

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Harmer (2004) states that writing as a skill by far the most important reason for teaching writing, of course, that is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letter, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media. They need to know some of writings special conventions (punctuation, paragraph construction, etc.).

Langan (2001) states that writing is a skill, it makes sense that more you practice writing, the better you will write. According to Pardiyo (2007), writing is a linguistic competence that is expressed in written form. Writing is one of the ways for human to express and share their ideas, thoughts, or experiences with the others in the form of written language, so people may write for many different purposes. Similarity or differences of texts determined by the socio-cultural purposes they are intended to serve and the way they are structured to achieve is called genre. Brown (2006:218) states ability to write has become an indispensable skill in this global literate community. It takes part in many parts in our lives such as social, academic and professional fields.

Media are an intermediary tool that is used by the teacher in the learning process to deliver material to students. According to Manurung (2012:10) media are a form of the various types of components in the students to learn. Therefore,

media gives an ease in activity of teaching learning process to get knowledge from the material that taught.

There are many kinds of texts that should be learned by the students of senior high school in learning the writing skill and the procedure text is one of the genres in writing that must be well-mastered by the students because it's give direction about some activity to do something. They must be able to write a procedure text in their daily life, procedure text is used to make some steps or get something done. That is why procedure text is very important to be learnt.

In teaching English especially in writing, a teacher is important for choosing media in writing activities which have a chance of engaging to the students for developing their ideas in writing. an engaging writing activity is one that involves students not just intellectually but emotionally as well; it amuses them, intrigues them, or makes them feel good (Harmer, 2004:62). Moreover, a teacher can encourage students for writing by using media.

Macromedia flash is one of software which able to create a learning media in the form of audio and visual. Walisda, Asfah, and Haryanto (2015) states Macromedia flash animation learning method is learning system using software and hardware which serves simplify the process of data in the form of picture, video, photography, graphic, and animation, in collaboration with sound, text, and voice data interactively controlled by computer.

Based on the researcher's observation and interviewing the teacher in SMAN 1 Ujung Padang on eleventh grade. There was some information that the most difficult material which is taught to the students is writing. The students

have difficulties in English writing. it is indicated through the following indicators: 1) the students have low-confidence in English writing and are lazy to create writing task; 2) they get difficulties in connecting sentences; 3) they get difficulties in exploring idea for their writing; 4) they lack of understanding of grammar and punctuation; and 5) they have little vocabulary. The students less like the material because they are not interested in the material that will be present. This situation is proven by the students' score of writing', most of students get the score below the Minimal Completeness Criteria (KKM) of SMAN 1 Ujung Padang. The KKM of writing applied for eleventh grade by school is 70.

And this is the preliminary data of students writing at SMA N1 Ujung Padang:

**Table 1.1: percentage of KKM students writing procedure text**

| Semester       | Score     | Students    | Percentage |
|----------------|-----------|-------------|------------|
| First semester | $\geq 70$ | 22 students | 63         |
| 2016/2017      | $\leq 70$ | 13 students | 37         |

Various media of teaching English writing have been applied by teacher such as PowerPoint, Computer, Radio, Film, material Views etc. some of which considered effective teaching writing. However, the problems above are assumed from less precisely the teacher is choosing teaching media.

In addition, the media which used by the teacher has just for herself not for students individually. It makes students less of motivation to restudy at home. From the interview, the research also got the information, the teacher does not know about media Macromedia Flash yet and the teacher also does not have

media Macromedia Flash yet. This is the opportunity for the researcher to try use Macromedia Flash for writing skill in that school.

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

Based on the background of the study, the problem of the study is formulated as follow as:

How is the use of macromedia flash 8 in writing procedure text toward student's achievement at senior high school?

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

The objective of the study is to find out the use of macromedia flash 8 in writing procedure text toward student's achievement at senior high school.

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

There are many types of writing, such as narrative, descriptive, procedure, argumentative, spoof, and others. This study will be limited to analyze the use of macromedia flash 8 in teaching writing procedure text toward student's achievement particularly in writing how to make something. The level of students being studied is eleventh grade of senior high school.

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

The findings of the study are expected to be relevant and useful theoretically and practically. Theoretically, the findings of the study are expected to be useful for the readers to enrich and to broaden their knowledge in theories of learning English and can be reference for further studies.

Practically, the findings of this study are expected to be useful for:

1. English teachers, to give new sight in teaching English by using Macromedia Flash, enhance quality of teaching English, and new teaching aids in English.
2. Students, as an English learning material individual and increase the attractiveness of student's in learning English.
3. The readers, this research is useful to increase their knowledge about the use of Macromedia Flash.
4. Other researchers, this research can be used as a reference.

