

CHAPTER I

INTRODUCTION

A. The Background of the Study

There are two languages taught in most of school in Indonesia, namely Indonesia and English. English has chosen as the first foreign language to be taught in Indonesian schools for the reason such as the important role plays in the international world. It has four skills that have to be mastered by students; they are Listening, Speaking, Reading and Writing. Listening and reading are receptive skills meanwhile speaking and writing are productive skills.

Writing is a productive skill, students are supposed to be able to express their ideas, feelings or thoughts in written form. Martin (1992) elaborates that writing is viewed as a product of teaching and learning and made through a number of phases to follow in. Writing is considered as one of difficult skill, many people cannot write well. They have some ideas on their mind but they do not know how to express themselves in written form. Feez (2002: 7) also asserts that the students often feel confuse and stuck with a blank paper for a long time to find idea to write. It also happens in Junior High School students.

To enable students to get ideas, the teacher should give an innovational media to helping students develop their ideas creatively. Media divided into three parts; audio, visual, and audiovisual. Arsyad (2013: 142) defines that using audiovisual media in mastery learning is supported.

Based on the syllabus Curriculum 13 that is used by SMP Negeri 27 Medan, Students are demanded to master some genres in writing, they are descriptive, recount, and narrative. One of the genres that taught by the teacher in grade eighth is descriptive text. Saragih (2014: 44) explains that descriptive text is to describe or make pictures of natural or social phenomenon. Specifically the phenomenon may refer to persons, things or matters and places, which are either concrete or abstract.

Based on the preliminary observation of grade VIII of SMP Negeri 27 Medan about the students' writing especially in descriptive text by interviewing the English teacher, the teacher told that students have difficulties in arranging sentence to sentence to make a complete written text of descriptive text. She also told that students cannot clearly understand about how to write descriptive text well. In teaching learning process, the teacher also found some problems. Students felt bored during teaching learning process because of the teacher's method and media were not interested for them. The researcher found that teacher used printed picture to be the media of learning descriptive text which is old-fashioned without any other media that support the teaching learning process. Another problem is the lack of vocabulary of students; it made them difficult to write because they did not know what the suitable word to describe the thing is; it makes them hopeless to write and stuck with a blank of paper.

Based on the problems above, the writer thinks that it is important to find ways to solve the problem. One of ways to solve the problem is by using

appropriate media in teaching writing. The teacher only used visual media to teaching writing so the writer thinks to develop the media into audiovisual media. Arsyad (2013) explains that audiovisual media is the combination of two kinds of media which are audio media and visual media. It can be useful to make students excited in following the teaching learning process.

Media has many advantages to students and teacher which is build a harmony communication between them. Using media will make students understand clearly what the teacher has explained and also students give the attention and enjoy the learning process. Unfortunately, some of the teacher did not implement the media in the class well; the English teacher of SMP Negeri 27 Medan is just used printed picture where the media was not interested yet.

Along with the times, many technologies have growth. The technology is going to improve the quality of media in teaching learning process. The teacher should be able to use media recently as instrumental tool. One of the useful tools to teaching descriptive text is *Screencast O Matic*. It is the tool or application to record a video of any instructional activity performed on the computer screen and expands many multimedia elements such as music, audio, sound effect and graphics along with the text. It will make students interested and excited to write especially descriptive text on their paper. As stated in Kholifah (2016) she was developed the learning video media based on Swishmax and Screencast O Matic through contextual approach. After the implementation of the development of learning media, the students got the best score than the students who received the conventional learning. So the

development of learning media based on Screencast O Matic is a solution for solving problems in learning English.

Hence, based on the explanation above, the writer intended to develop a media for teaching writing to the eighth grade students of Junior High School. The developed media hopefully can be contributed to help the teaching and learning process of writing in order to improve and develop the students' writing ability for the students need in the future.

B. The Identification of the Problems

Based on the background of the study, there are several identification of problems:

1. The teacher does not provide the appropriate media in learning writing especially in descriptive writing.
2. The media exist is old-fashioned and not interested to students. Teacher only used the visual media such as printed picture.
3. The lack of vocabulary, lack of grammar and motivation in writing activity.

C. The Problem of the Study

Based on the background of the study above, the problem of the study is formulated as "How *Screencast O Matic* is developed as the media to teach descriptive text for eighth grade students at SMP Negeri 27 Medan?"

D. The Objective of the Study

The objective of this study is developed *Screencast O Matic* as learning media to teach the eighth grade students in writing descriptive text in describing things at SMP Negeri 27 Medan.

E. The Scope of the Study

There are many kinds of media for teaching writing by the teacher, such as *Screencast O Matic*. The scope of the study is developed *Screencast O Matic* as media for teaching writing. Because there are several types of texts, the researcher limits the text on descriptive text in describing things. It will be applied to the eighth grade students of Junior High School at SMP Negeri 27 Medan.

F. The Significance of Study

Findings of this study will be expected to give valuable contribution theoretically and practically, as follows:

1. Theoretically, the findings of this research will provide the information and theories of what is the appropriate media for writing descriptive text in Junior High School.
2. Practically, it could be references to teacher in Junior High School to develop teaching media and give the students the learning media that can help them in writing. The other researcher also can use this study as a reference and the relevant study.