

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

When life exists, language exists. Language has a very important role in human life. Everybody uses a language to convey his or her ideas, feelings, and thoughts to the listeners or other people in spoken or written way.

Today, we live in globalization era. That is why a universal language connecting all people around the world is needed. English is one of the most common languages used by people to communicate with other people whose native languages are different. English is not only used as a communication tool but also used as a language of science, technology and information and finally there is a great demand in the work face that requires the job seekers in a certain position to be able to speak and write English fluently and correctly. As an international language that has a very big influence, English is very important at present to be learnt especially for the students as the Indonesian coming generation so that they will be able to face this globalization era well.

In teaching English, the students are intended to master four language skills.

They are listening, reading, speaking, and writing. But in this study the writer focuses on writing skill only because in Indonesia, learners are very weak in writing. It was shown on the mean of IELTS score in test taker performance 2015, the examinee got the lowest score in writing test.

Table 1.1 The Score of Test Performance Taker IELTS 2015

Place of origin	Listening	Reading	Writing	Speaking
Canada	7.0	6.7	6.2	7.1
France	7.0	7.2	6.1	6.6
Indonesia	6.6	6.6	5.8	6.2
Malaysia	7.1	7.0	6.1	6.6
Philippines	7.2	6.8	6.3	6.8

(<https://www.ielts.org/teaching-and-research/test-taker-performance>)

The important role of writing in English teaching and learning process, especially for Junior High School can be seen in the curriculum. Nowadays, the education system in Indonesia implements two curricula. They are School Based Curriculum 2006 and Curriculum 2013. According to School Based Curriculum 2006 for Junior High School, the teaching of English involves the four language skills, namely: listening, speaking, reading, and writing which are taught in an integrated manner to achieve functional literacy level (Depdiknas, 2006). The level of literacy that should be mastered by the students is different from each level of education. For the level of Junior High School, the students are expected to use the language in their daily life and the literacy level in the functional level.

The students should not only be able to comprehend and produce short functional texts, such as announcement, invitation, and advertisement; but also long functional text such as, descriptive, recount and narrative text.

In addition, the 2013 Curriculum, states that the objective of teaching English for Junior High School is that the students should be able to identify social function, generic structure, and linguistic feature of the text. They are expected to communicate interpersonally, transactionally and functionally about themselves and their environment in their daily life. They should be able to

produce short spoken and written text, too (Kemdikbud, 2016). It means that writing still has an important role in English teaching and learning in this curriculum. In both of the curricula, writing is taught from the first until the last grade.

Based on School Based Curriculum 2006 and Curriculum 2013, there are three types of texts that should be learned by the eighth grade students of Junior High School. They are descriptive text, recount text and narrative text. From the three texts, the writer chooses Recount text because Recount text has been such a popular genre. There is a belief that it is a genre that students 'pick up' and write 'naturally' (Knapp and Watkins, 2005:220) that the students should learn about writing Recount text. It can be seen from one basic of basic competences of English subject stated in syllabus:

*6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount*

As one of the four major skills, writing is an essential skill for students.

Writing is away of communication that cannot be separated by distance and space.

People can deliver messages to the readers across places and times (Brown, 2007;

Harmer, 2004). Humans are going to die but writing is going to live forever.

Writing is thoughts or feeling that can be read even be reread by all people world wide and whenever they want to read because written words keep around for some years, sometimes for hundreds or thousands of years.

Carroll (2001: 3) says that writing is one of the most powerful communication tools that people use today and for the rest of people life. Writing is written messages that can be reread whenever and wherever by receiver. In daily life, people cannot be separated from writing. Nowadays, most of people

communicate to other people by writing messages and delivered it through Short Text Messages (SMS), or some kinds of social media such as Black Berry Messenger (BBM), Line, Instagram, WhatsApp, Twitter, Facebook and Electronic mail (E-mail). In other hand, many families write a memo to other family members when they are going to go outside.

Patel & Jain (2008:125) state that writing is essential features of learning a language because it provides very good means of foxing the vocabulary, spelling and sentence pattern. Creatingsome structural sentences are verydifficult for students because students must comprehend some aspects of writing such as vocabulary, punctuation, sentence pattern and grammar. The fact, writing does not only compose a group of structural sentences but also meaningful sentences. Knapp (2005:81) says the process of learning to write does not simply require cognition of a text's generic structure, it involves the embodiment of a complex set of knowledge and skills that then enable students to produce a meaningful text. Hence, being good in writing needs a long process and many exercises.

