CHAPTER I
INTRODUCTION

A. The Background of the Study

In this present, English has been taught in many schools in Indonesia for years since it becomes an International language as Harmer says that English seems to be one of the main languages or international communication (Harmer, 2001:1). English itself for more than six decades now, research and practice in English language teaching has identified the four skills: listening, speaking, reading and writing (Brown, 2001:232). Those skills are communication skills that are important in all subject areas in the curriculum (Walberg, 2004:7).

Writing is, in fact, a transaction with words whereby writers free themselves from what they presently think, feel and perceive (Brown 2001: 337). In terms of skill, producing a coherent, fluent, extended pieces of writing is probably the most difficult thing to do in language teaching (Nunan, 1991:271). Writing requires an entirely different set of competencies and is fundamentally different from speaking (Brown, 2001:337). Writing is still considered as the most difficult skill to be achieved (Pardiyono, 2006:1).

Despite teachers'hard work, many students' written English remains non-idiomatic, poorly organized,insufficiently developed, grammatically awkward, devoid of sentence structure variety, and weak in vocabulary usage (Wang, 2004:24).

Writing is a written communication which must have something on it,it is information. It can be not easy as it has to engage with grammar, vocabulary, spelling, organizational sturucture of genre and even mechanics (punctuation, etc). Writing instruction must deal with many issues, such as how to determine the importance of correct spelling and punctuation in early drafts, how to treat the different steps in the composition process, and how to analyze a text for its context and purpose (Yan, 2005:18). As many teachers of English in China have noted, acquiring the writing skill seems to be more laborious and demanding than acquiring the other three skills (Yan, 2005:19). It requires effort to recognize and manage the differences (Yan, 2005: 19). Misunderstanding may occur if the text which is produced not coherent, gramatically incorrect, or wrong punctuation use.

Writing is about delivering information without seeing readers. No matter how long the paragraphs, if readers can't find any information on that writing, that writing is not a good writing.

Based on the writer's experience when she was in teaching field practice program in SMA Katholik 1 Kabanjahe, North Sumatera, many students admitted that they were not competent in writing skill because of some difficulties. Writing activity was not attractive to them because they did it just by themselves, everyone were busy with their own writing and there was no

interaction between them. Most of them spent ten to fifteen minutes to only thinking about the idea of the story. The remining time was used to look for words in the dictionary, while grammar and punctuation definitely was no longer be a part of their attention anymore. This condition was such a boring process where they could become passive.

It was predictable when the writer checked the students written product, there were so many corrections, even the writer could not get the idea of what the students had written. The students had already predicted that they would get low score. Similary, based on an observation, the students in SMA N 1 Laubaleng admitted the same thing. They even mostly disliked writing activity because they considered that writing was such a boring activity though they admitted that they were not really good in grammar, vocabulary and spelling.

The writer indicated that the students in SMA N 1 Laubaleng need an active teaching strategy which can change writing in students' perspective became an exciting writing. This is to establish the students'interesting and curiosity in writing English by which they were expected to be competent and competitive. Based on students syllabus, procedure text were taught in grade ten, but students of SMA Negeri 1 Laubaleng have not finished learning the procedure text. Procedure texts are parts of human daily live (Lusiana, 2013). Procedure text is a text that show a process (Gintings, 2011:3). The purpose of a procedure text type is to explain how something can be done such as directions, recipes, instruction manual and itineraries. The procedure text is a kind of text type that `give us

instruction to do something through a sequence of actions or steps (Lusiana, 2013).

To improve the students' achievement in writing procedure text, the writer was going to use the Index Card Match Strategy. Once students in SMA N 1 Laubaleng admitted that writing was passive, the writer offers an active strategy that was Index Card Match Strategy

According to Silberman, the index card match strategy allows the students to pair up and quiz the rest of the class (Silbermen: 2007: 240). An active learning strategy 'Index Card Match' is a atrategy that invites students to be an active learner in order to make students independent and creative where students play to learn(Haryanto, 2002:2). Index Card Match Srategy is related to the ways of remembering what students have learnt to test students understanding by matching cards which contain of questions and answers (Sari,2012:26). Based on a reserarch in Indonesian Middle School in Sijunjung, West Sumatera, Index Card Match Strategy in which students can have quiz in class, can make students became more intersted in learning Mathematic (Dwipa, 2011). Index Card Match can also improve students' achievement in learning Japanese Language (Sari, 2012:30). Index Card Match Strategy was considered to have `a significant effect to students' achievement in learning Physic better than the other strategy named sort card strategy (Haryanto, 2002:165).

In line with the explanation above, the writer tried to investigate the improvement of students'writing achievement in writing procedure text by

applying the Index Card Match Strategy. However, in the context of teaching writing skill, the effectiveness of the evidence above needed to be found. To gain the evidences, the research needed to be conducted.

B. The Problem of the Study

In relation to the background of the study, the problem of the study was formulated as the following: "Is the students'achievement in writing procedure text significantly improved by the application the Index Card Match strategy?"

C. The Scope of the Study

In this proposal, the writer focused only on improving students'achievement in writing procedure text by using the index card match strategy to the grade eleventh students of SMA N 1 Laubaleng.

D. The Objective of the Study

This study was conducted to investigate the significant improvement of the application of Index Card Match strategy on the students' achievement of grade eleventh students in SMA Negeri 1 Laubaleng in writing procedure text.

E. The Significance of the Study

Finding of the study were expected to be useful for:

a. Theoritically

1. To enrich the horizon of english theories in language development

2. As the contribution for English subject

b. Practically

1. Students, as one of the way to improve their writing skill.

2. English teachers, as an alternative teaching strategy in teaching writing skill.

3. Other Researchers, to provide reference for further study or research, especially for writing skill.