

CHAPTER I

INTRODUCTION

A. The Background of the Study

In learning English, writing is one of the skill which needs more concern among others because writing deals with mixture of idea, vocabulary, and grammar. Different from speaking, writing is more difficult and also complicated to acquire because there are many aspects related to writing which need to be mastered such as organization, mechanics, and grammar.

Writing involves more than just producing words and sentences, but in writing activity, the students should be able to combine words and sentences which grammatically connected. Furthermore, the students also should have enough vocabularies and right dictions in order to make the writing easy to understand and the message can be achieved by the readers clearly.

Though writing is an essential part in English that the students have to master, students often face difficulties in writing including developing ideas, unenthusiastic student's attitude to the lesson, difficulty in grammar and lack of vocabularies. Harmer (2004:31) stated "Writing encourage students to focus on accurate language use and because they think as they write, it will provoke language development as they resolve problems which the writing puts into their minds". In writing English, students have to consider the grammar to make their writing understandable. Therefore, in arranging words by words to become one good sentence, the text also require different tense according the text they are going to write.

According to the syllabus of Curriculum 2013, one of the genres that students learned in Junior High School is descriptive text. A descriptive text is a text that gives a picture in words or the description about sensory experience on how something looks, sounds, tastes. It means that the students use their imagination and knowledge in their writing.

Based on the preliminary observation of grade VIII of SMP Negeri 3 Lubuk Pakam that was by interviewing the English teacher about the students' writing especially in descriptive text. The teacher told that most of the students are having difficulties in transferring their ideas, even in arranging it into writing. She also found that the students still do not understand clearly what a descriptive paragraph is.

In teaching learning process, the researcher also found some problems. Including the students' attitude in which they feel bored and not interested in learning because of the unchangable method from the teacher. The researcher found earlier that the teacher used lecturing method. Another problem is students did not understand what the teacher has explained. The media that being used also is just printed pictures got from the internet and colorful papers, which is old-fashioned enough, without any other media that support the teaching – learning process. Moreover, the explanation given by the teacher sometimes does not relate to the media that being used. So that, it makes the students confused about the material and do not have clear information about it.

Next, students are asked to write without any clear instruction and guidance, which caused an assumption that English is hard and not fun at all. For

that matters, the teacher should find a media which help them to intivate the students to write.

In responding the great wave of 21st century education and also the goal of Curriculum 2013, classrooms are now designed to get in touch with the technology-based instruction or in other name, digital learning material. Where the students are demanded to use various media in order to achieve student-centered learning. Mullamaa (2010) affirmed that the current technology advances has demanded the mastery of technology literacy knowledge and information sources are unlimitedly available both in print and electronic. The Information and Communication Technology (ICT), therefore, can be extensively used to support classroom activities, group assignment, and thereby promote student-centered learning. In this case, *Cartoon Story Maker*, an interesting useful application for students, comes up as a solution in helping the teacher achieve the goal of the writing skill.

Cartoon Story Maker is a simple program that let users to rapidly create 2D cartoon stories with conversations, dialogues, and different backgrounds. Some supporting features that available are people characters, background settings, and dialogue bubbles. Locations and characters can be imported from any files and downloaded materials. As stated from *Languages Online*, the *Cartoon Story Maker* has been designed with a focus on applying language learning. It is easy to use with simple controls so users spend less time manipulating tools and more time on the language. Not only that, *Cartoon Story Maker* also can be used as a medium for students' writing in a number of modes: conversation, narrative, persuasive or informative, descriptive, to revise a

language topic, as an assessment task, to practice pronunciation and spelling, as a collaborative task and as a window into culture from where the students come.

Hence, based on the explanation above, the researcher is interested in conducting this research in order to know whether the students have a better understanding and scores through the using of *Cartoon Story Maker*.

B. The Problem of the Study

Based on the background of the study, the problem of the study is formulated as the following: **“How does *Cartoon Story Maker* as the developed learning media help the Junior High School students’ descriptive writing?”**

C. The Objective of the Study

The objective of the study is to develop the learning media through *Cartoon Story Maker* in order to help the Junior High School students’ in their descriptive writing.

D. The Scope of the Study

Based on the background above, this study will be limited in developing the media through *Cartoon Story Maker* to help the students’ descriptive writing in describing things, person and animals. The level of students being studied is grade VIII of Junior High School.

E. The Significance of the Study

The findings of the study are expected to give theoretical and practical contributions, as follows:

1. Theoretically, the findings of the study will extend and enrich the horizons in theories which related to the areas on how to develop the media that being used in writing descriptive text for Junior High School students.
2. Practically, the findings of the study can be the recommended writing media for the students of SMP Negeri 3 Lubuk Pakam, as it motivates their enthusiasm and willingness to study and create a product in writing. Besides, it will ease the teacher to achieve the goal of teaching and learning process.

