

CHAPTER I INTRODUCTION

A. The Background of the Study

In the English language, there are four skills that should be mastered by students, namely reading, listening, writing and speaking. Those skills are used to build students' language strategic competence and also enhance their motivation to learn English.

One of the important skills in studying English is writing. Writing is an activity of how people put the idea, thought and knowledge on a piece of paper. Writing (as one of the four skills of listening, speaking reading, writing) as always been formed as part of the syllabus in the teaching English (Harmer,2004:30). The procedure text is one of the genres in writing that must be able to write a procedure text in their daily life. Procedure text is used to make some steps or get something done. That is why procedure text is very important to be learnt.

Based on observation, the writer found the data from SMP N 1 STABAT of the writing score test in two semesters. The data can be seen as follows:

Table 1.1 The Grade VII students' Scores of Writing Test

Semester	Score	Students	Percentage
1 st semester	≥ 70	22 students	63
2014/2015	<70	13 students	37
2 nd semester	≥ 70	20 Students	57
2014/2015	<70	15 Students	43

Most of the students always got difficulties when they were asked to write in English. The student's ability of such skill was quite low or got low score, especially in writing procedure text; they have some difficulties in writing

procedure text and do not know how to start writing English text well. It happened because of some factors, such as; they don't know how to write well, they couldn't write procedure text based on genre even after being taught, they couldn't make the complete text, they don't have enough vocabulary, their diction isn't satisfied, the way of the teachers' teaching does not using cue card media, the teaching was monotonous and the teacher were not able to create interesting media in teaching and learning process, the teacher did not use appropriate media but only white board. So, the students not active and teaching learning process not fun, the student can not enjoy their lessons, Finally, writing was not interested to some students and they left that this activity wasted of the time. So, they could not write procedure text based on the genre. That is why the students did not pay attention and enthusiasm on the writing procedure text. They perhaps have idea in their mind but they do not know how to recognize their point of views in writing. And most of them just copied the materials from the internet. So, media is one ways get can be used by teachers to solve the problem, specially the students will be more easily to arrange the sentence because the picture will give them ideas to be written. A good way for improving students' writing is by using media. Media is a medium (Plural, media) is a mean of communication and source of information.

In order to solveth the problem and to increase the students' 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 using Cue Cards media. The researcher using Cue Card as media in teaching learning process which source from picture or words that taken from internet. The writer choose Cue Card media because by using Cue Card media that is a way to help students' feel more easy to arrange their text in procedure, make the students more active and make the teaching learning process more fun. By using a small piece of card which contain of picture or word, media can make students feel interest and accordance with the characteristic that can motive students learn. Cue cards are small photos or pictures stuck into card. They are intuitive flash card program. Just make up card for what teacher want to students' memorize, and Cue Card will be quiz on them. Cue Card make a class as a class active, ask the students in plenty of time to look in for small pictures relating to particular topics and the students' can write the procedure instead. Here, the students will work in groups. Each group chooses any Cue Card and put their card on the table, looking at the picture, then students' have ideas how to make something 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. By considering the explanation above, the using of Cue Card as media was expect to enhance students skills in writing procedure text properly.

The effective of the Cue Card were prove by the order that were conducted by the following researchers. The first Ratna Ningsih Devi (2013) conducted a research about the effect of cue card in teaching spoken descriptive text at the seventh grade students in SMP PGRI KEDAWUNG . The cue card is able to

increase the students' speaking skill to the Seventh Grade of SMP PGRI Kedawung. The second Sofwan Iman (2012) conducted a research about improving vocabulary through cue cards in cooperative learning: the case study of seventh year students of SMP N 2 Satu Ata pAlian in the Academic year of 2012/2013 use of cue card and the application of cooperative learning can improve students vocabulary mastery, research show that the scores of the students taught by using cue card and also all students agree that using cue cards in cooperative learning as methods of teaching to increase vocabulary of SMP N 2 Satu Atap Alian in the academic year of 2012/2013 is effective. The third Arifa Isalatul (2013) conducted a research about the implementation of IOC using cue card to improve speaking ability for the seventh graders the data in this research are the result that inside – outside circle using cue card can encourage the students speak. The fourth Christopher Sheila (2013) conducted a research about Picture cue card-A tool in enhancing communication in children with Autism found that children with autism greatly enjoyed communicating through picture cards and were attentive with better eye contact. The fifth Azizah Efendi Sahliya (2010) conducted a research about improving students' achievement in writing descriptive text by using cue cards as a media in teaching significantly improved students achievement in writing descriptive text and also impressed the students' enthusiasm in doing the group work of cue cards media to make a text and to express their idea well.

Based on the explanation above the works will conduct a research in order to improve the students writing achievement in writing procedure text.

B. The Problem of the Study

Based on the background above, the problem of study is formulated as follows, “Is there any significant effect of using cue card on the students’ achievement in writing procedure text?”

C. The Objective of the Study

In relation to the problem of study, the objective of the study is to find out the effect of using cue card on students’ achievement in writing procedure text.

D. The Scope of the Study

There are many types of writing, such as narrative, descriptive, procedure, argumentative, spoof, and others. This study basically focus on the effect of using cue card on students’ achievement in writing procedure text.

E. The Significance of the Study

Findings of this study are expected to be useful

Theoretically for :

1. The result of the study can be used as input in English teaching learning process, especially in teaching writing procedure text.
2. The theory of the research paper can be used as the references for those who want to conduct a research in English teaching learning process.

Practically for :

1. To motivate students to be better in writing procedure text
2. Teachers are motivated to apply this media as alternative to teach procedure text writing.
3. Other researcher interested in applying this media as the basic information of ho to develop students in writing Procedure Text.



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