CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the international language that is popular in every country, including in Indonesia, english has a great influence in all field, one of them is in education. In education, English also strongly affected into the formation of the curriculum. Curriculum 2013 requires each level of education to teach English as a compulsory subject to taught from elementary schools to senior high school or vocational high schools.

In English learning process, students demanded to master some skills in English. They are listening, speaking, reading and writing. Writing is one of the produvtive skills which is dealing with the production of written language. It is more complicated than it seems at first, and often seems hardest of the skill, even for native speakers of a language. Indonesia ministry of education also have a regulation that senior high school students need to be taught how to write and reach the literacy level.

Writing recount text is one material that is difficult to study because many factors that inhibit such a lack of experience and forget about a sequence of events. According to (Pongsiriwet, 2001) written language production can be more difficult for Indonesian students as EFL learners since they have to "put a lot of time and efforts into acquiring the language and learning to write". This problem is not just a problem to students, but also a problem for the teachers. Because each student must strive to increase student interest in writing. As the

educator, teachers need to use innovative learning such as developing media to make students interested in learning writing.

According to researcher's observation in SMP Swasta Islam Azizi Medan, the researcher got some data of students' value in learning English. From the data, researcher conclude that the students; English competence, especially writing and the use of media are relatively low. One of the factors is the lack of teaching media and teaching materials which can help the students to learn English in order to develop their writing skills by using pop-up book as media, based on the interview that had been conducted during the observation, the students' learning motivation is relatively low also. They do not realize that learning English is important for their future, and also the teacher only use textbooks, worksheets and simple media to teach students to write a recount text. Thus making the students' writing less varied and lead them to write the word, phrase or the same sentence that hind their creativity and imagination and also can bring up their intention to plagiarize the words, and even the topic. Another problem is teacher sometimes just using simple media such as images.

Media development is an effort to arrange learning media program which is more focused on media planning. Media that will be displayed or used in teaching and the learning process was first planned and designed in according with the needs of students (Musfiqon, 2011, p. 162). Pop-up books are included in the characteristics of a three-dimensional learning media, as the same group as media without projection which it presentations are visually three dimension, that can be formed as the original object and also can be tangible which represents the

original form (Daryanto, 2013, p. 29). Therefore, pop-up book include a unique and interesting learning media to help students understand the material that had been taught.

Pop-ups or movable books are three-dimentional books containing pieces of paper that appear or move when the book is opened and fully folded when the book is closed (Conrado, 2014). The ones that can make pop-ups appear are various method of cutting and folding, as well as on the hidden mechanisms behind and under the page (Van, 2011, p. 19). The study of pop-up book media development in this study is supported by research conductted earlier by Mariani (2014) in the International Journal of Education and Research. The result showed that PBL-assisted Pop-up Books Mathematics was effective againts spatial abilities in class 8th on geometric material.

The problem in this research is how develop pop-up book media on writing recount text that prove to be effective to improve students's learning outcomes. This study aims to develop a pop-up book media about writing recount text, as well as knowing the feasiliby and effectiveness of pop-up book media about writing recount text in improving the eight grade student's learning outcomes of SMP Swasta Islam Azizi Medan.

One of the solution is teachers should present fresh material in a media to students in writing recount text. One of the fresh media that teacher can use in teaching recount text is by creating a pop-up books as the developing of media which is an interesting and innovative media in guiding the students to write recount text to the students of SMP Swasta Islam Azizi Medan. The developed of

media hopefully contributes to help the teaching and learning process of writing in order to improve and developed the students' writing skill.

B. The Problem of Study

Based on the identifications of problem above, "How pop-up book is develop as media in English teaching writing material on recount text for the eighth grade students at SMP Swasta Islam Azizi" ?

C. The Objective of the Study

The objective of the study is to develop English teaching material on recount text appropriate for the eighth grade students at SMP Swasta Islam Azizi Medan.

D. The Scope of the Study

The scope of the study was to develop teaching material on writing text especially fables based on Islamic story. It would be applied in the eighth grade students at SMP Swasta Islam Azizi Medan the skill was writing.

There are many kinds of media for making teaching writing by the teacher, such as song, picture series, card, film, pop-up books and so on. Pop-up books are fascinating form of paper art with intriguing geometric properties. In this paper, the reasercher presenting a systematic study of a simple but common class of pop-ups consisting of parches falling into four parallel groups, which call v-style pop-ups.

E. The Significance of the Study

Finding of this study were expected to be useful for teacher in teaching recount text especially on fables which may have theoretical as well as practical value for English teacher.

1. The Theoretical Significances

   This research is expected to provide benefits theoretically, at least be useful as contribution for education.

2. The Practical Significances

   a) Writer, by having this research, the writer can develop and enrich knowledge about the importance of learning media for student in learning process, and how to develop learning media in increasing student's achievement in writing.

   b) Teacher, to provide teacher with innovative and interactive media that can used in learning writing recount text.

   c) Student, to give helping for student to be able writing recount text using pop-up media it can make them be easy to describe what the story about when they are writing.