CHAPTER I

INTRODUCTION

A. The Background of the Study

English is a foreign language in Indonesia. It has a very important role as a communication means for both oral and written. Communication means to understand and to be able to express the information, opinion, feeling, and to develop knowledge, technology and culture. The English teaching in Indonesia has become more important nowadays. In every school in Indonesia, it is taught as a compulsory subject. So, English teachers should be understand about more concept to conduct teaching learning process, and make the student enjoy and interesting in their learning. In order to make the subject more interesting, the teachers should create many ways to explain the subject so that it can be understood by the students and to change students perception about learning English is difficult.

As we know in learning English there are four skills, which are very important for English learners. They are: speaking, writing, reading and listening. The four skills are very important, because they are basic of English learning. From those four skills, writing is a skill in which it can be used to communicate with others indirectly. It is important to the students to master English orally in writing.

Writing is one of the language skills in the 2013 curriculum that students must have.

Table 1.1 Basic Competences and Indicators of Competence Achievement

Kompetensi Dasar	Indikator pencapaian kompetensi
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan **tulis** dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya.	3.5.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount text berbentuk **tulis** dalam bentuk biografi sesuai dengan konteks penggunaannya. 3.5.2 Menelaah fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount berbentuk **tulis** dalam bentuk biografi sesuai dengan konteks penggunaannya.
4.5 Teks *recount* dalam bentuk **biografi** 4.5.2 Menyusun teks *recount* lisan dan *tulis*, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.5.2.1 Menulis teks *recount* lisan dan *tulis*, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Writing recount text that including in syllabus also related with learning writing in the curriculum 2013. The 2013 curriculum is a curriculum that can educate future competency, communication skills, ability to think clearly and critically, ability to consider the moral aspects of a problem (Kemdikbud, 2013). In this curriculum, the students are encouraged to have a responsibility to the environment, interpersonal skills, and ability to think critically (Kurniasih & Sani, 2014). Kemdikbud (2013), states that the 2013 curriculum can be implemented successfully by using scientific approach. The

learning process can be stated scientific if it fulfills the following criteria, objective, factual, systematic method, accurate, logic, actual, and verified.

Kemdikbud (2013) states that the teaching and learning process uses the scientific approach at whilst teaching part. There are three parts of teaching process pre teaching (follow up), main teaching (whilst), and post teaching. In scientific approach, it consists of learning phases constructed from observing, questioning, collecting information/experimenting, associating, and communicating (Kementrian Pendidikan dan Kebudayaan, 2013d).

Therefore, English teachers can be apply a scientific approach in teaching writing, it is also have a implication to make learning activities to be expressive and productive. Through applying scientific approach the teachers easier to conduct teaching writing for organizing student's ideas and opinions to make student more productive in communicating with others.

Some writing teachers has experienced, students are frequently worried about the prospect of writing in English (Gerlach, 1994). They worry about paragraph writing almost as much as about longer research papers in English (Patel, 2008). They worry about expressing their ideas clearly within the boundaries of correct usage, grammar, spelling, and punctuation (Byrne, 1986). Often in the initial years of their language learning, there is little focus on the creative aspects of writing because exams generally focus more on grammar, spelling, or punctuation. Because of this, students develop a fear of writing and think that everything they write is riddled with errors (Derewianka, 2004).

These fears hinder them and frequently make their writing process slow and also unsuccessful (Paltridge, 2004).

Therefore, based on the statement above, English teacher should be found a new ways to solve the problems of students learning like fear of writing. Because, if student feel not comfortable in their learning it can be influence of the result of the study, the teacher can be sure the student about learning writing is interesting to make students learning to be success. One of the ways that can be teacher do is applying the learning process with using media.

Learning media plays an important role in improving the effectiveness of the learning process. The media can enrich the learners' learning experience, can increase students' attention, make students better prepared to receive the material to be taught, enable the use of the five senses, minimize the difference of perception between teacher and student, add positive contribution of students in gaining learning experience, help solve personal differences between students, and more economically.

