

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Writing is one of language skills that should be taught at Senior High Schools beside other skills such as listening, speaking, and reading. The students' daily activities in schools cannot be separated from writing, especially when they are learning English as foreign language. Based on the curriculum of English for Senior High Schools, the students should be able to show their feeling and ideas in spoken and written forms. They also should be able to use their analytic and imaginative ability in learning English as foreign language. It means that these expectations are included in the language skills, one of them is writing skill.

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to others. Therefore, learning is very important for improved writing in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing. In addition many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters and important information in a company's product.

The scope of learning English at Senior High Schools as mentioned on the curriculum is the students are able to understand and produce any kind of functional texts. For the first grade students of Senior High Schools, they learn about recount, narrative, procedure, descriptive, and news item text. From the several texts above, descriptive texts is one of text types besides narrative and news item texts learnt by the first grade students of Senior High Schools in second semester.

Special Needs students are just the special whilest limited by there learning difficulties and lack of confidence, the speed with which they absorb some material and their enthusiasm for learning may well produce some surprise. Westwood, (2011:5) As a Special Needs classes tend to be smaller that others and can be only a half of students, real Q and A and conversation can be limited by small numbers. As much as you can, think like autism students. Question yourself, be flexible, and allow yourself to adapt to the autism students, without forcing to see the world through your eyes. The world view of the student at *SLB* everyone is different, but they owned disorder is a unique asset that they have, because they are different and they are so special.

Special Needs students have low levels of confidence due or other difficulties and so need support and guidance in each new area to be studied, through repetition and review will allow students to see themselves making progress and frequent praise will bolster their confidence in their own abilities often Special Needs students period of concentration and focus in much shorter that the average student.

Besides the studies believe, that students become more interested in their own development in English when they assume the responsibility for their own learning. People have different learning needs and Cognitive Learning Strategies, therefore the course allows them to proceed on their own as much as possible. They can spend as much time as they want to on each part of the program. Each step may be repeated as often as they like without having to fear that they will get bad marks for making mistakes or advancing too slowly. Furthermore, cognitive language will provide teachers with the opportunity to use an English course for autism beginners

Recount texts is one of text types besides narrative and news item texts learnt by the first grade students of Senior High Schools in second semester. Based on the observation at *SMALB*

Kasih Ibu Kartama Pekanbaru, recount text is difficult to be mastered by the students. It might be caused by the text construction that requires the students to be able to describe about a specific thing, person, or place. Eventhough it looks simple to write a text that describes about something, students still need more guidelines to write this kind of text.

Writing is one of the skills in the English language that is learnt by the students in the school. In this case, there are some types of texts which are learn by students in the school. Based on basic competence of Curriculum 2013, the seventh grade students of senior high school are expected to be able to: “Arrange a short and simple descriptive text, both in the form of spoken and written, about people, animals, and things, by considering the purpose, structure of the text and its language elements correctly and appropriate with the context.

Writing is not an easy activity that can be simply done by the students, because writing is not an activity that only crash the pen or pencil on a piece of paper. Palmer (2003:5) states that writing is an activity that let the students to explore and express their ideas, to communicate what they think and know, and to take the ownership of all that they learn. It means that writing is an activity that cannot be separated from students’ activity in the teaching and learning process. They need writing as a skill that supports their learning whether it is on other skills or subjects.

In addition, Harmer (2007:118) states that writing is an enabling activity where teachers have students write sentences in preparation for some other activity. Beside that, writing is used as a practical tool to help students practice and work with language they have been studying. It means that students can practice their language through writing as the form of written language.

There are many problems found by the researcher by interview to the students in writing a certain kind of text. Some problems are have lack of vocabulary, lack of grammar mastery, lack of ideas, and conventional teaching. When the students do not have enough vocabulary

related to the topic, they may get difficulties to write down their ideas. Beside that, grammar mastery also has an impact to the students' writing ability. If they are not good in grammar mastery, they cannot produce a good written work.

Because of that it is needed to improve the student ability in writing recount text by using media and the media that is used in this study is Realia. Realia can increase the students' ability in writing recount text and will be interested in learning English because using realia that is making a connection between objects and language.

Using realiamedia to students can look the example and create their own ideas, write sentence by sentence into paragraph, paragraph by paragraph to make an interesting text. Using realiamedia to preview or to review a lesson's vocabulary puts everyone on an equal footing and prepares all children for success (Berkeley, 2010:vii). For a long time when students' mastery in writing is good it can be a productive skill to produce any text that is has benefits for self and others.

The researcher thinks that the students are in need to develop in their vocabulary mastery to write something. For that purpose the researcher will conduct an experimental study with entitled **“The Effect of Realia Media Toward Students' Writing Ability on Recount Text at Second Grade of SMALB Kasih Ibu Kartama Pekanbaru”**.

## **1.2 Setting of the Problem**

Based on the background of the problem which is explained above, the writer found: *Firstly*, the students found difficulties in writing a good recount text. The problems is that they did not know how to start writing, they had lack of vocabulary, and they did not given interesting and appropriate media which can help them to write a text easily.

*Secondly*, some of the students can not to make a good writing a recount text. Some of students still get problem how to begin their recount text, how to write sentences (topic sentence and some supporting sentences), it happened because the students have lack of vocabulary, then they are get bored, not interested in learning process.

