

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Learning English there were teaching materials that assume students can write essays on various subjects while paying attention to the mechanics of writing or expressing ideas. The use of supporting media to convey a material must be considered by the teacher before carrying out the learning process. Arsyad (2019) suggests that the use of learning media in the teaching and learning process can inspire new desires and interests, inspire motivation and stimulate learning activities, and even bring psychological influences on students. Learning media can assist students get a better understanding of what they are learning in addition to revive their motivation and enthusiasm.

Batubara (2020) states that learning media are materials or tools, both real and virtual, that were consciously employed to ease communication between teachers and students during the implementation of teaching and to helped students meet the course's objectives. Media is frequently positioned as a channel or communication channel in the learning process. Learning media are important for accelerating learning in teaching and learning activities. In order for learning to go smoothly and effectively, it is the responsibility of the educator to attempt to create direct connections between the teachers, students, materials, techniques, and learning media. From this, it appears that

the media is one component of the learning process. So that its position is not just as a teaching aid but as an integral part of the learning process.

The use of media into the teaching learning process is not a new thing. Many teachers understand the significance of media. Media introduce new ideas to students, but not all teachers are informed of how to use them effectively, so often learning is delayed rather than helped by media. The researcher will design a learning medium that can be used as a game to provide answers in order to get students interested in learning.

In English, there are four skills that students must learn; listening, speaking, reading, and writing. As we know, writing is difficult (Silitonga et al., 2022). Writing is considered to be challenging by many students. Sinthianuary & Bunau (2019) state that writing skill is defined as the skill to communicate ideas directly in writing. It is evident from the fact that writing is used to create scientific books, memos, novels, reports, letters, newspapers, magazines, brochures, diaries, and commercial advertisements.

According to Framana (2019), there are three stages in writing, namely pre-writing, writing, and re-writing. When someone writes, they do it with a specific purpose in mind. Each writer has a specific goal in mind for the content they want to create, such as entertainment, education, or an opinion. According to Muliani (2016), there are several types of writing are argumentative, expository, narrative, descriptive, procedure, and recount. Students need write many paragraphs that include many events and other

facts. Junior high school students need their teachers to be able to use effective teaching technique that can develop and improve students' writing skill especially recount text.

Chairina (2022) states that the Spinning Wheel Game is a wheel-shaped media which can be rotated and divided into several sectors / sections in which there are question cards. Spinning wheel is a media designed by researchers as a learning medium where students can write a story of facts or events themselves or others in a fun and fast way. This product is made using easily accessible materials. This product is created with a more imaginative design for use as a learning media. Additionally, this product was created using the curriculum 2013 and current syllabus. There are several skills that can be used on spinning wheel, one of the suitable skills is writing. The spinning wheel is used to support questions and exercises for students so that they are more interested and not bored when the teacher teaches in class. Practice questions are arranged in a wheel-like shape and can be rotated. Each section has questions and a pointer.

Based on observation at SMPN 2 Bintan with eighth grade English teacher, states that many students were less interested in learning because students only learnt to use books, power points and projectors without any other interactive media. Furthermore, they used an English textbook and LKS from the government as their only learning sources, which is very limited. This needs to be stressed because many teachers actually just use textbooks in

the classroom. Despite the fact that understanding the material in textbooks can be challenging for students, especially in junior high schools. This is the reason why student struggle to comprehend information presented to them orally and in writing about actual events or their own stories. The researcher also conducted observations and non-formal interviews with students of class VIII-A SMPN 2 Bintan. Students find it difficult to find ideas in writing and considered recount text material difficult to understand because there are several components that must be included in writing recount text. Students were more interested in learning activities and easily understand the material if shown pictures, videos, and quizzes, which are presented in games.

There are many learning media that are often used by teachers to convey learning material so that students can understand the material provided, one of which is the spinning wheel media. In this case, the researcher wants to create an interactive teaching media for students, a spinning wheel focusing on recount text.

Based on the explanation above, the researcher designed media an English language spinning wheel for eighth grade of junior high school that is worthy and effective. Therefore, the researcher compiled the title "**Designing Spinning Wheel as Students' Learning Media in Teaching Writing at Eighth Grade**".

1.2 Identification of the Problem

Based on the background of the research, the researcher identified several problems as follows:

- a. The teacher has not used media in the teaching and learning process.
- b. The students lack of interest and motivation in English learning.
- c. The students needed an understanding of how to start writing.
- d. English teacher used a monotonous teaching method.

1.3 Limitation of the problem

In order to keep a problem from deviating from its original direction and make the research topic more focused, it is necessary to limit the problem. Based on the identification problem above, in this case the researcher limited the problem to design spinning wheel medium to learn English recount text at eighth grade students of SMPN 2 Bintan.

1.4 Research Questions

Based on the limitations of the problem, the researcher formulates the research question as follow “How will the spinning wheel be designed as a learning medium to teach writing skill at eighth grade?”

1.5 The Objective of the Research

Based on the research question above, the purpose of this research is to design the spinning wheel as a learning medium in teaching writing skill at eighth grade students of SMPN 2 Bintan.

1.6 Significances of the Research

This research has benefits in a theoretical and practical context. They are:

1.6.1 Theoretical Significance

Theoretically, this research will make a meaningful contribution to ELT (English Language Teaching) by enriching existing theories in media design for teaching writing skills.

1.6.2 Practical Significance

This research is expected to provide practical benefits for teachers, students, and researchers. They are as follows:

1) For the Students

This learning media is able to support students' learning interests.

2) For the Teachers

Provide information about interesting and appropriate learning media that can be used as a tool for the learning process in class.

3) For the Researchers

Can be used to increase knowledge and insight when creating learning media, as well as a reference for future researchers.

1.6 The Specification of the Product

This Spinning wheel learning medium is one of the visual learning media that is created in learning in the form of a game. It is made from plywood boards which are formed into rounds and then painted in colorful. In this medium, two wheels will rotate around each other, where one is small and the other is large. It is divided into some parts by giving different commands to each part with recount text material. It works by turning it clockwise, and when it stops, there will be a clockwise indication on one side to determine which command to receive.

1.7 Definition of Key Terms

1. Learning Media

Learning media is a tool in the form of games to make it easier for students to understand the recount text material to be learned.

2. Writing Skill

Writing is the process of expressing ideas or concepts with similar meanings in written form in a way that can be understood by readers.

3. Spinning Wheel

The spinning wheel is a learning media in the form of a game designed to make it easier for students to understand the material provided, especially recount text.