

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

English as a second language is used as a tool to share information with others worldwide. Everyone needs to learn English to communicate with people from all over the world who speak different languages and have different cultural backgrounds. In Indonesia, English is taught from elementary school to university level. English education has become a top priority in all aspects of life in Indonesia. Furthermore, English has been added as a subject in the national exam, emphasizing the importance of learning and mastering the language.

Writing, reading, speaking, and listening are four basic skills that English learners must master to learn English. Writing is a task teachers in English subjects often give, such as making sentences, paragraphs, dialogues, essays, etc. Writing is a critical skill to master in order to effectively communicate new ideas, feelings, and thoughts in written form. Students also must express their thoughts with a clear concept and organization if they want others to understand them. Students must combine their imagination with good grammar, diction, and vocabulary to create strong writing. Writing enables learners to plan and rethink the communication process. Writing is difficult for learners to master (Amin, 2022). Husna & Multazim (2019) also support this idea by stating that Writing is a key aspect of language learning and the skill that students find the most difficult. The difficulty comes in developing and organizing ideas and turning them into understandable text. Writing requires careful thought to

develop well-composed thoughts and develop them into a word, sentence, or paragraph.

Students of junior High School will study short functional texts such as description, recount, narrative, procedural, and report (Husna, 2019). The types of readers would teach students about the social functions, generic structures of each text, and language features of the types. By introducing them, students will understand and comprehend the differences between texts. As a result, they can write texts on their own in the correct order of generic structures and with the proper use of genre-specific language features.

Students will learn about recount text in English classes, especially in the eighth grade. Recount text is a type of text that recounts an event that has already occurred. A recount text is written to inform readers or people about an event from the past. It can include both experiences and events (Ramli, 2013). Based on the Competency Standards in the 2013 curriculum, students are expected to be able to evaluate the language, structure, and social functions of recount texts. Students are also expected to be able to write recount texts that include personal experiences from school, home, and other relevant settings in their lives.

Based on the researcher's observations at SMP 5 Bintan, the researcher found several problems in the teaching and learning process, especially in English subjects. For example, many students in grade VIII think that English is difficult to learn because of the language background itself. Due to the cultural and grammatical differences between Indonesian and English, Students were unsure of how to express themselves and began writing. English teachers

at SMP 5 Bintan usually use monotonous techniques. The teacher does not employ media that can enhance the teaching and learning process and attract students' attention.

Based on the problem above, the researcher suggested using media visuals in teaching the writing of recount text. Visual media can motivate students by attracting attention, maintaining attention, and generating emotional responses. In addition, Visuals can also help students understand lessons or information better. As a result, the researcher determined posters as a medium and engaging media. The researcher chose posters because posters have powerful messages that can capture students' attention and communicate the message quickly (Apsari, 2019). Posters allow for the integration of visual learning with textbook reading, lectures, and traditional homework assignments. Posters can be a learning medium or resource for students because they can simplify messages and make them more understandable by simply looking at them. Students benefit from this, and teachers do as well because posters ensure effectiveness and efficiency at the time.

Based on the problem and the explanation above, the researcher would like to conduct research entitled "**The Effect of Using Posters Towards Students' Writing Skill of Recount Text in Eighth-Grade Students at SMP N 5 Bintan**".

## 1.2 Identification of the Problems

Based on the background of the research above, some problems identifies as follows:

1. The students lack motivation and interest in learning English as a foreign language.
2. The students lack the confidence to convey their ideas.
3. The students lack the confidence to start writing in English.
4. The students are unmotivated and uninterested in writing English text.
5. The teacher used traditional methods but did not use various learning methods.
6. The teacher does not use media in the learning process of writing.

## 1.3 Limitation of the Research

This research focuses on the effect of using posters on students' writing skills of recount text in eighth-grade students at SMP N 5 Bintan.

## 1.4 Research Question

Based on the problem limitations above, the researcher proposes a research question as follows:

"Is there any effect of using posters towards students' writing skill of recount text in eighth grade students at SMP N 5 Bintan?".

## 1.5 Research Objective

Research objective in this research is to know posters affect students' writing skills of recount text in eighth grade students at SMP N 5 Bintan.

## 1.6 Significance of the Study

### 1. Theoretical Significance

Theoretically, this study is expected to benefit teachers and students in teaching and learning writing in English as a foreign language.

### 2. Practical Significance

Practically, the result of this study will make a meaningful contribution to students, teachers, and other researchers. There are follows:

#### 1. For the students

This study can be used to assist students in their writing learning process. It means that posters as learning media can help students share their ideas in writing. In addition, it can be used to motivate students in their classroom learning process, particularly when writing recount text.

#### 2. Teachers

The researcher hopes that this study will help teachers improve their students' writing skills, particularly in recount text. As a result, classroom learning has an exciting variety of learning.

#### 3. Other researchers

For other researchers, this study is expected to be a reference will researching learning recount text using media, especially posters.

### 1.7 Definition of Key Terms

#### 1. Writing

Writing is an effort to express the writer's thoughts, feelings, or ideas in written form by considering writing aspects and stages so that the readers can understand them clearly.

#### 2. Recount text

A recount text is where the writer recounts the personal event that they were involved directly. It means that the writer is actively engaged in the event activity.

#### 3. Posters

The poster presents a clear, striking, and interesting visual combination to attract attention and inform or educate viewers.



