CHAPTER I

INTRODUCTION

A. The Background of the Study

The rapid development of science and technology in the current era of globalization brings many changes in various aspects of social life. These changes include education, science, commerce, politics, tourism and other interesting things. The concept of Industry 4.0 is a new reality of the modern economy, because innovation and technological development play an important role in each organization. Industry 4.0 significantly changes products and production systems concerning the design, processes, operations and services. Certainly, the implementation of this concept has further consequences for management and future jobs through creating new business models. The concept of Industry 4.0 assumes blurring the differences between the work of people and the work of machines (Slusarczyk, 2018).

Industry 4.0 represented by the high growth in technology-enabled platforms has disrupted the existing industry structures and created new ways of consuming goods through the combination of demand and supply. It also organizes how people work and consume, it changes the nature of assets, and it affects how data is obtained and manipulated. Moreover, it lowers the barriers for people and businesses to invest and create wealth, which in turn alters the surrounding personal and professional environments (Schwab, 2015).

In this era, students tend to use internet in most of their activities, especially in learning English. Most of students get many difficulties in understanding English, especially in interpreting a paragraph. They usually use online translator to help them. It decreases their interest in learning English. Based on this fact, teacher should be able to modify their traditional teaching method with a modern teaching method to increase their interest in learning English.

Writing is one of the most important skill in studying English because not only writing is an academic skill, but it is also an important skill that translates into any career fields. However, many students at high school do not aware of the importance of writing skill and the number of high school students that is successful in learning writing is too small.

Carroll (1990) states that the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distance past to speak to us. In fact, writing originated from the need of saving cultural values and human's spiritual. It is the official element for the development of printed document, book and internet. In addition, in our lives, we sometimes need to make official texts, for the purposes of communication or other business. Such cases, writing skill is the best supportive tool for us. It plays an important role in our life. Carrol (1990) also believes that many students were never required to learn proper spelling or grammar. These poor students come to think that "English" and "writing" are nothing but spelling and grammar. To them, writing means inevitable failure.

Good writing is sometimes they believe they will never be able to achieve, because they do not only identify good writing with proper spelling and grammar. They are even not aware of the importance of writing skill in their learning.

Sanjaya (2010) asserts that a teacher needs to have the ability to design and implement a variety of appropriate learning strategies to accommodate their students' needs, including utilizing a variety of media sources and learning to ensure the effectiveness of learning. Pribadi (2010) affirms that the application of instructional system design aims to create a successful learning, is learning that is able to help students achieve the desired competencies. To support this, teacher needs to have a digital skill. Therefore, the selection and application of design model are one of the critical successful factors of students' mastery of competencies.

One of the subject's competence that must be mastered by students at senior high school is English. English is a subject that require students to know and understand the basic types of writing, as well as to be able to write on some types of texts with their essential components and structures. Pardiyono (2007) divides the generic structure of recount text into orientation, sequence of events, and re-orientation. Recount text is one of many texts that exist in English subject in the tenth grade of Senior High School. Recount text is quite attractive for students. It relates to their past experience. In daily life, students tend to share their experience with their friends orally. While recount text aims to retell events of their past experience. This relation makes the students are quite interested to learn recount text. Knapp and Watkins (2005) says that recounts are sequential texts that do little more than sequence a series of events. Every story needs an

orientation. It is impossible to tell a story unless we see that there are characters set up in a particular time and place. Pardiyono (2007) also explains that recount text use past tense and sequence markers and action verbs to describe past experiences by retelling events in the order. It means that when writing recount text, students must be able to understand the using of past tense, sequence markers, and action verbs correctly so that students can tell the events chronologically in writing this text. In reality, students still get difficulties to arrange the right and appropriate words.

The researcher observed that students' got some difficulties in writing English especially in writing recount text. There are some factors that cause this, they are: (1) Students seldom to practice write, even in their native language, so it is become a more difficult challenge to write in English; (2) Students are lack of vocabularies so it obstructs them to find an appropriate word for their writing; (3) Students are difficult to arrange the sentence into a good paragraph.

In an interview on August 21st, 2019, AE stated *"Mereka masih kesulitan untuk menulis paragraph, apalagi dalam Bahasa inggris. Mereka ini sangat malas untuk berlatih Bahasa inggris. Disuruh buka kamus pun malas. Ya jadinya kosakatanya pun juga masih sangat minim."*
(They still get difficulties in writing paragraph, especially in English. These students are too lazy in practicing English. When I asked them to use dictionary also they are lazy. That's why their vocabularies are too little.)

Graham (2013) finds that online and blended learning is increasingly used because it creates more flexible learning opportunities for students. The fully online instruction or the combination of online and face-to-face instruction (i.e.

blended learning) allows students to engage in learning at their own time, pace and place. Furthermore, Rahmawati (2016) defines that there are some ways to implement E-Learning as a media in teaching learning process, such as: (1) Developing E-Learning by ourselves; (2) Buying a system; (3) Using open source E-Learning. Open source E-Learning is a software free to use, and the original program can be changed by anyone. There are lots of free and open source E-Learning applications that can be used by both teachers and students, such as: Edmodo, Google Classroom, Zoom, etc. By using these applications, students and teachers could spend large amount of time on the platform. It will make learning process be more attractive because this application can be used both in and out of the classroom.

B. The Problems of the Study

In lines of background, the problem of the study is formulated as follow:

1. How is the using of blended learning method for teaching writing recount text to the tenth grade students?

2. What are the problems faced by teachers while using blended learning in teaching learning process of writing recount text?

C. The Objectives of the Study

Based on the problems of the study above, therefore the objectives of the study are as follows:

1. To explain the use of blended learning for teaching writing recount text to the tenth grade students.

2. To analyze the problems faced by teachers of using blended learning in teaching learning process of writing recount text.

D. The Scope of the Study

This research focused on the analysis of the blended learning used in teaching writing recount text grade tenth at SMAN 20 Medan.

E. The Significances of the Study

The research finding is expected to be useful in theoretically and practically.

1. Theoretically significance

   It is expected to give additional information about blended learning in writing ability especially for tenth grade students.

2. Practically significance

   It is expected to be a useful source of information for English teachers, learners and future researchers.

   a. For the English teachers, this study can be a source in giving the material especially for writing skill by using blended learning.

   b. For the readers/English learners, this study can be an alternative source that will be very helpful in understanding the theory of blended learning and how its applied in writing recount text.

   c. For future researchers, the authors hope that this study can provide important data that can be used as a reference source for those who interested in linguistic studies, especially in the context of writing genre.