

CHAPTER I

INTRODUCTION

A. The Background of Study

English is global language which is used by people around the world. It is use in all activities as a formal language. Taking Part in activities, Indonesia people must have a good competence in using English, because it can achieve many opportunities to our country. English is first foreign language taught at every school in Indonesia. So, it is important to teach in Junior High School as a compulsory subject. There are four skills which need to learn. Namely are Listening, Speaking, Reading and Writing.

In mastering English, most students in Indonesia consider English was difficult subject that make frustrated and they get problems in writing and speaking skill. Many of them failed to graduate in Junior High School to Senior High School only because of students' had lack on vocabulary, the students' not interested in learning, the teachers' seldom use real media, and the students' difficult to express ideas, sometimes students have ideas but they are still confused how to develop it as the correct one so they can't make a good paragraph (Prasetyo, 2016).

Writing is one of important and difficult skill for foreign language learners in learning English because writing depends on grammar, vocabulary, spelling, and punctuation as well as rule for forming words and making sentences. Writing in Junior High School consists of descriptive, narrative, recount, report, and

procedure text. The students able to understand and produce a narrative text based on the social function and generic structure of the text.

Writing is a natural step of steps that writer take to create a finished piece of work. By writing we are free to express our ideas, to sharpen main idea through writing form and writing is a process of organizing ideas and creativity thought text (Brown, 2001). Writing is an activity that can useful be prepared for by work in other skill of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use (Nation, 2009).

In Indonesia almost every institution of education from University, Senior High School, Junior High School, and Elementary School teach English to their students because English subject include as a test in the National Examination. So, it should apply properly and to make it apply properly, the teachers' needs media that support the English learning run well, fun, and make it students' able to understand on learning English. In teaching English, teachers should select the appropriate media that can use in the class. The media must support students to increase their enthusiasm and creativity to learn English. So, the students will enjoy the learning process of activity provide with media. Therefore, using media will give innovation, creativity, and enthusiasm on education. Media can create an atmosphere of interactive learning in a classroom. Media will give stimulus for students to reach the learning process. It means, students will get stimulus to think, feel, and to have desire to study so they will give attention to study when the learning process is provided with media (Manurung, 2012).

Media based visual is the appropriate media to support the English learning process. Visual media can facilitate understanding and strengthen memory because the form of visual media is image representative such as drawing, painting or photograph that show how apparently an object (Arsyad, 2013).

(McGowan, 2011) states *Kamishibai* can build students confident in performing and allows them to discover what works best of them in creating stories. (Nozaka, 2013) states *Kamishibai* is a good for cross-cultural understanding of children. (Dym, 2010) states *Kamishibai* at schools in Japan and he said that *kamishibai* similar to wayang show in indonesia, the purpose is sending moral lesson to society. *Kamishibai* used as a media to help students to think out loud and gain confidence in writing (Baird, 2010). (Paatela-Nieminen, 2008) states *kamishibai* it can use as visual culture on education and have a good relation in global.

Various media of teaching English have been applied by teacher such as text book, print-out of text and dictionary. But the media is not enough to stimulate students in writing ability. Teachers asked the students to open their mind and use their imaginary to write story based on their surroundings. It makes learning process is conducive but it is not interesting to students.

It was supported by the preliminary data done by the researcher on May 2017 at Mts Muallimin Univa Medan. Teacher doesn't use varieties media to teach writing skill in the classroom. He always joint his students by open minded and asked his students to imaginary before they wrote story. Besides that, the

teacher's used a text book, print-out of text and dictionary as media that can be involved by the students.

The resume of the preliminary data above showed that the teachers' doesn't use varieties media to teach writing skill. The teacher usually used the video and an English textbook by the government. While in fact, the teacher need a new media that can involve by the students when teaching learning process happened.

From the condition the researcher saw that the teachers need another teaching media that can help them to teach their student which is designed appropriate for students need. (Helmi, 2017) developed *kamishibai* media used for storytelling narrative in MTs Aljam'iyatul Wasliyah Tembung and found that *kamishibai* media can motivate students in learning process especially in speaking skill. (Rachman, at al, 2017) developed *kamishibai* as a media to learn environment education for children and to build capacity for teacher and found that it can improve the competences of student in creative thinking skill in solving environmental problem around them. (Provesa, 2014) conducted an experimental study was to determine the effectiveness of using short comics in teaching of narrative writing at one Islamic Junior High and the result is it can motivate students and help them increase the achievement in writing. From the three research results of *kamishibai* used as a learning medium was gave motivated, creative in thinking, and help them to increase the achievement, this study focused on 1 to 9 levels and there was three genres and two skills.

(Poedjiastuti, 2010) developed magazines for writing class in university and the result did not show a great variability of the student's responses but

students gave positive responses on the project of magazines. (Kennedy, 2014) also developed cartoons for long term condition self-management information and the result was the process depict patient experiences, common situations, and daily management dilemmas. This research focused on writing skill but different levels and the research result was good and made a new experience to students learning used appropriate media.

Therefore, this study was to develop a *kamishibai* media that make students more enthusiasm and interested in writing narrative text.

B. The Problem of Study

Based on the background of the study, the problem of the study was: How was *kamishibai* Media developed as a learning media for writing narrative text at junior high school?

C. The Objective of Study

The Objective of study was to develop *kamishibai* Media as learning media for students need in writing narrative text.

D. The Scope of Study

The Scope of study was developed *kamishibai* media based on the students' need. This media was intended to apply at grade 8 of Junior High School. This media focused on writing skill especially narrative text.

E. The Significance of Study

This study had several benefits for the researcher, the readers, the students and the teachers. This study provided new innovation, interactive media, make

students creative in writing skill, giving information, and theories about developing *Kamishibai* media. The results of this study could be applied in the English teaching-learning process, especially in the writing class to increase students' achievement in writing narrative text.



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