

## **CHAPTER I**

### **INTRODUCTION**

The study's background, research questions, objectives, contribution, definitions of terms, and study format are all covered in this chapter.

#### **1.1 Background of study**

Teaching writing in English as a foreign language class becomes one of the most challenging processes than the skill of the other. Moses and Mohamad (2019) stated that teaching writing is difficult because of the challenges the students or the teacher face. Lack of vocabulary, poor grammar, poor spelling, students' readiness, and lack of exposure to books and reading materials are the challenges the teacher must face in teaching writing to students of English as a foreign language. The teachers' skill in teaching writing becomes an important issue. Teachers need to be creative in the way they teach writing. One of the teachers' creativity is using the media while teaching in the classroom. Creative teaching is characterized by using various methodologies, media, resources, classroom activities, or a mix of these (Suwartono et al., 2022).

The discussion with two English teachers showed that a lack of vocabulary and grammar are the challenges they face in their writing class. The student's word choice and sentence structure still need to be revised. They use visual media to help them teach writing. They informed the researcher that media grabs the students' attention and guides them in developing the paragraph. The features of the student are matched with the usage of visual media.

From the students' perspective, they know their vocabulary and grammar are still low. They also need clear guidance in developing a paragraph. Step by step, compose a paragraph based on a particular genre. They prefer to be given a visual medium to provide them with a clear understanding of writing.

The use of visual media in English writing classes is standard practice. A teacher might use a movie or a printed graphic to assist students in envisioning the content they are writing. The teachers ask the students to explore specific topics. Then, the students have to compose a paragraph based on the picture. The teaching practices already use the media, but they need more guidance for the students in writing the paragraph.

In teaching practices, a lot of English teachers rely on the use of teaching materials. The teaching materials used in junior high schools are provided or set by the government, the private publisher, or teacher-designed. Especially for the writing session, the writing activity starts with making a sentence, arranging the sentence into paragraphs, and making an essay. However, the materials used were pictures and guidance for the students.

In junior high school, the students learn some types of text genres. They are descriptive, procedure, recount, narrative, and report. The main focus of this study is on descriptive text. The steps in one of the government teaching materials are writing the descriptive text for grade seven and reading some descriptive text about animals. Then, the students have to complete the information about some animals based on the criteria in the table provided. The activity is continued by asking the students to decide what animal they will write. After that, the students

complete the table with the sentence that deals with the table provided. Finally, the students have to compose a descriptive paragraph.

Meanwhile, with the students' lack of vocabulary, poor grammar, and lack of exposure to books and reading materials, the above steps put them in big trouble. They need teaching materials that expose them to vocabulary, grammar, examples, and clear guidance in composing a paragraph. On the other hand, English language teachers also need teaching materials as their guidance. It allows them to expose the students to vocabulary, grammar, text structure, and explicit instruction.

Based on the earlier information, the guidance when the students compose a text is limited. The students must find themselves in the information, how they organize the idea, and the grammar they use in the sentence. These conditions provoke the students' burden of mind when they have to compose an essay, even though it is simple. They will need more vocabulary and grammar, a way to organize the ideas, punctuation, and more. Based on the above information, the writing teaching materials that expose the vocabulary and grammar and guide the students in composing a paragraph will be meaningful for the teaching-learning process.

This condition inspires the researcher to develop teaching materials that adopt a " Cerpen-gram " writing method and use discovery learning methods. The teaching materials will expose students to vocabulary and grammar while guiding them through paragraph writing. It was also enriched with colorful pictures and challenging activities to provoke the students' critical thinking.

Moreover, Annisa, P.S.M., Simanullang, (2022) remark that discovery learning encouraged students to write actively, allowed them to express their opinions freely, and was helpful in cognitive domain learning outcomes. Research by Rajja. et al. (2020) revealed that developing teaching materials for writing a short story with "Cerpen-gram" methods could increase the student's learning achievement. Both research results interest the researcher in adapting the methods in developing teaching materials, especially in writing descriptive text.

### **1.2 Research questions**

Therefore, the researcher proposes research questions as follows.

1. What are the students need related to material in learning descriptive texts?
2. How is the development of "Cerpen-gram" as teaching materials for teaching descriptive text?
3. What is the result of the evaluation of "Cerpen-gram" teaching materials?

### **1.3 Objectives of the study**

Based on the information mentioned earlier, the research goal is:

1. To identify the students' needs in learning descriptive texts.
2. To design "Cerpen-gram" teaching materials for teaching descriptive text.
3. To examine the evaluation of the "Cerpen-gram" teaching materials.

#### **1.4 Contribution of the study**

By conducting the study, the researcher hopes that it will give valuable contributions to English language teaching learning as follows:

##### **1. Theoretical Significance**

- a. This research may give new ideas to whoever is concerned with developing teaching materials.
- b. This research may give a new insight into how the English language teacher teaches writing, especially descriptive text.

##### **2. English language teaching practices**

- a. The research product can be used in the classroom to support the teaching-learning activity.
- b. The students can use the research product as their guidance while composing a descriptive paragraph.

#### **1.5 Definition of the key terms**

##### **1. Teaching Materials**

It is a medium the teacher uses while teaching in the classroom. Media use can help the teacher give their students a better understanding of the subject.

##### **2. Teaching writing**

Teaching writing means teaching how the students can express their ideas in a written form. Many genres are the JHS students learn. The main focus of this research is the Descriptive genre.

##### **3. Descriptive Text**



It is one of the genre types that school students learn. The text aims to describe something in particular. The text consists of two parts: name identification and description.

#### 4. "Cerpengram" methods

It is one writing technique developed by Pheng Kheng Sun. Writing short stories served as the prior method of development. It consists of six parts that help novel writers develop their stories.

#### 5. Discovery learning

Discovery learning is a teaching method proposed by Burner. It gives the students a broad chance to explore the information and construct their findings based on the information.

### **1.6 Organization of the study**

This thesis consists of five chapters. Each chapter has some sections which give detailed explanations about the chapter. The first chapter is the introduction. It tells about the reason why the researcher conducted the study. There are six sections, namely the background study, the research questions, the objective of the study, the contribution of the study, definitions of terms, and the organization of the study. The second chapter is a literature review. It provides comprehensive details regarding the origins of the research variables and the results of earlier studies. It will discuss the theoretical foundation of the research as follows: research and development, teaching writing in ELT, writing materials, discovery learning, and "Cerpen-gram."

The third chapter is the methodology. It presents the method used in the study. There are six sections: types of research, research design, setting and participants, data collecting, instruments, data collecting methods, and data analysis. The fourth chapter is the analysis and discussion. It explains the study's findings and the topics that require discussion. The fifth chapter is the conclusion and recommendation.

