies. Previous researchers only used ordinary PowerPoint as research. The difference between ordinary PowerPoint and Hyperlink PowerPoint lies in the features provided, in Hyperlink PowerPoint is more complex when used. Based on previous research that only using ordinary PowerPoint can get positive results, then the use of Hyperlink PowerPoint which has a higher level than ordinary PowerPoint needs to be tested to see the results, besides that this is a small step to promote digital learning media in schools because most schools are an example *Sekolah Menengah Pertama Negeri 2 Sukasada* where this research took place in learning still use the old learning media, such as only using textbooks. Therefore, the researcher wanted to compare the results of the use of media commonly used in the school with the classes

taught using Hyperlink PowerPoint. Those are some of the things that underlie the need for this research.

A similar previous study using ordinary PowerPoint has been conducted by Siti Kudsiyah and Harmanto (2017) at *SMP Negeri 1 Jabon*, One of the Sidoarjo Regent schools uses PowerPoint in the classroom to create more engaging learning activities that used PowerPoint in teaching to facilitate more attractive learning activities. The second study was conducted by Hadiyanti & Widya (2018). The results showed that participants were generally positive about their impact on PowerPoint and its teachers. PowerPoint presentations in Teaching English are on the rise because they are definitely useful. The third study was conducted by Lari (2014) shows that the experimental group taught using PowerPoint presentations performed better than the traditionally taught control group. There are significant differences between the two groups' at a 0.05 level of significance. The fourth study was conducted by Bahadur & Boodun (2013). The results obtained by students on average showed increased means of self-confidence, verbal communication, collaboration, and the role of leadership that is shared more often, compared to students taught in traditional ways. He showed a positive attitude towards learning. The fifth study was conducted by Jadhav & Patil (2021). The results obtained are the understanding of students who are taught with PowerPoint more than the traditional method and also performance in better. By displaying the material through PowerPoint which combines images, text, animation and sound the students are reported to have a bigger interest to learn than just attending class with a conventional learning process. By using

multimedia, the teachers have a chance to create a more interesting and fun learning process.

Based on the interest in combining learning media with technology by using Hyperlink PowerPoint, it is encouraging to conduct a study on the use of Hyperlink PowerPoint in the target school. *SMP Negeri 2 Sukasada* is a public school located at the southernmost of *Buleleng*. It is specifically located at *Pancasari* village. Based on the observation through a short interview, the writer found out that the media used in teaching English subjects at the school are just based on books and old-fashioned media. Therefore, the writer is interested in implementing technology-based learning by using PowerPoint Hyperlinks as a common popular media to teach at the school. Besides that, the writer is also intended to educate the teachers about how to use Hyperlink PowerPoint as a media in teaching English at *SMP Negeri 2 Sukasada*.

1.2. Problem Identification

The problems related to the media that they used to learn English were found: only using student worksheets, and textbooks. Because it uses ancient media, theoretically it affects students' ability to learn. This causes students to be lazy to learn because the media is less attractive. This affects the basic skills of students such as reading, writing and speaking, especially learning in English. One real example is the difficulty of students learning reading skills. Theoretically, that is because of effects such as lack of language experience so that it affects the number and types of languages they know (Lutviana & Mafulah, 2021). Empirically, the inability of students to understand the meaning of a word is caused because they perceive words they do not know as foreign and the

implementation of lesson plans is not good with an inappropriate learning platform.

1.3. Research Scope

This research focused on students' English achievements after being given Hyperlink PowerPoint treatment at *Sekolah Menengah Pertama Negeri 2 Sukasada*. The subject matter of the material used is limited to procedural texts that include linguistic elements for understanding key ideas, applying text structures, and performing social functions of procedural texts in their use in context. The classes involved in this study were grade VII students at *Sekolah Menengah Pertama Negeri 2 Sukasada*. The reason for choosing class VII is because they don't get much English material in junior high school, so the results obtained are purer from the treatment effect, not because students have received material before.

1.4. Research Questions

1. Does the use of Hyperlink PowerPoint give any effect toward the student's achievement in learning English as a foreign language at *Sekolah Menengah Pertama Negeri 2 Sukasada*?
2. What are the student's opinions toward the use of Hyperlink PowerPoint in learning English as a foreign language in *Sekolah Menengah Pertama Negeri 2 Sukasada*?

1.5. Research Objectives

1. To examine whether the use of Hyperlink PowerPoint gives any effect toward the student's achievement in learning English as a foreign language at *Sekolah Menengah Pertama Negeri 2 Sukasada*.

2. To collect the student's opinions toward the use of Hyperlink PowerPoint in learning English as a foreign language at *Sekolah Menengah Pertama Negeri 2 Sukasada*.

The specific research objectives are 1) to describe and obtain data on the use of Hyperlink PowerPoint and whether there is an increase in the use of the previous media at *Sekolah Menengah Pertama Negeri 2 Sukasada*.

1.6. Significance of Research

The theoretical significance of this research is to provide improvements in planning, implementation and evaluation to increase the use of digital learning media. Practical meaning for 1) students can improve skills ranging from reading, writing and speaking both in general and specifically; 2) teachers are able to create technology-based learning materials, interesting and appropriate learning methods and techniques, learning media, and assessments. Learning and 3) the next researcher can be used as a reference in designing similar research with a more in-depth analysis.

1.7. Research Assumptions and Limitations

1. EFL teachers are assumed to be independent in compiling and implementing lesson plans through learning platforms by using Hyperlink PowerPoint or similar digital media.
2. EFL students are assumed to be independent and realistic in telling their difficulties in using learning media through Hyperlink PowerPoint.
3. The findings of this study cannot be generalized or applied to different populations and settings.