

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is one of an international language that has been taught at every school in Indonesia which consists of four skills namely speaking, writing, reading and listening. Speaking and Writing are productive skills. Reading and Listening are receptive skills. Each skill has importance to improve the ability of someone in mastering this language.

In addition, writing as one of the language skills holds an important role in daily situations. Every day we use writing for simple to complex task such as writing letters, notes, shopping notes, updating status in social media, etc. Through writing we can express our experiences, events, and social identities. Therefore writing involves active idea thinking.

According to Educational Unit Curriculum 2013 the student of Junior High School should be able to develop communicative competence in written text as well as in spoken text to achieve functional literacy level. Students are also expected to be able to write texts accurately and appropriately. And also the presence of this new Curriculum emphasizes the teachers to be more creative and innovative in teaching English. So, to help the teacher in teaching English in a more creative and innovative way, the media is needed.

Media can give some influences in learning process such as the classroom will be more interactive and enjoyable. Ting & Tai, (2004) states that multimedia offers significant advantages for English teaching especially in teaching writing in which one of the advantages of multimedia is to motivate students in presenting English in its more complete communicative context.

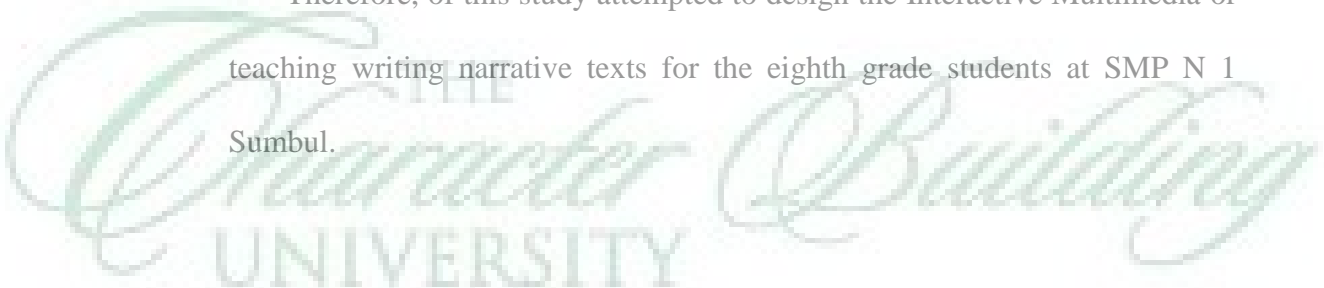
But it was found based on preliminary research in SMP N 1 Sumbul that the learning process in SMP N 1 Sumbul used a teacher-centered approach that led to the lack of students' participation. Media used by the teacher was restrictedly the blackboard where she wrote all the lessons and the students were only waiting for an explanation from the teacher instead of finding out the knowledge itself. And it caused the students problem when they were asked to write a narrative text which titled Lake Toba. From 25 students, there were 5 students who thought that writing was difficult to study; therefore they were not interested in writing, in other words the students' motivation in writing was low. It was proven from the fact that 17 students were too lazy and bored, that they couldn't write even a simple writing. Therefore 3 students did not give full attention and enthusiasm in the process of learning writing. They had some idea in their mind but they didn't know how to express their idea in writing. Moreover they often wrote the translation of Indonesia text into English literally without knowing the right diction. As a result they always got bad scores in their writing. And also the competences of English

teachers in that school were excellent. But the problem was the teaching methods or media that was used for teaching narrative text should be improved.

Lukad and Tri state that there are some factors that can influence student achievement in writing such as: 1) teaching method, 2) media, 3) student motivation.

The importance of interactive media can help students to achieve basic competence in accordance with the KKM that has been set and can improve their achievement in writing especially narrative text. And also the expectation for the teacher, they can be a good facilitator in distributing the lesson especially in teaching narrative text as Cairncross & Mannion (2001) state that recently it is very important for teacher to teach English using multimedia because it can bring a number of advantages to the teaching and learning process and one of the potential advantages is to create high quality learning environments.

Therefore, of this study attempted to design the Interactive Multimedia or teaching writing narrative texts for the eighth grade students at SMP N 1 Sumbul.



### **B. Problems of Study**

Based on the background of the study, the problems of the study were formulated as follows:

1. How is the existing media used in SMP N 1 Sumbul?
2. How is the suitable Interactive Multimedia designed in teaching writing narrative text for eight grade student in SMP N 1 Sumbul?

### **C. Objectives of Study.**

Based on the problem of the study, the objectives of the study were formulated as follows:

1. To find out the existing media that used in SMP N 1 Sumbul.
2. To design the suitable Interactive Multimedia in teaching writing narrative text for eight grade students at SMP N 1 Sumbul

### **D. The Scope of Study**

The scope of this study focused on the writing of narrative text by designing Interactive Multimedia by using Macromedia Flash 8 in teaching writing narrative text used at SMP N 1 Sumbul.

## E. The Significances of Study

The result of this study was hoped to give some practical and theoretical significances for these following parties:

### 1. Theoretical Significances

Theoretically, this study provides beneficial and contributions in giving general knowledge of designing interactive multimedia for teaching narrative text writing to Grade VIII students.

### 2. Practical Significances

#### a. English teachers

The English teachers of SMP N 1 Sumbul can use the findings of this study to solve the problem of this school. In other words they can use this interactive multimedia to deliver narrative text materials in a more interesting way.

#### b. Student

The writer expects that this media will help the students to comprehend English Narrative text more easily and motivate them to love writing.

#### c. Other researchers

The other researcher can use this study as the references for their relevant study.