So, in this case, the teacher can be applying a media in teaching writing recount text for vocational students. One of the media that can be teacher use is pop up media. In this research the media was researcher develop is pop up card media, Defining pop up card, it can be derived into the word "pop-up" and "card". According to Cambridge Advanced Learner"s Dictionary 3rd edition cited by Andita Dwi Iriyanti (2015) , the word "popup" means a machine, book, etc. which has parts that push out from a surface or from inside a pop-up toaster, and the word "card" means a small rectangular piece of card or plastic, often with your signature, photograph or other information proving who

you are, which allows you to do something, such as make a payment, get money from a bank, or enter a particular place. From the definition above can be conclude that pop up card is a card that contain a paper or plastic that a three-dimensional structure or pictures rises up when a page is opened. In the pop up media also will be designed by the picture that will be interesting to students. The use of picture as the media in learning process is suggested by Harmer in his book entitled The Practice of Language Teaching, he states that:

Teachers have always use pictures or graphic – whether drawn, taken from books, newspaper and magazine, or photographs – to facilitate learning. Picture can be in the form of flashcard (smallish card which we can hold up for our students to see), large wall picture (big enough for everyone to see details) cue cards (small card which students use in pair or group work), photograph, or illustration (typically in a text book) (Harmer,2001:134).

After the researcher did observation at Vocational High School at SMKN 2 BINJAI for tenth grade students in Computer Network Engineering Program, the researcher found several program in developing teaching media by the teacher. The teacher says that there is no particular media that teacher use for each major especially for Computer Network Engineering program in that vocational high school. All major has the same ways of teaching learning process, and the teacher just use a text book as a media of teaching. The researcher found there is no correlation between the content of learning activities in syllabus of teacher apply in teaching writing recount text. Besides, the student of Computer Network Engineering Program in this school did not have a motivation to learn. They are not serious in the process of teaching, the teacher said that, if the teacher use the media that using the modern media by computer so the student will

make it's one of their chance to play in their learning. In another words, it means that the student do another activity in their computer if their media in audio or power point forms.

This is the basic reason why this study is going to develop pop up cards media in writing recount text for tenth grade students of Computer Network Engineering Program at SMKN 2 BINJAI.

B. The Problem of the Study

Based on the background of the study above, the problem of the study is:

1. How is pop up media developed in teaching writing recount text for tenth grade students of Vocational School at SMKN 2 BINJAI?"

C. The Objective of the Study

In line with the formulation of the problem above, the objective of this study to develop Pop Up media to be used in teaching writing recount text for the tenth grade students of Vocational School at SMKN 2 BINJAI.

D. The Scope of the Study

Related to the identification of the problem above, this study is limited only on problem in this thesis. This study will be focus on the developing pop up card media in teaching writing recount text for vocational school and the benefit of using pop up card media in teaching writing recount text for tenth grade students in Computer Network

Engineering Program of SMKN 2 BINJAI. In other words, the study will be concentrated on the genre of recount text and apply it based on scientific approach.

E. The Significances of the Study

Findings of this study are expected to provide information which may have theoretical as well as practical in developing teaching media. The researcher expects that this research will give significances both theoretically and practically.

1. Theoretically: the findings of the study later will add some new theories and information in the area of developing pop up cards media in recount text to teachers. To the students, the findings can motivate the students to be better on writing recount text. It means that, the media that will be use can help the studsents to organize idea in writing.

2. Practically: the findings of the study can be a source of reference for the English teachers and students especially as a recommended using media in teaching learning process. To the English teacher will be help in add a source of information of how to increase students achievement in writing recount text by using media. To the grade X students of SMKN 2 BINJAI in Computer Network Engineering Program, this study is expected to improve their achievement in learning writing recount text. In addition, this research can be a reference to the next researcher who wants to conduct a research about developing teaching media for students.