*Thirdly*, they are still get problem to express their ideas in writing a recount text, what are the factors make that students get low score in writing a recount text. It happened because they did not understand and master grammar, especially simple present tense. Some of students still get problem in expressing their ideas, and sometimes get trouble when they jot down their ideas, because the students have lack of vocabulary and fell anxiety and unconfident to develop their idea into a good write recount text.

### **1.3 Limitation of the Problem**

Based on the setting of the problem stated above, it is very important for the researcher to focus the problems, using strategy or media in learning process; students have lack of vocabulary, and express their ideas in writing. The writer focuses on learning media, in this research, the researcher focus on the effect of realia media toward students writing ability on recount text at Second Grade of SMALB Kasih Ibu Kartama Pekanbaru. The aspect of writing recount text; orientation, organization, grammar, vocabulary, and mechanism.

### **1.4 Formulation of the Problem**

Dealing with the limitation of the problem above, the researcher formulates of problems: Is there any significant effect of realia media toward students' writing ability on recount text of the Second Grade at SMALB Kasih Ibu Kartama Pekanbaru?.

### **1.5 Objective of the Research**

The objectives of the research is to find out whether there is or not significant effect of realia media toward students' writing ability onrecount textof the Second Grade at SMALB KasihIbuKartamaPekanbaru.

### **1.6 Significance of the Research**

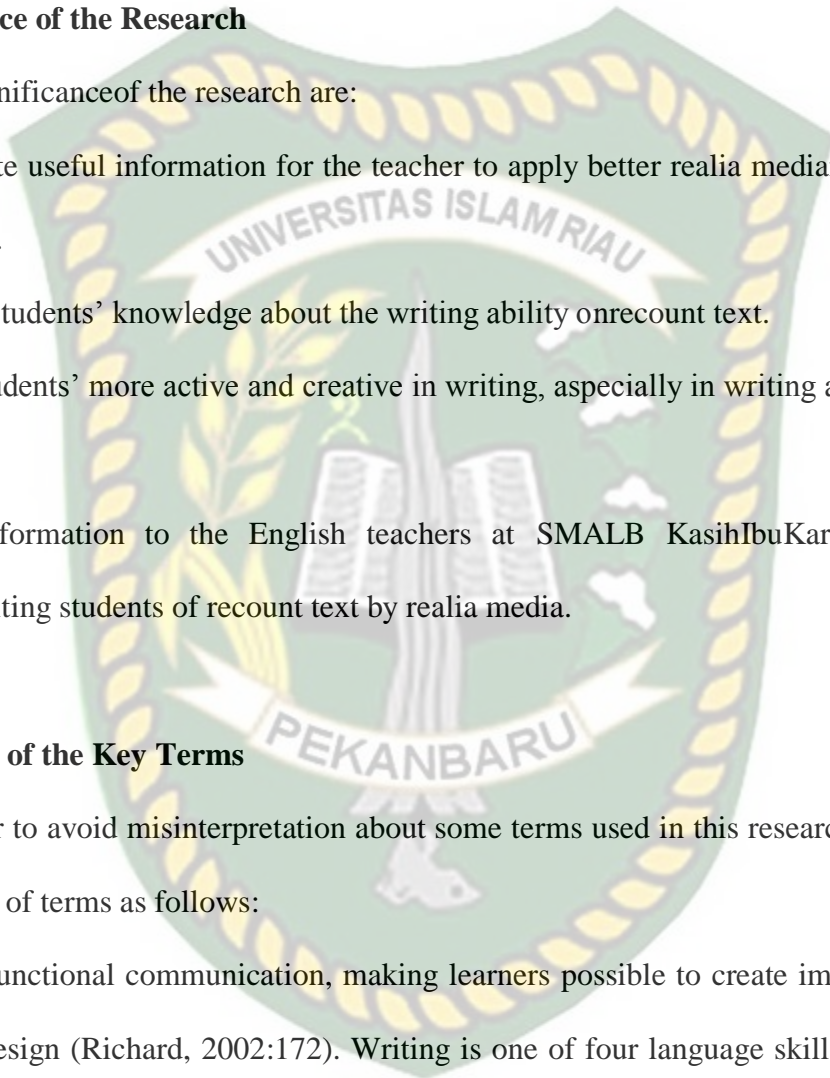
The significanceof the research are:

1. To contribute useful information for the teacher to apply better realia mediamethodin writing recount text.
2. To enlarge students' knowledge about the writing ability onrecount text.
3. To make students' more active and creative in writing, aspecially in writing ability onrecount text.
4. To give information to the English teachers at SMALB KasihIbuKartamaPekanbaruin teaching writing students of recount text by realia media.

### **1.7 Definition of the Key Terms**

In order to avoid misinterpretation about some terms used in this research, the researcher defines the key of terms as follows:

1. Writing is functional communication, making learners possible to create imagined worlds of their own design (Richard, 2002:172). Writing is one of four language skills considered as a difficult skill because the researcher should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.
2. Recount text isatext that retells the past event. Its purpose is to provide a description and when it occurred with sequence of events. There are some features of a recount.



3. Realia media is a term for real things-concreteobject-that are used in the classroom to build background knowledge and vocabulary.Realia is used to provide experiences to build and to provide students opportunities to useall senses in learning. Realia allows the student to see, feel, hear, and even smell the object (Adrienne and Jordan, 2000:23).

