

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. In terms of learning English, there are four basic skills that should be well mastered by the students. They are listening, speaking, writing, and reading. These skills are essential to be mastered by the students to have the good prestige in their school, college, or in their work place when they work someday. One of these skills which is very important and most required in academic field is writing.

Writing is one of the difficult skills to be mastered by the students because in writing student should be able to apply the correct grammar in order to make the reader understand well and need to figure out what will they write about down. Writing as a process of expressing ideas or thoughts in words should be done at our leisure (Sutanto Leo:2011). In terms of skill, producing a coherent, fluent, extended pieces of writing is probably the most difficult thing to do in language teaching. Writing is still considered as the most difficult skill to be achieved (Pardiyono, 2006:1).

Writing is one of the most important skills in language learning. One of the reasons is that it is related to the students' future need for occupational purposes for academic study, or for personal communication. Based on the standard of graduate competency stated by Permendiknas no.23/ 2006 Republic of Indonesia, in the writing skill, the graduate of high school must be able to express meaning in written product in interpersonal and transactional discourses, formally and informally, in the form of expressing written requests and commands related to daily life. Therefore, the students must have a good mastery in writing to be able to write. However, there are some considerations why writing is regarded as a difficult skill. Richards and Renandya (2013) mention that difficulties in writing arise not only in generating and reorganizing ideas but also in translating the ideas so that the readers can be easily able to understand what is the writing about.

There are a number of different approaches to the practice of writing skills both in and outside the classroom. We need to choose between them, deciding whether we want students to focus more on purposes more on the process of writing than its product, whether we want them to study different written genres, whether we want to encourage creative writing, either individually or cooperatively. We need to be aware of the different roles we can and should assume for writing activities (Harmer, 2003:257).

There are various kind of text that students need to learn. They are procedure, recount, descriptive, report and also narrative. Based on curriculum 2013, narrative text is one of the genres which have to be taught to the senior high

school students by hoping that the student can communicate in spoken and written form of communication. Narrative Text is a kind of text with a purpose to amuse, entertain and to deal with actual or vicarious experiences in different ways (Dirgeyasa, 2014:21). Narrative writing appeals to a tragedy, so it tells how something happens, struggles, and end.

In case of achieving students' understanding in writing narrative text, the role of teacher is highly needed to motivate them in writing narrative text. Agustini (2015:55) maintained that teacher's creativity is a factor that determines the success of teaching and learning process. This means teacher's creativity could influence student's understanding in learning narrative text. In other words, teachers need to prepare everything before teaching which leads to a better understanding for students about the materials which is given by the teachers.

Teachers' preparation before teaching could be provided by creating an extraordinary media. Media in teaching has a crucial role in increasing students' understanding about the material that given by the teachers. A creative and innovative media in teaching will become a stimulation for the students in attracting student's willingness to share their ideas which they have in mind. Remembering the teaching media that given by the teachers in this recent time are less interesting for the students. It is proven by the early observation which is conducted at SMA Swasta Budisatria Medan. The teacher often applies only picture related to the story of narrative text as the media to build the student attention, then she asks the student to write the story from the picture that has

already been shown. Besides that the teacher also uses book to show how narrative should be written and then ask them to watch after the story and write the story.

In case of teaching writing narrative text, the teacher only give a kind of picture which relevant to the story that teacher wants to tell the students. In terms of learning writing narrative text, students need more than a single object that featured as a picture. According to Harmanakaya (2013) that visual media is important to help students use correct, reliable, creative and effective communication tools and messages for the students who can easily access information through the developing communication technologies. One of the effective visual media for students is a scrapbook. The scrapbooks potentially allow them to play with ideas and different identities, to express pleasures in the media as well as to critique them, to produce both a record and reflection, thus bringing their voices into the project in more diverse ways (David, 2008).

In this research, the writer will focus on the students' success in writing narrative text through a teaching media scrapbook. Narrative text is one of the genres of writing which text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. The development of the media must increase student's motivation and willingness in learning writing narrative text. By providing more characteristics of the things in the scrapbook, hopefully It can make the students become easier in understanding narrative text especially in the written form of narrative text. Finally, it will improve students' in senior high school achievement in learning English.

B. The Problem of the Study

Based on the background of the problem above, the problem of the study is formulated as: “How is the teaching media *Scrapbook* in narrative text developed for the Tenth grade students at SMA Swasta Budisatrya Medan?”

C. The Objective of the Study

The objective of this study is to develop a scrapbook as media to stimulate the students' willingness to learn narrative text in SMA Swasta Budisatrya Medan.

D. The Scope of the Study

Based on the background of the study, this research was covered the developed media of writing skill by using scrapbook media for senior high school. The application of Scrapbook in teaching and learning process will be followed by the 5 steps of scientific approach of Curriculum 2013. This recommended media will be increase writing ability of tenth grade students in SMA Swasta Budisatrya Medan. Scrapbook will help students to find out the meaning of a story, and a vivid description about how something happen, struggle, and end. This media is developed based on the needs analysis of the learners which will motivate them to study narrative text. The media also will be limited only for narrative text since this genre will be taught in the odd semester.

E. The Significance of the Study

The findings of this research are expected to give theoretical and practical contributions, as follows:

1. Theoretically, the findings of this research will extend and enrich the horizons in theories which related to the areas on how to develop writing media to Senior High School students.
2. Practically, the findings of this research can be the recommended writing media for the students of SMA Swasta Budisatrya Medan, as it motivates their passion and willingness to study and confident to communicate in English. Furthermore, it will make the teacher easy to reach the goal of teaching and learning process.

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