

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Vocational High school is a level of education in Indonesia which exists beside Senior High school. Its concern and goal are different from Senior High School. Vocational High school generally focuses on programs in career fields. It covers both theoretical and practical knowledge due to prepare the students for work. The purpose why vocational High school is specified it is because the school prepares the students for having a career or job based on the specific applied skills. Students in vocational high school, especially in Culinary study program will get many subjects related to food and beverage, even though in vocational high school and other level of education have different subjects but there is one subject that is always taught in this level, that is English.

There are four skills in English. They are listening, speaking, reading and writing. Writing is virtually part of everything we do. It is one of the most powerful tools used to communicate our knowledge, emotions and beliefs, across distance and time. Writing is also a fundamental part of the school curriculum as an outcome and as a means to demonstrate learning across subjects and grades. At work, writing has become an essential skill for employment and promotion, especially for salaried position (National Commission on Writing, 2004, 2005).

It means that for students of vocational school who want to work after graduating from the high school, writing is an important aspect to encourage the

position at work. Hence, writing cannot be put aside in the process of teaching and learning at vocational high school.

Writing is one of the basic skills of the English language. It is generally considered one of the most difficult than other skills for foreign language students. Even native speakers feel difficulty in showing command of writing. (Johnstone, Asbaugh, & Warfield, 2002). Students are required to put and develop their ideas; also they have to arrange the sentences along with controlling the structure, vocabulary, punctuation, spelling, and letter formation. Thus, the process of mature writing requires a well organized planning (Levy & Ransdell, 1995).

Eleventh grade of vocational high school students are expected to be able to write procedure text, since the genre appears in the curriculum. In vocational school, students ought to learn English based on their need. Students of culinary program often deal with the process of making something, such as recipes. That is why researcher chooses procedure text, because this is the most effective genre to write recipes.

Learning media is used to support the material taught in the teaching-learning process. By using learning media, it is expected that the connection among teachers and students can be built in order to complete the purpose of learning. The researcher has done a brief observation at SMK Negeri 10 Medan. By interviewing the English teacher, it was found that the problem of teaching English is students' lack of interest. The difficulty that students often find in the process of learning might be the reason why students lose their interest in English.

The existing media used for the teaching and learning process is only internet by using mobile phone. It is not suitable to encourage students' creativity, because the internet is so vast, students might be tempted to cut and paste text from the internet or copy information from websites and claim it as their own, feeling as if there is no way their teachers will ever find out and this makes them rely on internet too much. That is why students need a teaching media that can attract yet encourage them to write properly.

Related to the use of media to solve the problem in the teaching and learning of writing procedure text, Pop Up media can be an alternative, especially for teaching students who are not interested in English. It consists of pictures which are good for teaching as Thornbury (2007:25) states that visualizing is the best way to teach new word for all subjects. By using a picture, the attention of students will be more focused. It means that pictures can create their inspiration and motivation to know the content of the message of those pictures.

Here, the researcher intends to develop a teaching media, that is Pop Up Book. As Khotimah (2012) states that a unique visualization of pop-up book in the exposure of the material to stimulate learners to learn, develop capacity, and facilitate learners to remember the material in the book. In addition, a Pop Up book also provides space for the students to enjoy fantasy, imagination and movement since it includes moving objects that can stimulate the students to explore their fantasy and imagination. It means that Pop Up books make the students can get more than just hearing the sound of their teacher in explaining something since the students can also enjoy the moving objects in the Pop Up

books, the colors, the writing printed in the book, or the nature that is integrated in the book as the object during the teaching and learning process.

Kiuhara, Hawken, and Graham (2009) teacher education programs and school districts should do a better job of preparing teachers to teach writing to high school students. Hence, it is important to support teachers before teaching by completing the kits needed, such as media.

Wijayanti, Suharjito, and Sukmaantara (2016) pop up pictures in vocabulary teaching and learning process could improve the students' participation. It is obvious that pop up helps to trigger students' will of learning.

Mada and Fachriyah (2017) by applying Po(w)der method, students are able to make the procedure a text that takes into account content, unity and coherence. In teaching and learning process of English particularly in writing procedure text, some innovative ways are required in order to achieve good result.

Thus, the researcher is interested in developing Pop Up book as a media for teaching writing procedure text, especially for the grade 11 of vocational high school students, as an initial effort to help solving the problems in learning process. The media is expected not only as a tool for teachers to deliver the material of the lesson, but it will also invite the students to participate in using it. It is expected that the Pop Up book can be the alternative to improve the students' writing skill.

## **B. Problem of The Study**

Based on the background above, the problems of the study can be formulated in the form of question below:

1. What are the needs of culinary program students of SMK Negeri 10 Medan in the Pop Up book for learning procedure text writing?
2. How is Pop Up book for the culinary program students of SMK Negeri 10 Medan developed?

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

Based on the problems stated above, the objectives the study are:

1. To investigate the needs of the culinary program students of SMK Negeri 10 Medan for learning procedure text writing in the Pop Up book
2. To develop Pop Up book for the culinary program students of SMK Negeri 10 Medan

## **D. The Scope of the study**

This research focused on developing Pop Up book as media for learning procedure text writing referring to Problem-Based Learning (PBL) which is related to the food and beverage recipes based on the needs of grade 11 the culinary program students of SMK Negeri 10 Medan.

### E. The Significance of the Study

Findings of this research are expectedly significant and relevant theoretically and practically. Theoretically, this study is expected to give knowledge and experience in developing effective media for teaching and learning English, especially for writing.

Practically, this research is expected to be useful for:

1. Teachers, it is expectedly help teachers to provide interesting media to attract students in teaching-learning process, particularly writing.
2. Students, the result of this research is expected to give them new experience to help them in learning English, especially in learning procedure text writing, so that they can improve their motivation and ability in learning.

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