

CHAPTER 1 INTRODUCTION

In this chapter will be discuss about background of the research, problem of the research, purpose of the research, operational definition of the terms, significant of research, and scope of the research.

1.1 Background of the research

In this era, writing skills in English remain a difficult skill for students compared to other English skills. According to (Ulil & Suwarno,2022) writing skills are a type of language skill that students must master in language learning. Writing skill is ability to communicate ideas, information, and thoughts clearly and effectively through the written word.-According to (Amalia et al.,2022) writing skill is an important aspect of language learning refers to the process of encoding words.-concern to make it easier for students to do project assignments and exams-

Writing skill is needed in English subject there needs to be creative innovation for students, especially for those who do not deepen their English knowledge, such as vocational schools. Vocational high school students usually focus more on vocational subjects, but the ability for other subjects-such

as English also needs to be explored. English writing proficiency for vocational reasons is required of students. It is the mental activity in which students generate their ideas, consider how to communicate them, and organize their thoughts into sentences that can be read (Siregar et al., 2022). Based on an interview with an English teacher at a vocational school under a private foundation, it was revealed that students' English scores, particularly in writing, tend to be quite low. This underachievement is attributed to several factors, including limited exposure to English, lack of interest, and difficulty in constructing sentences and organizing ideas effectively. Students have difficulty in expressing even simple things in written form, and students are less active in learning to write, because they feel bored and less motivated to be active and explore their ideas (Setiawan et al., 2020).

In the era of digital transformation, technology has significantly changed the landscape of education. The integration of digital tools and applications into the teaching and learning process has opened up new opportunities for interactive, personalized, and student-centered learning experiences. In particular, the use of educational technology has proven to be highly beneficial in language learning, where students need more dynamic and engaging environments to develop their skills. Among the four language skills, writing remains one of the most demanding, as it requires not only linguistic knowledge but also the ability to structure and convey ideas effectively. Technology offers a wide range of resources that can help overcome the challenges students often face in writing, such as lack of vocabulary, poor grammar, and low motivation.

Technology is the best alternative to help students improve their English skills easily, the media can be in the form game application such as *Duolingo*, *Quizziz*, *Wordwall*, and current interesting one is *Educandy*. According to (Cholidatul Islamiah et al., 2024) *Educandy* is emerging as one of the learning process, especially in the context of language learning. The *Educandy* application is not as well known by some students as other applications. With its slogan ‘making learning sweeter’ shows that learning using this application or web is very fun and its also eye catching because of the colorful display.

In the previous study, *Educandy* was used as a learning media that helps the development of vocabulary knowledge with fun learning activities and builds students’ learning motivation. The researcher use *Educandy* for introducing material related to the subject to be thought and explained how to play a game using *Educandy* app. In this research, *Educandy* is used as a learning media to improve students’ writing skills in English learning.

This research focuses on the use of *Educandy* application as an effective teaching material for students and it can be effective for writing skills on vocational high school students.

1.2 Problem of the research

The problem of this research that formulated is, “Is there any effect of *Educandy* application on English writing skill vocational high school students?”

1.3 Purpose of the research

The purpose of this research is to examine there are any effect of using *Educandy* application on English writing skill vocational High School students.

1.4 Operational definition of the terms

1.4.1 Educandy

Educandy is a web-based application that has many game features to be an alternative to learning in class so that learning feels more exciting and able to attract students' attention and memory to what is learned in class, with various game features such as quizzes, puzzles, memory boxes and so on. The use of *Educandy* application can be a medium for students to develop their writing skills by playing the games provided.

1.4.2 Writing Ability

Writing ability is defined as successful in this study at least students can write based on some of the components measured in students' writing skills are such as content, organization, grammar, mechanics, and style.

1.5 Significance of the research

The result of this research hopefully can make improvement on learning English writing . The researcher also expected this research can give some contribution for students, teacher, and other researcher. There are two significances major, those are Theoretical significance and Practical significance.

1. Theoretical significance

This research can be used as references for researcher who wants to do research in writing skill especially the used of *Educandy* application/web for media of learning

2. Practical significance

The result of this research hopefully can used as strategy for English Learning especially for using a media. The researcher expects for the English Teachers can use *Educandy* Application as a media of learning.

1.6 Scope of the research.

This study focuses on the effectiveness of using the *Educandy* application/web as a media of learning for students writing skills in English. The researcher used procedure text as the material used for writing lessons for tenth grade students majoring in Design Communication Visual at SMK Ma'arif Bangsalsari.