

# CHAPTER I

## INTRODUCTION

### A. Background

English has already established itself as one of the international languages everyone should learn, and it has a considerable impact on all parts of life. The English language has greatly aided people from various countries in talking and connecting. In the education sector, English has an important role; in particular, students need English to gain access to knowledge in various fields such as science, technology, art, and culture. Students will gain much from knowing and mastering the English language. According to Andayani, Students who can speak English well benefit greatly from doing so, not simply in terms of science development but also sociopolitical communication, economy, cultural understanding, and even daily existence.<sup>1</sup> As a result, students, regardless of major, must take at least one English course. During their stay in higher school, they took classes. This highlights the importance of solid mastery of the English language for professional success and intellectual pursuits.<sup>2</sup>

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<sup>1</sup> Sri Handayani, "Pentingnya Kemampuan Berbahasa Inggris Sebagai Dalam Menyongsong Asean Community 2015," *Ikatan Sarjana Pendidikan Indonesia (ISPI) Jawa Tengah* 3, no.1(2016): 102–106, [http://ispijateng.org/wp-content/uploads/2016/05/Pentingnya-Kemampuan-Berbahasa-Inggris-Sebagai-Dalam-Menyongsong-Asean-Community-2015\\_Sri-Handayani.pdf](http://ispijateng.org/wp-content/uploads/2016/05/Pentingnya-Kemampuan-Berbahasa-Inggris-Sebagai-Dalam-Menyongsong-Asean-Community-2015_Sri-Handayani.pdf).

<sup>2</sup> Iriance, "Bahasa Inggris Sebagai Bahasa Lingua Franca Dan Posisi Kemampuan Bahasa Inggris Masyarakat Indonesia Diantara Anggota MEA," *Prosiding Industrial Research Workshop and National Seminar* 9, no. 0 (2018): 776–783, <https://jurnal.polban.ac.id/index.php/proceeding/article/view/1149/944>.

Brown defines proficiency in English as mastering four skills: speaking, writing, listening, and reading.<sup>3</sup> The four abilities are split into productive and receptive skills, each with unique applications yet interconnected. The acquisition of language aspects, including structure, vocabulary, pronunciation, and spelling, enhances these abilities.<sup>4</sup> Consequently, speaking is the most important ability in language learning since it allows people to demonstrate their linguistic talents.<sup>5</sup> Speaking refers to productive talent that can be directly and objectively examined, yet these observations are inevitably affected by the accuracy and efficacy of listening skills.<sup>6</sup>

According to that assertion, speaking closely reflects the thought process, and oral communication is important for assessing language skills. However, not everyone speaks English proficiently, particularly English Foreign Language students (EFLs). Yusuf and Zuraini discuss various hurdles EFL students encounter in speaking sessions, including a lack of material, limited engagement, pronunciation difficulties, motivational issues, and a lack of vocabulary.<sup>7</sup> Consequently, EFL students must engage in more intensive contact to communicate effectively and convey ideas, information, and emotions.

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<sup>3</sup> H. Douglas Brown, "Testing, Assessing, and Teaching," *Language Assessment: Principles and Classroom Practices* (2003): 315, [https://evelintampubolon.files.wordpress.com/2016/09/h-\\_douglas\\_brown\\_-\\_language\\_assessment.pdf](https://evelintampubolon.files.wordpress.com/2016/09/h-_douglas_brown_-_language_assessment.pdf).

<sup>4</sup> Bettina Lankard Brown, "MYTHS AND REALITIES Teaching Style vs . Learning Style," *Educational Resources Information Center* 26, no. 1 (2003): 1–2.

<sup>5</sup> Ahmad Almahdi Shteivi and Mustafa Abdul salam Hamuda, "Oral Communication Problems Encountering English Major Students: Causes & Remedies," *Print) International Journal of Social Science and Humanities Research* 4, no. 2 (2016): 19–26, [www.researchpublish.com](http://www.researchpublish.com).

<sup>6</sup> Brown, "Testing, Assessing, and Teaching."

<sup>7</sup> Qismullah Yusuf and Zuraini, "Challenges in Teaching Speaking to EFL Learners," *Teacher'S Efforts To Overcome Students' Difficulties in Reading Comprehension* (2016): 542–546.

