

CHAPTER I

INTRODUCTION

This chapter consists of six major parts. The first part, background of the research, explains the researcher's reasons in choosing the topic. The second part, Formulation of the problem, presents the questions to be answered in this study. The third part, objective of the research, presents the goals of this study. The fourth part, Significance of the research, explains some benefits of this study. The fifth part limitation of the research presents the limitations on this research. The last part Operational definition of the terms, explain about detail definition about important words on this research.

A. Background of the Research

English is one subject that is required to teach in most schools in Indonesia, starting from kindergarten, elementary, junior high school, senior high school to university. English itself consists of four main abilities that cannot be separated from one to another, it is: listening, speaking, reading and writing.

One of the main goals in English is to be able to communicate with other people, therefore talking about the highest place that can be in the middle is quite essential to master (Bright & McGregor, 1970). Speaking is one of the productive skills in language and an essential part of learning languages.

As stated by Spratt, Mary, et. Al (2005), speaking is a productive skill, such as writing that involves gratitude for meaning for others. So,

speaking is a productive skill that does not only require active or productive participants but also participants who receptive participants.

Speaking is one of the skills that are very prominent and must be mastered by students. Speaking itself is also a part of people daily life. They can communicate what they think to make an interaction with others become meaningful. In Lazarton (kurniawati, 2013), speaking is an active interaction between the speaker and the listener as a process for building and sharing purpose that involves several components like pronunciation, spelling, grammar, vocabulary, fluency, and understanding

Nowadays the world of education at the era of the digital media, where the teaching and learning process with direct lecture methods are replaced with the use of a lot of digital media. More about current learning activities emphasizing process skills and active learning, the roles of learning media, becoming increasingly important (Nurseto, 2011). This opinion is reinforced by Hadibin, et al., (2013) which states that learning media is a tool that has a function for explaining some of the overall learning programs that are difficult to explain verbally. Learning material will be easier and clearer if in the learning process using instructional media.

When mobile technology enters society and influence people's lifestyles, it begins to change the patterns of human thinking, the way humans learn and their daily lives. According to (Calimag, Miguel and Conde, 2014) mobile devices can facilitate humans to communicate with each other and access to various sources of information whenever and wherever. Humans often use smartphones like Android or Apple at various ages. Since mobile technology has been developed, it makes a variety of

new opportunities to improve student learning experiences at all levels of Education. This makes it easy for students to access learning resources without asking for things that can complicate them. Mobile devices can also be used to obtain the latest lessons or material in the class (Calimag, Miguel and Conde, 2014).

Based on the facts above, the researchers felt the need to develop an Android-based application Augmented Reality that could be used for media to support the teaching and learning process, especially speaking material at a bilingual class of MI Bilingual Roudlotul Jannah. By using Augmented Reality Android Application media students can be easier to learn English everywhere because it can be said to be quite effective and efficient. So, students can learn English more intense.

B. Formulations of the Problem

1. How to develop Augmented Reality Android Applications to learn speaking skill at bilingual class of MI Roudlotul Jannah?
2. How does the Augmented Reality Android application for Madrasah Ibtidaiyah grade 1 students build their speaking skill?

C. The Objectives of the Research

1. To know the process of making Augmented Reality Android Applications for speaking skill at bilingual class of MI Roudlotul Jannah.
2. To know how Augmented Reality Android Application build students' speaking skill for Madrasah Ibtidaiyah grade 1 student.

D. The Significances of the Research

There are some signs of the research which is divided into two aspects. Consist of theoretical and practical.

1. Theoretical

For other researchers on the same topic, this research hopefully can be a reference to their research.

2. Practical

For the teacher, Teachers can take advantage of the use of Augmented Reality Android Application in the teaching and learning process.

For students, Students are expected to be more interested and more active in improving mastery of English vocabulary through the learning process English vocabulary with Augmented Reality Android Application.

E. Scope and Limitation of the Research

Based on the identification of the problems above, it is possible for the researcher to solve the problems related to bilingual class learner speaking skills. This research is focused on the development of Augmented Reality Android Application and the build of their speaking skill. The skills that were covered in this research involve language fluency that is the content and organization and the language accuracy that is language use and mechanics. Therefore, hopefully, their language skills would improve gradually. By using a "Augmented Reality Android Application" and receiving regular feedback, students would speak better day by day and also the score and their fluency of speaking can increase. In reference to

those above reasons, this research is focused on the development of Augmented Reality Android Application.

F. Definition of the Key Terms

To avoid the misunderstanding in this research, there are several key terms that the researcher feels necessary to explain them. The key terms are as follow:

1. Instructional Media

Instructional Media is one of the important variables enabling teaching and learning to sail successfully. According to Wambui (2013), that availability and adequacy of Instructional Media contributions in increasing student participation such as those that expose student's real world of learning and building understanding and retention because when something is seen, they are more remember than when they were only heard. Therefore, the researcher gives something new to help the learners to improve their score of speaking skill and their motivation.

2. Augmented reality (AR)

Augmented Reality (AR) is a technology that combines objects virtual two dimensions or three dimensions into an environment then project these virtual objects in real time (Andriyadi, 2011).. Therefore, it will produce additional information on existing objects. Augmented reality could see real and virtual objects in one object, this virtual object is only an addition not the real object, while the purpose of augmented reality is simplifying the real object with carrying virtual objects, therefore information is not just for users directly (users interface), but also for each user which is not directly related to the

user interface of real objects, such as live streaming video. The primary device for augmented reality is display, device input, tracking, and smartphone.

3. M-learning

M-learning is a learning model utilizing information and communication technology. O'Malley et al. (2003) defines that mobile learning is when the learners are not in a fixed location and they use mobile technologies as their learning opportunities. The learning concept in m-learning bring benefits to the availability of teaching materials that can be accessed at any time and visualize the content exciting and can be obtained from anywhere and anytime. Not every teaching material is suitable to make use of m-learning. Teaching material that is not suitable adopts the concept of mobile learning between others: content that is "hands-on", skills as were dentists, music art, in particular, creating songs, interviewing skills, teamwork such as marketing and material in need expressions like a dance.

4. Bilingual

Bilingual is "the ability to speak two languages equally well". However, bilinguals rarely develop balanced competence in their two languages (Shin, 2004). A bilingual speaker does not represent two monolinguals in one (Bialystok, 2001; Shin, 2004). Different sets of needs and circumstances foster different responses from bilingual individuals (Bialystok, 2001; Grosjean, 2008). Bilinguals therefore acquire different levels of language competence in their two

languages. Level of bilingual proficiency depends on age of learning onset and type of bilingualism, among other factors.