

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the language skills that should be mastered well by the students in addition to reading, writing, and listening. Writing is a form of communication which can express the ideas, information, knowledge, or experience. Writing holds an important role which influences people's activities in communication for instance, writing paragraphs, taking notes, sending letters, chatting, and etc. Among the other four skills, writing is one the most difficult skills. According to Tribble (1996), writing is a language skill that is difficult to achieve. Feez (2002) also stated that since writing is a productive language skill, writing is considered as one of the most difficult language skills among the other four skills. It is because the writer needs to produce the idea, write the idea into the words correctly and arrange those words into meaningful sentences according to grammatical rules.

There are some genres in English which are needed to be mastered by eight grade students according to the syllabus of Curriculum 2013, one of them is recount text. Recount text is a text which retells and describes past events or experiences in the chronological order and the aim is to inform or entertain people (Anderson and Anderson, 2002). So, recount text is the text that explains about past events or experiences.

The basic competencies of recount text based on the syllabus of English Lesson for the grade eight of Junior High School/Madrasah Tsanawiyah by Ministry of Education and Culture (2017) are:

Capturing contextual meaning related to social functions, generic structures, and language features of oral and written recount text, very short and simple related to personal experiences in the past (personal recount).

Arranging oral and written recount text, very short and simple, related to personal experiences in the past (personal recount), by paying attention to social functions, generic structures, and language features of recount text correctly according to the context.

Teachers nowadays not only use the traditional way such as using whiteboard and text book in delivering material but also the teachers are demanded to be skilled and innovative in using technology as media in the teaching learning process. Arsyad (2011) stated that the development of technology is one of the most important developments in the field of education. The educational technology development has reformed the learning system, especially in the use of teaching media. Arsyad (2011) defines that teaching media is a tool to communicate which can deliver messages or information related to the learning process. The usage of teaching media based on digital technology provides many creative and innovative ideas which allows the teacher to make interesting media in teaching.

From the preliminary observation and some interviews with an English teacher at SMP Negeri 1 Binjai Kabupaten Langkat, it is known that in the teaching and learning process, the teacher has used the developments of technology such as laptops and LCD projectors. The teacher sometimes uses teaching media by showing pictures and animation movies through a laptop and

LCD projector. According to the teacher, there are still lacks of teaching video media facilities for the students because the teacher mostly does not know the procedures in using digital media applications to create teaching video media. Based on those reasons, the teacher seldom uses teaching media by using digital applications in teaching, so the teacher often uses traditional ways in teaching such as using whiteboards and textbooks. Therefore, the students were uninterested and bored in the learning activities because the teacher often uses textbooks more often than any media in teaching and the teaching media used by the teachers are also less attractive. It was also known that students faced some difficulties in writing because they think that English is complicated. Furthermore, they have limited vocabulary and also they have difficulty in understanding grammar especially understanding what tenses to use in their writing.

Based on those problems, the writer intended to create interesting and innovative writing learning process so that students are encouraged to be more enthusiastic and interested in recount text learning by developing a teaching media for writing recount text by using one of the digital applications called Canva. Canva is an online graphic design application that is free-to-use. Canva provides various templates which allow the user to create presentations, posters, blog graphics, and social media headers for user personal accounts (Bradley, 2015). Waring (2021) stated that Canva can help the user to deliver the concept of various topics through developing posters, presentations, infographics, newsletters, flyers, book covers, media kits, reports, videos and so on individually and collaboratively. It means that by using Canva, the teachers can easily make

teaching video media even though they are nonprofessional graphic designers since Canva offers templates that are ready to use.

Based on this background, the writer wanted to do research to develop Canva as teaching media in teaching recount text writing for grade eight of Junior High School. Hopefully, the developed media can assist the teaching process of writing recount text.

B. The Problem of the Study

Based on the background of the research, the problem of this study is formulated as the following.

“How is *Canva* developed as teaching media for teaching recount text writing at grade eight of SMP Negeri 1 Binjai Kabupaten Langkat?”

C. The Objective of the Study

Based on the problem of the study, the objective of this study is as the following.

“To develop *Canva* as teaching media for teaching recount text writing at grade eight of SMP Negeri 1 Binjai Kabupaten Langkat”

D. The Scope of the Study

There are many kinds of media that can be created in Canva, it can be the posters, presentations, videos, newsletters, and so on, but in this study, Canva media is limited to the video development. Based on the background of the study,

this research will cover developing Canva as teaching media in teaching recount text writing at grade eight of SMP Negeri 1 Binjai Kabupaten Langkat. This media will be developed based on the needs and capacities of the students.

E. The Significances of the Study

The findings of this study are expected to give some benefits theoretically and practically as follows:

1. Theoretically

This research is expected to contribute the ideas and information regarding developing Canva as the teaching media in teaching recount text writing at grade eight.

2. Practically

a. For the students

The research is expected to increase the motivation of the students in learning recount text.

b. For the English teachers

The developed media can be used by the teacher in teaching recount text material.

c. For the future study

This study might become a reference for researchers who want to conduct the study on the similar topic.