In addition, writing is considered a productive skill and one of the most significant of the four abilities. Writing skills improve English language skills, particularly vocabulary development.<sup>8</sup> Furthermore, Harmer claims that writing has advantages in all disciplines, particularly education, where students and teachers must communicate ideas and expand their knowledge. Therefore, writing is a tough skill; writing is also a lengthy process for children since they must generate ideas, find appropriate terminology, and grasp grammar to compose accurate sentences.<sup>9</sup> However, writing activities might dull kids and make them less enthusiastic about learning to write.<sup>10</sup>

Moreover, one of these causes is students' low motivation to learn English, which leads to issues such as a lack of students' language expertise. Students must understand basic English vocabulary and grammar when working on English homework. The external factors are teachers' teaching styles and strategies and family support, which are external factors in students' challenges in learning English. When asked what they did after school, they said, "playing games or using social media on mobile phones." This was supported by the study's observation that many students still exhibited poor behavior at school, such as spending too much time with their friends and not reviewing school or even home lessons.<sup>11</sup>

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<sup>8</sup> Hamp-Lyons, L., & Heasley, B. (2006). *Study writing: A course in written English for academic purposes*. Cambridge University Press.

<sup>9</sup> Harmer, J. (2003). *How to teach English*. In Pearson /Longman. New York: Longman.

<sup>10</sup> Hedge, J. W., Borman, W. C., & Birkeland, S. A. (2001). History and development of multisource feedback as a methodology. *The handbook of multisource feedback*, 15-32

<sup>11</sup> Elisa Dewi Sultra and Baharudin Baharudin, "Analysis of Student'S Difficulties in Learning English At Sma Negeri 1 Batauga," *English Education Journal*, no. 124 (2020): 65–75.

Technology is becoming more popular in education, especially Information and Communication Technology (ICT). ICT (Information and Communication Technology) is widely employed in various fields. Since its inception, technology has played a significant role in education. The role of technology in society demonstrates the importance of its application in the classroom. Teachers in the field of education are expected to be able to integrate ICT in teaching and learning activities, either in or out of the school, due to its utility in building new educational environments, refining teaching methods, and enhancing education quality.<sup>12</sup>

In addition, classroom technology improves the teaching-learning process and provides innovations in learning experiences. According to Didin, Jae Young, Mason et al., the study discovered that perceived usefulness and digital literacy increased participants' confidence in digital technology for English language acquisition. This may also be considered a virtuous loop involving interest and familiarity with the digital world.<sup>13</sup>

In another perspective, Computer technology enables language learners to choose their preferred learning resources on standalone computers or the Internet. They can also decide whether or not instructors are there to help them with their decision resources. Technological improvements in education are altering how students study specific courses, such as language, and how they gain certain skills. The employment of various teaching strategies has led to significant changes in

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<sup>12</sup> Wekke, I. S., & Hamid, S. (2013). Technology on language teaching and learning: A research on Indonesian Pesantren. *Procedia-Social and Behavioral Sciences*, 83, 585–589.

<sup>13</sup> Didin Nuruddin Hidayat et al., “Digital Technology Supporting English Learning among Indonesian University Students,” *Research and Practice in Technology Enhanced Learning* 17, no. 1 (2022), <https://doi.org/10.1186/s41039-022-00198-8>.

pedagogy. As technology becomes more widely accepted, it also influences students' ability to master these abilities.<sup>14</sup> EFL teachers should use their knowledge and self-confidence in learning to help students. Increase the use of web technology for language learning.

In addition, teachers should reconsider their role in technology-integrated learning, adopting frameworks such as application utilization to become more knowledgeable about technology integration. When students access information through the Internet, teachers' focus shifts from imparting knowledge to managing and designing the learning process. This also indicates that teachers must improve their ability to employ new technologies effectively in their classrooms. Effective technology-enhanced teaching necessitates teachers honing their digital skills.<sup>15</sup>

In addition, many facets of human existence have changed due to technological improvements, including communication, transportation, information, and education. In education, technology introduces new aspects to assist teachers in developing novel teaching techniques and strategies to help students improve their English competencies. Educational technology enables students to learn freely, enhances self-understanding, maintains teacher engagement, and increases students' motivation to learn language properly. Yanuari and Hanif support this in their research, claiming that to enhance the learning process in the classroom further, teachers are expected to use technology to make

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<sup>14</sup> Yolvi Tarihoran, Nafan; Alhourani et al., "CALLing the Process of Writing : Facebook as Language Support Learning Tool in Enhancing the EFL Learners ' Online Writing Performance.," *Journal of Language and Linguistic Studies* 18, no. 1 (2022): 496–510, <https://www.jlls.org/index.php/jlls/article/view/3831/1023>.

