

CHAPTER I

INTRODUCTION

A. Background of The Study

Learning a second language means learning to speak a language that is not your first language. This involves picking up new words, learning the grammar rules, and practicing using the language to communicate. When learning English, there are four main skills to focus on: reading, writing, listening, and speaking. All four of these skills are equally important for becoming proficient in a new language. Process of teaching learning have to involve both of the teachers and students' to make some activities in the classroom, therefore occur an interactive teaching process¹. Therefore, students need a broader level of perception in thought process and language skills. Writing skills are an integral part of the second language learning process.

Writing is a form of communication that allows individuals to convey messages, ideas, and thoughts to others in written form. Process writing lets thoughts and feelings flow through words. Writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly. Good writing not only puts words

¹ Della Hanafiawi, Harry Muharam, and Aseptiana Parmawati, "The Use of Clustering Technique To Improve Students' Skill in Writing Descriptive Text," *PROJECT (Professional Journal of English Education)* 3, no. 1 (2020): 5.

together but also arranges them while following the rules of language, so that the sentences are clear and understandable².

As Walsh states that writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate³. Writing helps us structure our thoughts, find the perfect words, and express ourselves clearly. Writing skills allow people to communicate effectively, connect with others, and reach their objectives. Of the various text analyzed, recount text will be the primary focus of this research.

Learning recount text is a crucial component of the English curriculum at the junior high school. Recount text are essential for developing students' ability to write stories based on personal experiences or past events, thereby enhancing their writing and critical thinking skill. According to Harris, Ansyar, and Radjab recount text refers to text telling experiences in the past. A recount is commonly to entertain by addressing a sequence of events that builds a link between a writer or reader and a speaker or listener.⁴

² Harni Basonggo, Mawardin M Said, and Anjar Kusuma Dewi, "Developing Writing Skill of Grade Viii Students Through Personal Letter," *Journal of English Language Teaching Society (ELTS)* 4, no. 1 (2016): 1–11.

³ Alkhieva Sabrina Sheronovna, "The Significance of Writing Skill," no. 8 May (2021): 286-289.

⁴ Dewi Sartika, Khairinisaak Khairinisaak, and Rekha Asmara, "The Analysis of Students' Difficulties in Writing Recount Text," *Journal of English Education Program* 3, no. 1 (2022): 59–66.

The most important thing in writing a recount text is to get the right structure. According to Gerot and Wignel, the generic of recount text is orientation, events and re-orientation⁵. In additional, Roison et.al state that “the organization of recount text is orientation and followed by series of events, and sometimes it has evaluation or reorientation at the end of the text⁶. While, the correct use of language is another crucial aspect to consider. According to Gerrot and Wignel, language features of recount text are focus on specific participant, use of material processes (action verb), circumstances place, and time, use past tense, and focus on temporal sequence⁷. Hardy and Klarwein add that “language features of recount text are use personal recount, use emotive to describe the events, use action verb and mental verb and use past tense.

However in practice, when I conducted internship at SMPN 1 Ngantru Tulungagung, some students were confused in learning recount text, which ultimately affects their learning outcomes. This problem often arises from a monotonous and less interactive teaching approach, leading to student boredom and lack of motivation to learn. Because they're bored, a lot of students get tired and can't pay attention during class. Another problem students have when writing stories about past events is using the right words. They get confused about which

⁵ Rochyani Lestiyawati, “Improving Students’ Ability in Writing Recount Text by Using the Characters in the Films,” *Journal of Language Intelligence and Culture* 3, no. 1 (2021): 32–43.

⁶ Rina Hasanah and Mashadi Said, “The Use of Simple Past Tense Verb and Personal Pronoun in Writing Recount Text,” *INFERENCE: Journal of English Language Teaching* 3, no. 2 (2020): 163,.

⁷ Elfrida B R Silalahi, “Teaching Recount Text ; Picture Media ; Students Reading Comprehension Keyword :,” no. September (2023).

verbs to use while writing recount text. Because of boredom, many students are bored and not focused in class.

