

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is one of the international language that is popular in every country, including in Indonesia. English has a great influence in all field, one of them is in education. In education, English also strongly affected into the formation of the curriculum. Curriculum 2013 requires each level of education to teach English as a compulsory subject to taught from elementary schools to senior high schools or vocational high schools.

In English learning process, students demanded to master some skills in English. They are listening, speaking, reading and writing. Writing is one of the productive skills which is dealing with the production of written language. It is more complicated than it seems at first, and often seems hardest of the skill, even for native speakers of a language. Indonesia ministry of education also have a regulation that senior high school students need to be taught how to write and reach the literacy level.

At the time of writing, a student must submit ideas. So often, they require a lot of time to think, process, organize, and develop ideas to interesting to read. Based on the Indonesian curriculum, there are several genres of writing that must be learned by the students. They are descriptive, recount, narrative, report, and Also procedure. Recount text is a text that retelling or an recounting of an events or an experiences (Dirgeyasa 2015:3). Based on Dirgeyasa states, a student should

be able to inform and describe past experiences by retelling the events into writing.

Writing recount text is one material that is difficult to study because many factors that inhibit such a lack of experience and forget about a sequence of events. According to (Pongsiriwet, 2001) written language production can be more difficult for Indonesian students as EFL learners since they have to “put a lot of time and efforts into acquiring the language and learning to write”. This problem is not just a problem to students, but also a problem for the teachers. Because each student must achieve learning competencies that arranged in the syllabus, so teachers must strive to increase student interest in writing. As the educator, teachers need to use innovative learning such as developing media to make students interested in learning writing.

According to researcher observation in SMA Sinar Husni, the researcher got some data of students' value in learning English. From the data, researcher concluded that the students' English competence, especially writing is relatively low. One of the factors is the lack of teaching media and teaching materials which can help the students to learn English in order to develop their writing skills, based on the interview that had been conducted during the observation, the students' learning motivation is relatively low also. They do not realize that learning English is important for their future, and also the teacher only use textbooks, worksheets and simple media to teach students to write a recount text. thus making the students' writing less varied and lead them to write the word, phrase or the same sentence that hind their creativity and imagination and also can

bring up their intention to plagiarize the words, sentences, and even the topic. Another problem is teacher sometimes just using simple media such as images.

Based on the above problem that shows the quality of learning and student competency in writing is still less than optimal, so it needs to be improved, especially on learning materials and media. That problem can be solved if the teacher could be more creative in teaching, so the students are attracted to study. In curriculum of 2013, the teachers are required to be creative in improving the media for teaching. A teacher should have an initiative and should be smart to arrange the materials that will be taught. Therefore, it is important for a teacher to deliver materials as fun as possible

One of the solution is teachers should present fresh material in a media to students in writing recount text. One of the fresh media that teacher can use in teaching recount text is by creating a video blog as the developing of media which is an interesting and innovative media in guiding the students to write recount text to the students of SMA Sinar Husni Medan. The developed of media hopefully contributed to help the teaching and learning process of writing in order to improve and develop the students' writing skill.

B. The Problem of the Study

Based on the background of the study above, the problems of this study is formulated as follows: "How to design a video blog as developing of media to teach recount text for grade X students of Sinar Husni senior high school?"

C. The Objective of the Study

The objectives of this study is to design video blog as developing of media to teach recount text for grade X students of senior high school.

D. The Scope of the Study

In accordance with the background of the study, this study will design of video blog as developing of learning media to teach recount text specifically for grade X students of SMA Sinar Husni Medan.

E. The Significance of the Study

The significance of this research is divided as two parts, theoretically and practically

1. The theoretical benefit

This research is expected to provide benefits theoretically, at least be useful as contribution for education.

2. The practical benefits

1. The English teachers, it will enable them to teach English easily and interestingly.
2. The researcher herself, it can increase knowledge and experience in preparing herself as a teacher who uses technology as media in teaching English.

3. Students, to give helping for student to be able writing recount text using video blog as a media. it can increase the students' motivation to learn English.