In English teaching, one of the important factors in making a successful teaching and learning process is a material. Materials are inputs of the learning process for the students to achieve the objectives of learning. Materials are one of the most important influences on what is going on in the classroom. Materials can also improve students' writing ability. The use of suitable materials will help students to learn writing in a good way. In the teaching-learning process, teachers have to choose the appropriate materials for students to encourage the students in improving the students' ability in writing. However, it is often found that materials are not suitable to the students' need, level and not interesting for students.

Based on the writer's observation in SMP HKBP Sidorame Medan, it was found that the writing materials in the available textbook were not suitable to student's level and not interesting for them. The eighth grade students are still categorized as beginner in writing. They are confused about how they start the writing process. In addition, they are lacking in vocabulary. Therefore, the provided materials must guide them to write a story from the beginning until the end in a good chronological order and it should be look interesting for them so it can motivate them in learning writing.

Here are the existing materials in the text book which is used by the students.

6. People consider him a \_\_\_\_\_ person. He is very trustworthy.

7. At school, I \_\_\_\_\_ about knowledge and also how to socialize.

8. When interacting with an older person, we have to watch our \_\_\_\_\_.

9. I'm not \_\_\_\_\_ of handling my physical changes during adolescence.

10. Becoming a grown up means we have to learn how to \_\_\_\_\_ more.

**Practice 3** Read and study the short story below carefully.

orientation ———

events ———

Reorientation ———

I had my adolescence when I was thirteen. It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although I still showed some black spots on my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

**Practice 4** Write a recount text, use the following questions to guide you.

1. What happened during your adolescence period?
2. Did you have a memorable experience?
3. Do you like the changes during adolescence? Why or why not?
4. How do you cope with your adolescence period?
5. If you have second chance, what will you do in your adolescence period?

Based on the materials above, here are some works of the students that show students' problem in writing a text without pictures series.

Name: Feronika Situmorang  
Class: VIII

Page: \_\_\_\_\_  
Date: \_\_\_\_\_

my holiday to Jakarta

my ready. Not patience for holiday to Jakarta. I am to Jakarta in Brening.

Long next after sleeping to arrive grandmother house in Jakarta.

In Jakarta I playing with my sister.

No. \_\_\_\_\_

Page: Master Marbun  
Date: VIII

my football holiday

I, my friends go to yard. We play football.

We play football two hour.

Two hour we enjoy football.

we defeat team another. Next we play again with my friends.

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Therefore, it is concluded that the students feel difficult in writing recount text without comics trips moreover if they have experience. That is the reason why the writer wants to develop the writing materials from the existing one.

The researcher will develop the writing materials by giving comic strips. Comicstrips are short stories that combine pictures and texts. They are simple, clear, and understandable reading materials. In addition, comicstrips are reading materials which teens tend to like to read and it can increase their vocabulary. As Gonzales-Espada (2003) says, most children and young adults love reading comic strips and they definitely attract junior high school students' attention. It can make students feel interested and happy in learning English especially in writing recount text.

Therefore, researcher will develop the materials by using comic strips. The resarcher will search and find out interesting comic strips from some sources such as from internet and others English textbooks. Finally the students can write recount text smoothly and happily.

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

Based on the background of the study, there search problem is formulated as follows:

“What are the English writing materials in recount text developed appropriate for the Eighth grade students of SMP HKBP Sidorame Medan?”.

### **C. Objective of the Study**

In line with the problem of study, the objective of this study is to develop theappropriate English writing materials in Recount text for the eighth grade students of SMP HKBP Sidorame Medan.

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

This study will be focused on developing English writing materials in Recount Text based on the students' need and level. It will be applied for the Eighth grade students of SMP HKBP Sidorame Medan. The skill that will be concerned on is writing by using comic strips.

#### **E. Significances of the Research**

The findings of this study are expected to provide information theoretically as well as practically. Theoretically, this study is expected to give further information and theories about developing English writing materials for the eighth grade students of Junior High School. Meanwhile, practically this study is expected to:

- a. Teachers who will give reference of suitable English writing materials for students and make them easier to impart the material to the students,
- b. Students who will give them suitable materials which will motivate and extend their willingness to be interested and happy in learning English especially in writing recount text,
- c. School parties who will give them references of suitable materials which are necessarily provided for the students,
- d. Other researchers who want to develop all information and knowledge and it is also for those who have interest in doing research related to this study.