<sup>15</sup> Hidayat et al., "Digital Technology Supporting English Learning among Indonesian University Students."

the learning process more effective, efficient, and not boring. Media use in the learning process will also positively impact the students' attitudes toward learning and boost their motivation for learning<sup>16</sup>.

However, in the implementation, there are barriers and difficulties in using technology in English language learning. According to Dion Tita Erlangga, students experience issues such as (1) difficulty understanding materials, (2) technical challenges, (3) limited internet quota, (4) poor communication, and (5) learning becomes less effective.<sup>17</sup> The study also described and developed several ways to reduce students' barriers to learning with technology and provided workable solutions. For starters, to overcome students' difficulty understanding the material, poor communication between educators and students, and ineffective learning, teachers should remain facilitators to keep the communication between teachers and students effective.

In addition, as learning becomes less effective, the teacher must continue to act as a facilitator to ensure that teacher-student communication is maintained so that students who do not grasp the content given might understand it through an explanation from the teacher. Due to technical difficulties, teachers might select content that does not require much internal memory.<sup>18</sup> Besides that, Efriana's research underlined that teachers must design learning materials that are as interesting as possible to combat students' boredom during sessions. The issue is

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<sup>16</sup> Januari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School," *Anatolian Journal of Education* 4, no. 2 (2019): 53–60.

<sup>17</sup> Dion Tira Erlangga, "Student Problems in Online Learning: Solutions To Keep Education Going On," *Journal of English Language Teaching and Learning* 3, no. 1 (2022): 21–26.

<sup>18</sup> *Ibid.*

students who are bored during lessons and do not understand the content<sup>19</sup>. One of the ways technology is utilized in learning English is by using applications to learn English; one of the applications used is the Miro application.

Miro is a collaborative whiteboard platform that allows students to work in groups and learn together. Miro can support teaching and learning in face-to-face, online, and blended (face-to-face and online components) situations. Its tools and templates enable professors to create collaborative class activities for students to work synchronously and asynchronously. Miro is also useful for improving 21st-century learning skills, which helps pupils excel in this information age. These abilities include critical thinking, problem-solving, cooperation, communication, and creativity.<sup>20</sup>

The writer is looking for a suitable and user-friendly application for the students, not just because of its numerous functions but because it does not have to be expensive. The Miro application was picked because it offers free features that other web applications do not. In this study, the writer requires a collaboration feature so that students can practice drawing mind maps together on the same online board. In Miro, all students can easily collaborate for free, whereas such features exist in other applications but are not free.

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<sup>19</sup> Leli Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution," *JELITA: Journal of English Language Teaching and Literature* 2, no. 1 (2021): 2721–1916.

<sup>20</sup> Ester van Laar et al., "Determinants of 21st-Century Skills and 21st-Century Digital Skills for Workers: A Systematic Literature Review," *SAGE Open* 10, no. 1 (2020).

## **B. Identification of The Problem**

From the research background above, the identification of the problem is as follows:

1. The importance of learning English for students
2. There are various difficulties that Indonesian EFL students face in productive skills.
3. Using technology as media to support the learning English process.
4. Students' perception when they use the Miro Application in productive skills

## **C. The Scope And Limitation of The Problem**

In this study, the writer will focus on the main problem described in the background section. The writer will explore students' perceptions of using the Miro Application to improve their productive skills, such as writing and speaking. The research will be conducted at SMA IT Darul Qur'an Gunung Sindur. This research explores students' perceptions and difficulties when using the Miro Application, especially in improving their productive skills.

## **D. Formulation of Problem**

Based on the above description of the background of the problem, the identification of the problem, and the limitation of the problem, the research problems can be formulated as follows:

1. How are the students' perceptions of using the Miro application in terms of their productive skills in learning English, specifically in writing ability?



2. What are students' difficulties using the Miro application during English learning, specifically in productive skills?

#### **F. The Objectives of the study**

The writer determines the research objective based on the formulation of the problem as follows:

1. To find out student responses related to the Miro Application on their productive skill in learning English, specifically in writing ability
2. To investigate students' difficulties using the Miro application during English learning.

