

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In learning English, there are four skills that should be mastered. They are listening, speaking, reading, and writing. Based on Ismawan (2018) writing is one of the skills which needs more concerns than other since writing deals with mixture of idea, vocabulary, and grammar. Therefore writing is more difficult and complicated because there are many aspects related to writing which need to be mastered such as organization, mechanics, and grammar. Not only that, but it is also relevant with Nadeem, et.all (2016) stated that writing has often been considered equal to teaching grammar and sentence structures . Then different surveys proved that writing is difficult and a complex process. In addition, writing is 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. In addition, writing also requires knowledge, ideas, vocabulary and grammar. It grows over time with practice (Nadeem, et.all ,2016).

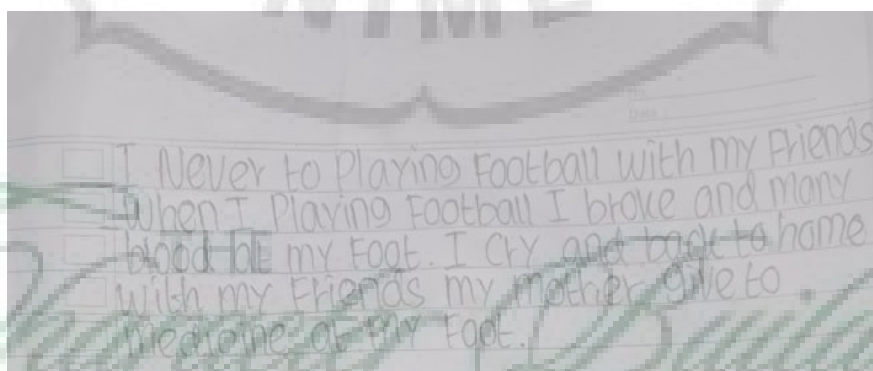
Though writing is a difficult part, but the students should master that skill since it is essential in learning English. The students often face some difficulties in writing including developing ideas, unenthusiastic student's attitude to the

lesson, difficulty in grammar and lack of vocabularies and motivation, and unsuitable approach from the teacher since as the foreign language learners, it is difficult to master this skill without teachers' approaches. Harmer (2004:31) stated "Writing encourages 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 the students have to consider the idea, organization, and grammar to make their writing understandable. Therefore, in arranging the sentences become the text, it also requires different tense according the text they are going to write.

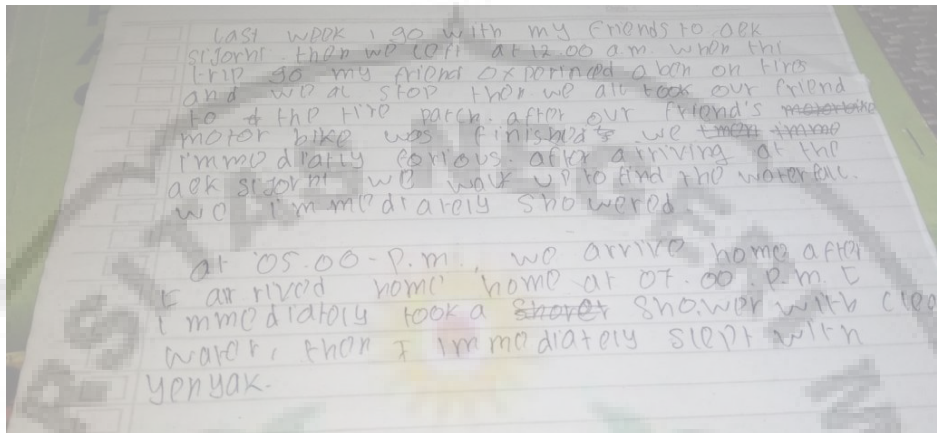
There are some kinds of genre in English. Then according to syllabus of curriculum 2013, one of the genres students learnt in Junior High School is recount text. A recount text is one kinds of text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Then the purpose of recount text is to entertain or to inform the readers something happened in the past. This text can be students' past experiences.

Based on the preliminary observation of grade VIII students at SMP N 35 Medan and by interviewing the English teacher about the student's writing especially in recount 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 did not understand clearly what a recount text is. It was proved by the scores of grade VIII students at SMP N 35 Medan which were still under KKM (KKM=70).

In teaching and learning process, the researchers also found some problems including the students' attitude. The students tended to be bored in learning English such as in writing recount text. The students were also lack of motivation since they were not interested in the teaching and learning process 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 had explained. In addition, there was no media used since the teacher only taught recount text then asked the students to write a recount text whereas the students were still confused what actually recount text is and how to write it. When the students were asked to write without any clear instruction and guidance, which caused an assumption that English is hard and not fun at all. At the end, the students can not write a recount text correctly. The following figures are the examples of students' recount text written that showed that they have not been able to write a recount text correctly.



