

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

In English learning process, students demand to master some skills in English. As stated by Harmer (2017), writing is as one of four skills such as listening, reading, speaking and writing that always appears in syllabus in the teaching of English. Writing is a fundamental organization that emphasizes on students to bring in ideas and how to make cohesive and appropriate grammar to be well-accepted writing (Brown, 2000). Writing skills is one of the language skills which have difficulties to teach for students, because writing is about progressive activity, in other hand means when students want to write something, they need to think before about what they are going to say and how they are going to say it. There are four elements of writing situations, the writer, the object of analysis or discussion (the content), the reader, the form of language. Good academic writing actually creates new knowledge and new meaning. With academic writing, writers and readers have to learn special conventions, such as using capital letters in certain places.

Writing is also one of skills in English that has huge contribution in humans' daily life. We can see the important role of writing in student's daily activity such as personal letter, curriculum vitae, the experience story's, and the writing activity in class. Through writing product we also can look someone's intelligent, because of something that is expressed by the written will represent someone's knowledge. In

addition, writing helps introvert students to express their ideas, feeling, and opinion toward something. Besides that, writing also helps students to learn and remember the material that have been studied in the past. Writing contributes to learn by helping students remember what they are studying, by leading students analyze and to connect information and ideas from different sources.

The goal of teaching writing is students are expected to understand the information when writing English texts. To easily understand the information contained in the English texts, the teacher should be a supervisor in classroom. Teacher should look at how the student's motivation in learning the material of writing. Whether students have difficulty writing the English text because they do not understand the step of writing or whether the media being used is boring or the technique of delivering material that is doing less effectively. So, after a teacher found the problem students encounter in writing, teacher can search for the solution about that.

Since writing is important, there are some types of text which are stated in syllabus for senior high school students. One of those text types is analytical exposition text. Mulya (2010) states that analytical exposition is a text which persuades the readers or a listener that something is the case, gives a point of view, and confirms what is claimed the researcher needs to give information to reader, with the case had been decided and give what the writer critical thinking in case. The purpose of analytical exposition text is to persuade the reader an important matter. Basically, this text build from the question is "do you agree with the topic?" or "what

do you think?” who wants to build the argument from the reader. Commonly, this text has a topic that writer gives the idea or opinion related to the topic.

The code in the computer will be called coding, coding means using the programming language to get the computer to behave as desired. Scratch is one of the programs that making a project using code, and scratch about the programming using the application to make the project. According to Badger (2014), scratch program is about programming provides to create digital projects. Scratch is one of the programs that teach people about animating, programming, and building games. Scratch is its built-in image editor, which allows us to draw our backgrounds and sprites. Scratch programs can make some projects there are create stories, animations, games, or art. This program can be a media in teaching-learning process at school.

Using media in teaching learning process is one of the strategies to enhance students' motivation. Motivation is the ability to bounce back successfully despite growing up in an adverse circumstance that is an important factor in the development of students' resiliency (Alderman, 2004). Learning motivation is essential for students to make learning process effectively and make students dominate the learning activities.

Some factors that are influence teaching learning process, one of them is motivation. According to Alderman (2004) that Motivation is an important factor in the development of children's resiliency, which is the ability to bounce back successfully despite growing up in adverse circumstances. In learning language, the

most significant factor which is influencing the students' success or failure is students' motivation (McDonough, 1983). It can be concluding that motivations are inseparable in learning English, because students' success or failure depends on the students' motivation level. The level of students' motivation can be finding from students learning process, if students have motivation in learning English, students feel it is hard or difficult to learn, they will try to understand it well. On the other side, when the students are not motivated, although students feel it is difficult they will do nothing in learning the subject and it will influence their success. So, in order to achieve something, learning and motivation has the same importance. Learning provides students to gain new knowledge and skills while motivation encourages the students to go through the learning process.

Permatasari et al (2018) emphasized that motivation has an important role to the learning process. Scratch program can increase learning motivation of students; this is due to the interest of students of Scratch application. Although initially a bit difficult to introduce Scratch program, but students are always motivated to create new project through the application.

Based on the preliminary data conducted by interviewing the English teacher at SMK Bina Bersaudara Medan, it was found out that many students lacked motivation to learn English, especially in writing class. The lack of their writing ability makes them not really confidence in learning English. Therefore, students do not like writing class because they get difficulty in mastering the lesson. Likewise, monotone style and methods used by some English teachers often make students feel

bored in learning writing text. For some lessons, teachers don't make the students involve actively in teaching and learning process. They rarely use interesting and effective media to attract students' motivation. Then, the teacher using a digital media as techniques to teach, the digital media is Scratch Program, hope this media can help the students to more active in learning process. Through this research, researchers want to know what factor that influence students' intrinsic and extrinsic motivation and to know the level of students' motivation is in learning writing analytical exposition text through Scratch Program.

Based on the above-mentioned reasons, this research will be focused on the analysis of scratch program implementation to enhance students' motivation in writing analytical exposition for the eleventh-grade students of SMK Bina Bersaudara. In this research, the writing activity will be conducted through a scratch program. The activity will result in students' writing product which later can be saved in file or video. Scratch program does not only facilitate students to write sentences and paragraph but also provide them with other features that promote their creativity.

### **B. The Problems of the Study**

In this research, the problems of the research based on the background of research describes are:

1. What types of students' motivation in analytical exposition text for eleventh grade of SMK Bina Bersaudara Medan?

2. What are levels of students' motivation in writing analytical exposition text through Scratch Program for the eleventh grade of SMK Bina Bersaudara Medan?

### **C. The Objectives of the Study**

Based on the information of the research problem, the objectives of this research are:

1. To describe the types of students' motivation in writing analytical exposition text for the Eleventh grade of SMK Bina Bersaudara Medan.
2. To examine the level of students' motivation in writing analytical exposition text through Scratch Program for the Eleventh grade of SMK Bina Bersaudara Medan.

### **D. The Scopes of the Study**

The scopes of this research are focus to analyze the types of students' motivation and students' motivation in writing analytical exposition text through scratch program. In order to make the discussion be more specific, the researcher wants to limit the topic and the discussion on students' motivation in writing text.

### **E. The Significances of the Study**

It is expected that this research gives theoretical and practical benefits. The specifications of the significances of this research as follows:

### ***1. Theoretical Significance***

The results of this research inform others about the types of students' motivation that found in learning writing analytical exposition text for eleventh grade and the level of students' motivation. This information is also useful for those who want to research the same subject in the future.

### ***2. Practical Significance***

The researcher believes that this research is particularly significant due to the recent introduction of computer programs (Scratch) to the educational process. Therefore, this research may be of great importance to:

1. For the English Teachers, this research may provide a solution to the problems related to students' motivation in writing because this research is a way of handling the problems faced by the English teachers in the learning process for writing analytical exposition text with the traditional method, and now with using the digital method is scratch program.
2. For students, this research expected to give them a new experience in learning analytical exposition text, motivate them, and enhance their writing ability.
3. For other Researchers, this research is expected to get more information about the students' motivation when using scratch programs in writing activities on analytical exposition text, hopefully, this research will be the reference to other researchers to make research about scratch program or students' motivation.