According to Rusmiati, in the teaching and learning process is one of the factors that have a significant influence on learning achievement. In addition, Nursyam states in that interest in learning is the desire to do something because of pleasure in work, including learning⁸. The learning outcomes highlighted by students are the result of efforts in the learning process. Thus, teachers should strive to improve student learning outcomes through various learning activities that allow students to develop their abilities⁹. Educational media can activate students' curiosity and engagement in the learning process. The use of engaging media to deliver content encourages active learning and improves students' ability to understand and remember information. As Hidi and Harackiewicz pointed out, "All children have interests, but not all are academically motivated" p. 168. Our goal is to see improved academic outcomes for students who use this media. Therefore, a more innovative and engaging teaching method is needed to enhance students' learning outcomes.

One method that can be use is 'Spinning Question' media. Spinning Question media is comes from "Spinning Wheel" which was then adopted as a Spinning Question Media with a little bit changes to the concept used. Heriyati states

⁸ Alfina Hidayaty, Mahwar Qurbaniah, and Anandita Eka Setiadi, "The Influence of Wordwall on Students Interests and Learning Outcomes," *Jurnal Penelitian Ilmu Pendidikan* 15, no. 2 (2022): 211–23.

⁹ M. Dwi Wiwik Ernawati* et al., "The Influence of Student Interest on Student Learning Outcomes in Science Subjects," *Jurnal Pendidikan Sains Indonesia* 10, no. 4 (2022): 849–61.

Spinning Question media, also known as rotating questions, is a game designed to increase students' enthusiasm in participating in classroom learning¹⁰. The Smart Wheel learning media is a media that utilizes the spinning wheel game (Twister), in which students are encouraged to be active, think critically, speak, listen, and collaborate with one another¹¹.

Learning media is anything that can be used to convey messages in order to stimulate students' attention, interest, thoughts, and feelings in learning activities to achieve specific learning objectives¹². Learning media is very much needed and supports the realization of learning objectives, so a suitable and appropriate media is needed to facilitate students in understanding the material. So, media is a means of communication used by teachers to attract students' attention in learning through something interesting¹³. The Spinning Wheel Game is a learning tool in which a circle is divided into several sectors. In addition, The use of a spinning wheel when teaching writing can arouse students' interest in issues in the teaching and learning process and allow them to participate more actively in learning.

Spinning Question Media will be divided into three different material sections. Each material section will be implemented in one meeting. The materials cover the Structure of Recount Text, Grammar, and Conjunctions which used in

¹⁰ sari dan Supardi, "Pengembangan Media Pembelajaran Spinning Question Pada Kompetensi Dasar Kerja Sama Ekonomi Internasional Kelas Xi Ips Di Sma Negeri 1 Porong," *Jupe: Jurnal Pendidikan Ekonomi* 6, no. 3 (2015): 121.

¹¹ Fahria Rachmaida, "The Use of Spinning Wheel Games to Improve Students' Writing Procedural Texts," *JOLLT Journal of Languages and Language Teaching* 10, no. 4 (2022): 530.

¹² Durratul Hikmah, "Media For Language Teaching and Learning in Digital Era," *International Journal of English Education and Linguistics (IJoEEL)* 1, no. 2 (2019): 36–41.

¹³ et al., "Using Learning Media to Increase Learning Motivation in Elementary School," *Anatolian Journal of Education* 4, no. 2 (2019): 53–60.

Recount Text. In the Structure of Recount Text, there are five questions which contained in the Spinning Question Media. For grammar material, the discussion covers the use of appropriate tenses (especially past tense), second form of verbs (regular and irregular verbs), and adverbs of time which used. In recount text, the use of past tense is the main element to tell past events. In addition, time adverbs such as yesterday, last week, or two years ago are used to show when the event happened, while the second form of verbs provides clarity that the action or event has been completed. In Grammar Recount Text, there are five questions which contained in the Spinning Question Media. In the third meeting, students will learn questions related to the use of conjunctions in recount text. Conjunctions play an important role in recount text to connect ideas or events so that the story is arranged in a coherent and logical manner. Examples of commonly used conjunctions include then, after that, finally, and because. The use of these conjunctions supports the grammar of recount text which is dominated by the simple past tense, past tense verbs, and time adverbs to show the sequence and chronology of events. In the Grammar Recount Text material, there are five questions included in the Spinning Question media. It's great because it makes students the center of learning. They have to do things and use the wheel, which makes learning about recount text easier. The Spinning Wheel can help students learn new English words and how to say them before and after using it¹⁴.