*Figure 1.1 The Student's Recount Text (1)*



*Figure 1.2 The Student's Recount Text (2)*

Based on the figures above, it can be seen that the students wrote a recount text in using wrong tense because the students used simple present tense by writing some verbs in infinitive form such as, go, broke, and shower while the tense that should be used is past tense.

For those matters, the teacher should find a media which help the teacher to make the students mastering writing recount text.

Based on the students' attitude which are easy to be bored and the purpose of curriculum 2013 that also demand the students as future generations, should know about their local wisdom. Hayati (2011) stated that Local wisdom contained in the community can take the form of values, norms, customs, and knowledge as a guide to life continues to be preserved. Not only that, but an interesting media is also needed. Therefore the teacher can create a media which increase the students' enthusiastic through a game. Based on Elivas (2014), game is a kind of medium that attract students' attention in learning English. By game, the students can learn English fun and easily. The local wisdom will also make the students to be easier in learning since they will learn based on their

environment itself. Since even the students learn English as a foreign language, the students still are educated based on their identity. Ningrum (2015) stated that “Education sees the environment as a source of knowledge for the formation of local wisdom. Environmental elements interact to form a variety of events that provide the experience and be a source of knowledge for individuals and local communities. Interaction of environmental elements that produce objective and subjective environment. Environmental behavior (subjective environment) is a pattern of behavior that is formed based on the interaction between environmental elements”.

In addition, based on Ningrum (2009), Learning is a process of interaction of learners with educators and learning resources in a learning environment to materialize educational interaction and to achieve the learning objectives. Hence, in supporting teaching and learning process, teacher as an influencer in the class should be able to collaborate an interesting media and local wisdom itself in order that the purpose of education still can be achieved beside that the purpose of teaching and learning process of English as a foreign language. At the end the teaching and learning process will produce a good generation and still can compete in 21<sup>st</sup> century by mastering English as an international language.

Therefore the collaboration a game and local wisdom can be extensively used to support classroom activities, group assignment, and thereby promote student-centered learning. In this case, *Visiting Local Wisdom Box*, an interesting useful application for students, comes up as a solution in helping the teacher to achieve the goal of the writing skill.

*Visiting Local Wisdom Box* is a game which is the result of modifying monopoly. It will consist of some elements that relate to local wisdom of North Sumatera. This game will contain material and instruction questions about recount text. This game is such a box that can be opened when it's played. The players of that game consist of 5-6 students having each roles which are leader and members. The students will visit each local wisdom boxes based on they gotten from shaking the dice.

By using the media, the students will learn both writing recount text and local wisdom of North Sumatera itself. Since the students will try to encourage themselves in doing the instruction or they will lose.

### **B. The Identification of the Problem**

After analyzing the problems found in the field previously, the identification of the problems stated as below:

1. The first problem is about the teacher methods in teaching. The teacher still used conventional method in teaching that make the students are easy to be bored and not interested to learn English.
2. The second problem is about the students' interest and motivation to learn English. As English teacher said that most of students do not like English because they feel English is most difficult subject to be learnt.
3. The third problem is about media. The teacher does not use a media to support teaching and learning process. The teacher only used a text book in teaching English. She usually gives the explanation in a white

board based on the textbook and asks the students to do some tasks. Actually the students still confuse to write what the teacher has explained. It can be seen from the tasks results of the students. Since in writing recount text, the students must know about how to write well by paying attention toward organization, diction choice, and grammar.

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

Based on the identification of the problem above, the problem of the study is formulated as the following: “How is *Visiting Local Wisdom Box* as English teaching media developed on writing recount text for the 8<sup>th</sup> grade students at SMP N 35 Medan?”.

### **D. The Objective of the Study**

The objective of the study is to develop *Visiting Local Wisdom Box* as a English teaching on writing recount text for the 8<sup>th</sup> grade students at SMP N 35 Medan.

### **E. The Scope of the Study**

There are several kinds of media that usually used in teaching such as, audio media, visual media, and audio-visual media. This study limited on developing visual media which is modified from monopoly game based on local wisdom called as *Visiting Local Wisdom Box* for teaching writing to the eighth grade students at SMP N 35 Medan. Since there are several types of text, the

researcher limits the text on recount text especially personal recount text which is studied in the second semester.

#### **F. The Significance of the Study**

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

1. Theoretically, the result of this study can be a reference for those who are interested in developing English writing media of recount text.
2. Practically, the writer expects this study is useful for: (1) The teachers: this study is aimed to help teachers in using media; (2) The other researchers; this study is intended to be one of their resources to make other developing writing recount text media, and give additional information for the next related study.