#### **E. Significance of study**

This research is expected to provide benefits to several parties, including:

1. For schools  
As input and evaluation material to improve the quality of English language education in schools.
2. For teachers
  - a. Development of teaching techniques using the Miro application.
  - b. Improving teacher performance and abilities.
3. For students
  - a. Increase motivation to learn.
  - b. Add learning experiences using models and methods that are different from usual.
4. For Writers
  - a. As a provision of knowledge to become a good teacher.

b. As a reference for further research.

## **F. The Previous Study**

Several research studies have examined the effectiveness of Miro virtual background apps in the learning process. First is the research revealed by Raad Khair Allah in 2023 Entitled, *The Use of Miro in Teaching Practice*. The writer used a qualitative research approach. The author conducted a project using Miro and reflected on their experiences and observations. The author also gathered students' responses and ideas using Miro. The findings of this research highlight the benefits and potential of using Miro as a digital tool in teaching practice, particularly in the context of online education. This research found that Miro is easy to use, flexible, and allows for data visualization and collaboration. It promotes interactivity, collaboration, and autonomy among students, enhancing their engagement in both physical and virtual classrooms.<sup>21</sup>

Another study by Tasya Safira Muslikhah in 2023 Was Titled *The Effectiveness Of Using Miro Digital Mind Mapping For Students' Vocabulary Mastery At Hidayatullah Islamic High School Semarang*. This study used an experimental design with a Non-Equivalent Group Design, which included a pre-test and a post-test. The study results show that students could learn vocabulary by constructing information and knowledge independently. Therefore, the writer concluded that Miro Digital Mind Mapping effectively

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<sup>21</sup> Raad Khair Allah, "The Use of Miro in Teaching Practice," *Exchanges: The Interdisciplinary Research Journal* 10, no. 3 (2023): 77–91.

improved students' vocabulary mastery among the eleventh-grade students of Hidayatullah Islamic High School Semarang.<sup>22</sup>

Another study entitled *Improving Students' Reading Comprehension Ability in Narrative Text Through Miro Mind Mapping Application*. The study aimed to assess the effectiveness of using mind mapping in enhancing students' reading abilities, contribute to teachers and curriculum developers, encourage students to use online mind mapping for better reading comprehension and analyze the impact of mind mapping on different aspects of reading comprehension such as main idea and detail information. The research was conducted in a quantitative methodology involving pre-tests, post-tests, questionnaires, and data analysis using statistical methods to evaluate the effectiveness of the mind-mapping technique in improving students' reading comprehension.

Additionally, the study emphasized the importance of reading ability and comprehension, the concept of narrative text, and the benefits of using mind-mapping techniques in teaching reading comprehension. The research found that using the mind mapping technique with the Miro Mind Map application significantly improved students' reading comprehension ability of narrative text. The study showed a significant difference in students' reading comprehension after using the application, with the main idea and detail information aspects demonstrating the highest increase.

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<sup>22</sup> Tasya Muslikhah, "The Effectiveness Of Using Miro Digital Mind Mapping For Students Vocabulary Mastery At Hidayatullah Islamic High School Semarang." (2023).

Moreover, the study suggests that English teachers should apply mind-mapping techniques in teaching reading comprehension and utilize technology in the teaching process. It also recommends further research on different levels of students and types of texts to continue exploring the benefits of mind mapping in improving reading comprehension.<sup>23</sup>

The previous studies above correlate with this present study, which describes the use and effectiveness of the Miro application. Although prior research often highlights the application's use, this study uniquely emphasizes the challenges and perspectives students face when employing this technique for learning English. By identifying and exploring these difficulties, the research contributes a deeper understanding of the practical hurdles in integrating the Miro Application into learning English, especially regarding productive skills.

#### **G. Writing organization**

This study is divided into five chapters containing several points describing the chapter.

Chapter I Introduction includes the Background of The Study, Identification of The Problem, Scope and Limitation of the Problem, Formulation of the Problem, Objective of the Study, Significance of the Study, and Writing Organization.

Chapter II Theoretical Framework includes the Concepts of Reading, Teaching Reading, Resilience, and the Pomodoro Technique.

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<sup>23</sup> Yasmin Shafira Adani, "Improving Students' Reading Comprehension Ability In Narrative Text Through Miro Mind Mapping Application A Script" (2022).

Chapter III Research Methodology, including Research Design, Research Instrument, Place, Participant, Data Collection Technique, and Data Analysis Technique.

Chapter IV Research Findings and Discussion.

Chapter V Conclusion and Suggestion.