

# CHAPTER I INTRODUCTION

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

English is an important language in the world, because English as an international language that used in some aspects of human life both in written and spoken form. English helps people to communicate with other people from different culture background. Everyone needs language to interact with other people. Without language, people cannot convey feeling, thought, intention, or information to other both in written and spoken form. In learning English there are any four skills that must be mastered by students such as speaking, listening, reading, and writing. One of the important skills is writing.

Nowadays, a lot of information is delivered in written form such as text message, email, blogs, public sign, social media posts are some examples of using written language that used in daily activities. It can be said that by master in writing, the students can express their feeling, experiences, ideas in their mind and arrange their ideas into good sentences. It means that, writing skills has an important role in this modern era. But in fact, the students cannot convey their feeling, ideas, and experiences into good sentences because they lack of vocabularies, grammar, motivation and the materials that can suppose for their knowledge is not interesting.

Harmer (2007:112) states that writing as a skill by far the most important reason for teaching writing, of course, that is a basic language skills, just as important as speaking, listening, and reading. Among the four skills of learning

English, writing is considered to be the most difficult skill to learn because students have to put their own ideas, develop their ideas, how to arrange the sentence and make their writing cohesion and coherence. Writing is considered as a complex activity because writers have to control content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. However, writing is not a simply transferring thought to a written form. It needs appropriate vocabularies, grammar, coherence, and organization. As it is stated by Nunan (1989:36) writing is not a natural activity because students have to be taught how to write. It is clearly shown that writing skill is more complicated than the other skills.

Based on the Educational Unit Curriculum (*KTSP: Kurikulum Tingkat Satuan Pendidikan*) of English, Indonesian students in junior high school are expected to be able to use English both in written and spoken. For written, students are expected to be able to write a text of descriptive, recount, and narrative. Specifically for the eighth grade students, the lesson about recount text is appeared in the first and second semester in the curriculum. Therefore, they must be able to write a correct recount text after finishing their second grade. This curriculum is applied based on the situation and condition of the school itself. It consists of the school education goal and the contents of school curriculum.

The researcher chooses recount text because the students still have problems in creating a good text. The researcher also has done an observation. It was found that the students' ability in writing recount text is still low because

most of the students got the score below Minimal Completeness Criterion (*KKM: Kriteria Ketuntasan Minimum*) of English subject for Junior High School. The score of the students is collected to know how the students' score is. The minimal completeness criterion is 75 but there is a gap between the fact and expectation. Many students could not pass the *KKM*. Table 1.1 the second year Students' score of Writing Skill in the First Semester at SMP Negeri 27 Medan in Academic Year 2016/2017.

| Semester                              | Score | Number of Students | Percentage |
|---------------------------------------|-------|--------------------|------------|
| 1 <sup>st</sup> semester<br>2016/2017 | <75   | 27                 | 69.23      |
|                                       | >75   | 8                  | 20.51      |
|                                       | =75   | 4                  | 10.25      |

**Source: English Teacher's Evaluation of VIII-6 at SMP Negeri 27 Medan**

Based on the preliminary observation that was conducted at SMP Negeri 27 Medan, it found that there were 27 students have lower scores than 12 students on their writing skill. The Minimal Completeness Criterion has 75 scores, but there were 27 students didn't pass the MCC which the percentage is 69.23%. Meanwhile, the rest has got more than MCC, which percentage is 20.51% and 10.25% gets the same score with. It also can be seen that only 12 from 39 students who have scores passed the individual MCC.

From the preliminary data above, most of the students did not master in English lesson which they have in educational process, especially for writing

materials. This evidence is a phenomenon of unsuccessful goal of education. In doing the observation, it also found that actually the students have experiences in their real life but they didn't know how to arrange their experiences into good recount text, because they lack of vocabularies, grammar, and the materials that provided in existing writing materials are not interesting. The text is too monotonous, no pictures related to recount text and some activity didn't related to the lesson about recount text. It made the students didn't have motivation during the learning process and they confused about the lesson itself. Many of them have difficulties in proposing their ideas when the teacher asks them to write good sentences, to make a good paragraph or composition. Moreover, they can't pay attention and enthusiasm to do writing task.

Actually, the teacher's way in teaching and learning process in that school is good enough. The explanation that given by the teacher is clear enough, but the teacher didn't give a creative way to stimulate the students' interest in teaching and learning process. The teacher just focuses on explaining the material and describe an experience in the past without any existing materials that needed by the students. Besides, text books which are used by teachers are not interesting. Therefore developing writing materials of recount text based on problem-based learning can be solution for increase students' writing skill. It gives some examples of recount text based on the experience that related to the students' life. It can make the students easier to understand the materials and the students will

face the problem in learning by doing a discussion with their small group discussion.

Materials are one of the ways to increase students' writing ability. The use of suitable materials will help students to learn writing in a good way. In teaching and learning process, teachers have to develop the appropriate materials for students to encourage them to increase their writing ability. However, the use of materials in the classroom is not interesting for students. Besides Students feel bored to do the assignments because the teacher just explain the materials in their handbook without any develop the materials related to the students' experience in their real life. Moreover, it is necessary for the teacher to design interesting materials. The materials should provide students' needs and interest. Materials are useful to make students easier to catch the subject. Therefore, the researcher will develop writing materials of recount text based on problem-based learning that provide the students' need to make the students interesting and enjoyable in teaching and learning process.

Based on the background above, the researcher thought that it is important to find ways to overcome the problem. It recommended that teachers have to develop writing materials based on students' need. The writing materials based on problem-based learning is expected to draw students' attention to the lesson. By learning in small group discussion, students are able to understand the story line better. Dealing with the phenomenon above, the researcher focuses on developing writing materials of recount text based on problem-based learning for eighth grade

students at SMP Negeri 27 Medan. Problem-Based Learning (PBL) is an approach that suitable to be used to develop the writing materials for eighth grade students of SMP Negeri 27 Medan. Because problem-based learning is an active way of learning that teaches students problem solving skills, while at the same time allowing them to acquire basic knowledge. In PBL, the problem comes first, and an essential element of PBL is that content is introduced in the context of complex problems that imitate real life.

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

Based on the background above, the problems of the study can be formulated in the form of questions below.

1. What are the students' needs in writing materials of recount text for eighth grade students at SMP Negeri 27 Medan?
2. How are the writing materials of recount text developed based on problem-based learning for eighth grade students of SMP Negeri 27 Medan?

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

The objectives of the study are mentioned below.

1. To identify the students' need for the eighth grade students of SMP Negeri 27 Medan.
2. To develop the English writing materials based on problem-based learning which are suitable for the eighth grade students of SMP Negeri 27 Medan.

#### **D. The Scope of The Study**

The scope of the study focuses on the problem that related to the writing materials used by the teacher in writing class. The delimitation is based on the data that the score of writing skill in grade VIII-6 at SMP Negeri 27 Medan is relatively low. Besides, the writing materials used by the students are not interesting. So, the scope of this study is limited on developing writing materials of recount text based on problem-based learning for eighth grade students at SMP Negeri 27 Medan.

#### **E. The Significance of Study**

1. Theoretical perspectives
  - a. The result of this research can be used as a reference for those who want to conduct a research about writing, especially writing recount text.
  - b. Another researcher can be used as a reference for other researchers to conduct a similar study but in different genre.
2. Practical perspective
  - a. For the teacher: English teachers can increase and apply writing materials based on problem-based learning especially recount text as a result the teaching and learning activity can run well.
  - b. For the students: Students get more interested in writing class. It also helps them to be more focused on the lesson so they can increase their writing skill.