

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language serves as a communication system through which individuals express their thoughts and emotions to one another. It is a tool that we use to interact with the world around us and to share our experiences with others. Language is essential for human interaction and cooperation (Crystal, 2010). In today's world, English is one of the most crucial international languages to learn, serving as a global means of communication, providing economic opportunities, and facilitating academic and professional growth while fostering cross-cultural understanding. In Indonesia, English is also an essential subject for students to master. The government has also set English lessons as one of the core competencies in the curriculum. In the world of work, many people need English skills. Students are expected to master English to not lose in global competition (Gandana et al., 2021).

English proficiency requires mastering the four core language skills: listening, speaking, reading, and writing. Writing is one of the active skills because writing is also needed in communication. In education, writing is a substantial skill because, in writing, students can convey their ideas in written form. Students must master English well, so they feel effortless to express these ideas. Writing requires high skills because arranging vocabulary with the proper sentence structure makes readers easily understand it. That way, the reader can understand what the writer wants to convey (Crystal, 2010).

Writing is a skill that is challenging to master, especially in English. That is why many students still need help writing their ideas and opinions. There are still many students who need to improve in English. That is what makes it difficult for them to write in English (Cole & Feng, 2015). To overcome these student difficulties, the teacher also used the media. In learning English, the media is no less important than that. Media is needed to assist teachers in delivering lessons. The use of media facilitates student understanding. There are so many media that we can use to help students develop their ideas in writing. One of them is a flashcard.

Flashcard is a small card that contains information on two sides (Kornell & Bjork, 2014). Flashcards are usually used for memorizing or can be used for games. The use of flashcards in writing is intended so students can develop ideas for writing based on the information in the flashcards. The author will later use this flashcard when teaching activities (whilst teaching).

The researcher found several things in SMP Negeri 1 Bintan observation in the eighth grade. Many students needed help develop their ideas for writing. They also need help to increase more vocabulary, making it difficult to express their ideas via writing. In this case, the teacher still rarely uses various media. Most students are more interested in media in the form of attractive visuals.

The researcher hypothesizes that there is a need for educational media that is both easy to use and motivating for students, which could lead to increased student engagement in writing. Teachers are obligated to develop educational media that are aligned with the specific needs of their students. The educational media selected

should be both engaging and relevant to the target audience. The use of media is also expected to enhance students' understanding of the teacher's learning objectives. Therefore, the use of instructional media in the learning process is essential for ensuring student comprehension. In this case, the researcher argues that flashcards are quite effective media because flashcards are media that can attract students' attention. Due to its small size and portability make it convenient to use. An attractive design can also grab students' attention. Moreover, its content is also to the intended material and learning objectives. The researcher plans to create instructional materials based on the issues in order to help students develop their writing concepts utilizing flashcards. The title of this study is Designing Flashcards for Teaching Writing Skills at SMP Negeri 1 Bintan.

1.2. Identification of the Problem

The researcher would present the following issues based on the problem's background.

1. The students showed little desire to study English.
2. Students were lack of vocabulary.
3. Students' writing skills were underdeveloped.
4. The media used by the teacher needed to be more diverse.
5. Students needed support in communicating their ideas through written language.

1.3. Research Questions

Based on problem identification, research questions could be formulated as follows: "How is the flashcard for teaching writing skills in SMP Negeri 1 Bintan designed?"

1.4. Purpose of Study

The purpose of this study was to design flashcards to teach writing to eighth grade students at SMP Negeri 1 Bintan.

1.5. Specification of Product

1. The flashcard for teaching writing skills was designed by using Canva.
2. The flashcard for teaching writing skills was designed, focusing on students' recount text.
3. The flashcard for teaching writing skills was used whilst teaching.

1.6. Significance of Study

This study aimed to design flashcards for teaching writing skills in SMP Negeri 1 Bintan. The findings from this research were expected to contribute as follows.

1. Theoretical Significance

Through the creation of flashcards for teaching writing skills to eighth grade students at SMP Negeri 1 Bintan, the theoretical importance of this study was intended to help educators and learners.

2. Practical Significance

- a. Students

This study was helpful for students, especially for eighth grade. The students could use flashcards as learning media to develop their writing ideas.

b. Teachers

This study was helpful for teachers, especially English teachers. They can use flashcards to teach writing when they teach writing skills.

c. Other researchers

For other researchers, it can be used as additional knowledge in further research in the same development.

1.7. Assumptions and Limitations

The idea behind creating flashcards to teach writing skills to eighth graders at SMP Negeri 1 Bintan was to assist teachers in bringing creativity and excitement into the classroom. Making kids interested in acquiring writing abilities was another goal. Furthermore, the flashcard for teaching writing skill development was limited to students' recount text based on the lesson plan for eighth grade in SMP Negeri 1 Bintan.

1.8. Definition of Key Terms

The following are some terms that the author needs to define as follows:

1. Flashcards

Flashcards are learning media in the form of small paper containing information on both sides.

2. Writing skills

Recount text writing is a skill that requires you to put your thoughts and opinions in writing for readers.

3. Recount text

A recount text is one that thoroughly describes every aspect of prior experiences or occurrences while narrating them in chronological sequence.

