

CHAPTER I

INTRODUCTION

A. The Background of the study

English is a very popular global language which has been used in whole wide world. It is one of the most important subjects that we have to learn since we are in kindergarten until up to university level.

In learning English language, there are four skills should be taught to students. There are listening, speaking, reading, and writing. In practice, learning the lessons taught writing after speaking, listening, and reading. But, this does not state that learning writing is not important. In fact, since writing is a very important lesson learning why writing is taught after the third important element is taught and writing also is the very difficult subject for the students. It is related to Olice Oshima and Ann Hogue (1999:3) that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learner of English, it is important to note that writing is a process, not a “product”. This means that a piece of writing, whether it is a composition for your English class or lab report for your chemistry class is never complete; that is, it is always possible to review and revise, and review and revise again.

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. Sharples (1999) actually, writing is an opportunity; it allows students to express something about

themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. 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. 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.

In the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006 syllabus of junior and senior high schools curriculum require students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof, and news items.

Based on the above, the descriptive text is one genre that must be mastered by students in learning English. And theoretically, according to Ervina Evawina S (2010) descriptive paragraph is a paragraph vividly portrays a person, place, or thing in such way that the reader can visualize the topic and enter into the writer experience.

In fact, not all students are able to write descriptive paragraph properly and in accordance with the existing elements in the descriptive text. Based on the researcher's observation at the time of the teaching practice program (PPL) contained 75% of students who were unable to write a descriptive paragraph. Teachers of English already taught the material to students well but the students

still had the problem in writing descriptive text. In addition, the researcher also had looked the teachers of English language teaching by lecture, and then asked the students to write descriptive paragraph individually and there is no media.

From the explanation above, students ability to write descriptive text still very less because the learning methods that has been adopted by teachers of English language has been a method that does not fit anymore in this day because it reduced the interest and liveliness of the students in the learning process so that students were bored and did not want continue learning as they should.

In order to solve the problems and to increase the student's achievements writing skill, the teacher should make variations and choose a suitable media in teaching writing to make students feel interest. A media will help the students learn and remember information for a long period of time buildings bridges for the students. Here, the researcher tries to use Cue Card media. The researcher use Cue Card as media in teaching learning process which source from picture that taken from internet. The writer choose Cue Cards media because by using Cue Card media that is a way to help students' feel more easy to arrange their text in descriptive. By using a small piece of card which contain of picture or photos media can make students feel interest and in accordance with the characteristics that can motivate students learn. Aspects of the attractiveness of this media can be done by applying the cue card while writing. What is learned by learners is not only a sense of knowledge, but actually experienced in reality, the experience so hard to forge, and the lessons can be accepted in fun, because it is associated with the nature of the media is entertaining and exhilarating. Writer have some reason why using Cue Card media as a support of tools, its' because writer have some

phenomena about the condition of student in teaching learning English process.

They are:

- a. Some students feel bored to join and entered the English class.
- b. Students do not have a dictionary to support them in learning English.
- c. The teacher of English subject always focus on English textbook while he/she teaching and make the students feel not interest to learn.

Based on the phenomena, the writer is interested in carrying out the research entitled “Improving Students’ Achievement in Writing Descriptive Text by Using Cue Card at SMP Negeri 1 Padang Bolak- Paluta.

Cue Cards are small photos or pictures stuck onto cards. They are intuitive flash card program. Just make up cards for what teacher want to students’ memorize, and Cue Card will quiz teacher on them. In order to prepare Cue Card as a class activity, ask the students in plenty of time to look in for small pictures relating to particular topics and the students’ can write the descriptive instead. Here, the students will work in groups. Each group chooses any Cue Card and put their cards on the table, looking at them very carefully. The students’ then turn the cards face down, and shuffle them. When they looking at the picture then, students’ have ideas to describe about what they want to write. Keep in mind that learning will be comes easier with attractiveness activities which make them really interest to learn.

Because of that it is needed to improve the student ability in writing descriptive text by using various media and the media that is used in this study is Cue Card. Cue Card can increase the students’ ability in writing descriptive text

and was interesting in learning English because using Cue Card that is making connection between objects and language.

By considering the explanation above, the using of Cue Card as media was expect to enhance students' skills in writing descriptive text properly and in accordance with the existing elements in the descriptive paragraph.

B. The Problem of the Study

Based on the background of the study, the problem of this study was formulated as follows:

“Is the students' achievement in writing descriptive text significantly improved when they are taught by using Cue Cards?”

C. The Objective of the Study

In relation to the problem, the objective of the study is to investigate and to find out the improvement of students achievement in writing descriptive text by using Cue Card Media.

D. The Scope of the study

There are many genres of writing learnt in the SMP (Junior High School) such as recount, narrative, procedure, descriptive, and etcetera. Specifically this study focuses on improving the students' achievement in writing descriptive text in SMP Negeri 1 Padang Bolak class VIII-2 which consists on 36 students'. The media that was used to improve students' achievement in writing descriptive text

is Cue Cards. In other words, the studied were concentrated on the genre of descriptive text.

E. The Significance of the Study

Finding of this study is expected to be useful and relevant for:

- a. English teacher, as the source to improve students' achievements in writing Descriptive Text, and
- b. English learner, to improve their writing skills, specifically in writing descriptive text and to enlarge their knowledge about cue card.
- c. Other researchers who want to conduct the same research and who are interest to apply a cue card media in teaching descriptive writing as well.