¹⁴ Ni Komang Purwaningsih and Si Putu Agung Ayu Pertiwi Dewi, "Enhancing Speaking Skill Through Spinning Wheel Media of Students Major in Travel Management at Triatma Mulya University," *Stilistika : Jurnal Pendidikan Bahasa Dan Seni* 12, no. 2 (May 31, 2024): 189–97.

Based on the opinion above, this media not only makes the learning process more enjoyable but also motivates students to focus and engage more deeply with the material being taught. This study will be conducted at SMPN 1 Ngantru Tulungagung. The research aims to explore the impact of the Spinning Question media on students' learning outcomes, particularly in the context of learning recount text. The findings from this study are expected to contribute to the development of more effective and efficient teaching methods at the school.

B. Formulation of Research Problem

From the background of the study, the researcher formulates the research problem as follows “Is the Spinning Question Media effective in improving students’ learning outcomes in writing recount text at SMPN 1 Ngantru Tulungagung?”

C. Objective of the Study

This study aims to find out how Spinning Question Media effective in improving students' learning in writing recount text at SMPN 1 Ngantru Tulungagung.

D. Research Hypothesis

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement. There are two types of hypothesis, namely null hypothesis (H_0) and alternative hypothesis (H_a). Those are explained as below:

1. Null Hypothesis (H_0)

There is no any significant difference in students' learning outcomes in recount text before and after being taught by using Spinning Question Media.

2. Alternative Hypothesis (H_a)

There is any significant difference in students' learning outcomes in recount text before and after being taught by using Spinning Question Media.

E. Scope and Limitation

This research is conducted to the eight graders at SMP Negeri 1 Ngantru Tulungagung academic year 2024/2025.

The limitation of subject is English which focusses on Student Learning Outcome in Writing, especially in writing Recount Text. The researcher uses Spinning Question Media to know students learning outcomes in writing recount text. Spinning Question Media is visual media that can be used in classroom activity. That's why, the resarcher make a limitation the use of Spinning Question to know the students learning outcomes in writing recount text. In addition, this this media can increase students achievement by understanding formulas of recount text directly.

The use of spinning question media is expected to contribute by enhancing students' critical thinking skills in writing recount text. This media encourages students to answer specific questions relevant to the

structure of recount text, such as who, when, where, and what happened. This helps them better understand the text structure. Additionally, spinning question media can reduce boredom in writing lessons, making students more motivated to actively participate. This media also provides a variety of teaching methods that can help teachers address issues like students' lack of creativity or focus during lessons.

F. Significance of the Research

1) For institution

The research can help schools try out new and exciting teaching methods that fit with today's education and work well for different kinds of learners.

2) For teacher

The research can help teachers tailor their instruction to meet the individual needs and learning styles of their students

3) For readers

This research can provide readers with a deeper understanding of the impact of innovative teaching methods on student learning.

4) For next researcher

Researchers can use the findings of this study as a foundation for further investigations into the effectiveness of Spinning Question Media and similar strategies.

G. Definition of Key Terms

1. Effectiveness

The impact of the media used on students' learning outcomes. This can be determined by its effectiveness.

2. Spinning Question Media

A visual media or a round wheel that contains several sections with questions. Students can use this media individually, and the teacher only needs to guide and explain the concept of this media.

3. Recount Text

Recount text is the text that retells past events. Its purpose is to convey information about what happened, when it happened, where it happened, and who was involved.

4. Students Learning Outcomes

Learning outcomes are what students get out of their studies. Learning outcomes refer to the measurable results of a student's learning process, including the knowledge gained, skills developed, and competencies achieved during a course or program.