

CHAPTER I

INTRODUCTION

A. The Background of The Study

English is International and as first foreign language which is taught at every school in Indonesia. So, it is the reason why English is very important to teach in Senior High School as a compulsory subject.

There are four skills which are needed to learn English, they are listening, speaking, reading and writing. Writing is one of the four skills of language which is very important and difficult to learn because in sentence we must master on grammar, vocabulary, spelling, and punctuation as well. Purba (2018) stated that writing is one of the language skills that should be owned when learning a language. Writing means a process of communication that conveys ideas and opinion in written form done by the student. Though writing is a difficult part, but the students should master that skill in learning English. The difficulties in writing may be affected by many factors, such as students difficult to developing ideas, unenthusiastic student's attitude to the lesson, difficulty in grammar and lack of vocabularies and motivation, and unsuitable approach from the teacher since as the foreign language learners difficult to master this skill without teachers approaches.

There are some kinds of the genre in English, they are there are twelve types of genre, they are: narrative, recount, description, report, discussion, explanation, analytical exposition, procedure, anecdote, hortatory

exposition, spoof, news item. According to the syllabus of Curriculum 2013, descriptive text is one of the genres that students learned in Senior High School especially for tenth grade students.

Sitorus (2018) stated that the teachers' needs media that support the English learning run well, fun, and make it students' able to understand on learning English. It means that media is very important in learning process. By using media the teacher can more easily to convey the lesson to students, the students will enjoy, give innovation, creativity, and enthusiasm in learning process of activity provide with media. Media can create an atmosphere of interactive learning in a classroom. Media will give stimulus for students to reach the learning process and the use of media would give positive impact on education. In teaching English, teacher must choose the appropriate media that can use in classroom. The media must be support students to increase their enthusiasm to learn English and students can enjoy in learn English.

There are several kinds of media that usually used in teaching such as audio media, visual media, and audio-visual media. Arsyad (in Sitorus, 2018) stated that 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.

Based on interview with English teacher in grade X of SMA YPI Amir Hamzah Medan, there are some reasons which makes the students low in writing such as lack of vocabulary, less of motivation and conventional teaching media. The students still gets difficulties to begin writing their own descriptive text because of the lacks of vocabularies. There are some reasons which make the students having lack ability in writing descriptive text, such as the students lack motivation in learning writing descriptive text. Based on interview with English student in grade X MIA of SMA YPI Amir Hamzah Medan, the researcher got the information that sometimes the teacher used slide presentation or a video as a media but more often the teacher used a text book as a media. In teaching learning process, the researcher also found from the observation in XMIA class that the factor of lacking students' ability in learning English was the teacher use of conventional method which only provided the explanation from teacher then the students were asked to answer some questions, it makes boring situation of classroom itself. In addition, the teacher did not use an interesting media to create interactive learning and to increase students' motivation in learning English. Therefore, it is needed an interesting media in teaching writing descriptive text for the tenth grade students at SMA YPI Amir Hamzah Medan.

In this case, the appropriate media that can be used in improving writing descriptive text is *Kamishibai*. *Kamishibai* is one of sample of media based on visual's kinds. It is used as a tool to teach writing descriptive text. Dym (in Sitorus, 2018) says that *kamishibai* used as a media to help students to think

out loud and gain confidence in writing. Battino and Kattaoko (in Ramadhani, 2014) state that some benefits by using *Kamishibai* in teaching English, the benefits are: easier to read (and watch) than conventional picture book. English teacher at SMA YPI Amir Hamzah Medan does not know about *Kamishibai* media. Teacher does not have *Kamishibai* media yet.

This is the basic reason why the researcher is going to develop the *kamishibai* as media to make the students more interest in learning writing on descriptive text for tenth grade students at SMA YPI Amir Hamzah Medan. The researcher hopes that this media can help the English teachers to teach effectively and learners to be more interested and motivated in learning English.

B. The Identification of the Problem

After analyzing the problems found in the field previously, the identification of the problems is stated bellow:

1. The first problem is about the students' interest and motivation to learn English. As English teacher said that most of students do not like English because they feel English is most difficult subject to be learn and students lack of vocabularies.
2. The second problem is about the teacher methods in teaching. The teacher still used conventional method in teaching that make the students are easy to be bored and not interested to learn English.

3. The third problem is about media. The teacher does not use a media to support teaching and learning process. The teacher only used a text book in teaching English. She usually gives the explanation and example in a white board based on the textbook and asks the students to do some tasks.

C. The Problem of the Study

Based on the background of the study, the problem of the study is formulated as the following: “How is *Kamishibai* media developed in teaching writing descriptive text for the tenth grade students at SMA YPI Amir Hamzah Medan?”

D. The Objective of the Study

The objective of the study is to develop *Kamishibai* media in writing descriptive text for the tenth grade students at SMA YPI Amir Hamzah Medan.

E. The Scope of the Study

In this study is limited on writing descriptive text especially in the topic of historical building. This study will focus on *Kamishibai* as a visual media to teach writing skills on descriptive text especially in the topic of historical building for the tenth grade students at SMA YPI Amir Hamzah Medan.

F. The Significance of the Study

The findings of the study are expected to give theoretical and practical contributions, as follows:

1. Theoretically, the result of this study can be a reference for those who are interested in developing English writing media of procedure text.
2. Practically, the researcher expects this study will be useful for:
 - (1) The teachers: The result of this study is expected would make the teacher use *Kamishibai* media in teaching writing, in order to make the classroom more attractive;
 - (2) The students: Hopefully, the using of *Kamishibai* media in teaching and learning writing procedure text can give the students a lot of opportunities to be creative in their writing and can make students more enthusiasm and interested in writing procedure text.
 - (3) The other researchers; this study will give them creative learning media that can help them in teaching procedure text and improve their vocabulary and also increase their interest in writing skill and the researcher hopes this study can be a reference to other researchers who want to study about *Kamishibai* as a media to enhance students' English skills.