

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the most language skills is writing. As a result, writing is one of the proficiency requirements for learning English in school to the 2013 English curriculum; students should be able to master the four fundamental skills: reading, speaking, listening, and writing. Because of this, educators must stress to their students the importance of writing as a language skill. At the junior high level, learning English generally is done to help students improve their oral and written communication skills. The National Education Law Number 2 of 1989 stipulates that junior high school graduates must possess sufficient English language proficiency.

The 2013 English curriculum states that after learning English, students should be able to comprehend and write various brief functional texts, monologues, and essays in the forms of descriptive, procedure, narrative, recount, and report. Language, grammar, and rhetorical devices show the gradation of educational materials. To exchange information about the behavior, actions, or functions of people, animals, or things in the form of descriptive text at the junior high school level, students must have the basic writing skills necessary to put together brief, simple, and context-appropriate oral and written transactional interaction texts. To achieve the set learning aim, English teachers must be able to take a variety of steps to assist students in expressing themselves verbally or in writing. According to the English teacher, students are capable writers, especially in crafting descriptive texts.

But students frequently struggle to put their thoughts into writing. According to

some students, the issue is the limited vocabulary they have and also the method used by the teacher. Teachers rely too much on books or PowerPoint, learning tends to be monotonous, and students do not participate in the learning process. They desire innovation in the teaching and learning process. Learning media frequently have a sizable impact on student progress. According to Azhar Arsyad (2011), media can convey messages or learn the material. Media is a tool for disseminating news and information. The suitable media must be able to solve problems such as learning to write simple essays, English descriptive texts, and findings, views, opinions, and facts in writing.

The Spinning Wheel is expected to be one of the solutions to the issues of learning to write essays in writing descriptive text by using it as a fascinating, fun, and interactive learning media to find thoughts, opinions, and knowledge. Spinning Wheel media is a motivational tool to encourage students in the learning process, and media in teaching English is essential because teaching writing descriptive text using one of the media will give a positive result.

Based on the explanation above, this skripsi focuses on the effectiveness of using Spinning Wheel media in writing descriptive text, especially for first-year students. So in this study, the researcher gave the title "The Effectiveness of Using Spinning Wheel on Student's Writing Descriptive at SMP N 11 Tanjungpinang".

1.2 Identification of The Problem

Based on the study's background, a researcher discovered that:

1. Limited vocabulary of Students.
2. Lack of student participation in the learning process.

3. Teachers rely too much on books and PowerPoint.

4. The teacher used monotonous learning.

1.3 Limitation of the Problem

To facilitate clarification, reduce misconceptions, and prevent lengthy discussions, the researcher restricts the study problem to this study focuses on the students writing descriptive text. The seventh-grade students of SMP N 11 Tanjungpinang comprise the study's population, and two classes constitute its focus.

1.4 Research Question

The question is stated as follows about the context of the study above: " Is the Spinning Wheel media effective in students' ability to write the descriptive text?"

1.5 Objective of the Study

This study aims to determine whether employing a spinning wheel significantly affects students' writing skills in the seventh grade at SMPN 11 Tanjungpinang.

1.6 Significance of the Research

This study's finding is intended to be applied both theoretical and practical:

1. Theoretical Significance

- a. The results of this study should aid teachers at SMP N 11 Tanjungpinang seventh-grade in using Spinning Wheel media.
- b. For the benefit of other authors who wish to learn more about utilizing the Spinning Wheel to instruct in producing descriptive text.

2. Practical Significance

- a. For the student

The purpose of this research is to use the material to increase their understanding of how to write descriptive texts.

b. For the teacher

Especially when teaching descriptive text, this study helps teachers identify effective media in the teaching and learning process.

c. For the other research

This research can be consulted while conducting related research.

1.7 Definition of the Key Terms

To prevent readers from misunderstanding this research, it is important to define a few crucial concepts. These are the important words:

1. Spinning Wheel

The Spinning Wheel is a medium or tool that rotates the motion until it stops at the intended material, where the teacher attaches pictures in the form of people, animals, or things so that students describe the images that the teacher on the Spinning Wheel has determined.

2. Writing

In junior high school, students will acquire writing as a language and a productive skill, enabling them to express their thoughts and feelings and arrange their information in descriptive text.

3. Descriptive Text

The information in a descriptive text is about someone or something. The purpose of descriptive writing is to convey clear and in-depth information about people, animals, or things.