

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

In Indonesia, English is a foreign language which is taught in the schools since English become an international language. It is also used by most communities in the world. People have known that they use spoken and written words every single day to communicate with others. Many levels of education in Indonesia require English as one of the subjects taught in school, from elementary to college level and even it becomes one of the subjects examined in national examination. In working field, many people learn English to communicate actively and to fulfill competence demanded by companies or some certain jobs. Learning English is important, especially for those who are going to continue at the university level after graduating from schools.

English subject in senior high school covers four skills that have to be mastered by students in accordance with the goal of learning English in senior high school. Those skills are listening and reading as the receptive skills and speaking and writing as productive skills. In this case, the learners are required to comprehend (listening and reading) and produce language (speaking and writing). The relationship is, before producing the language, students need to master some vocabularies, and those vocabularies are gotten by the process of comprehending the language.

Among the four language skills, writing is one important skill that should be known and mastered by students because writing is skill that is required in written communication. The students' ability in listening and speaking will help them in writing well. Dewi, dkk (2013:5) says that writing an idea is not just pouring the information into a plain paper but also delivering the message of the writer in the right form and structure. Writing also needs what it call as the context of situation.

Tan (2007) state that writing is very difficult, and thus the learners need to improve their understanding, cognitive analysis and linguistics synthesis to pattern the language in order to deliver the ideas, messages and feeling to the listeners or readers through writing. Furthermore, Harmer (2004:86) states that writing is a process and what we write is often heavily influenced by constraint of genre, and then these elements have to be present in learning activities. Dirgeyasa (2014: xix) state that most people agree that writing well is really difficult to do, especially for students with low language proficiency. However, writing is the most difficult and complicated skill to be learned compared to other language skills. However, writing will be easier and more systematically if you use the systematic writing process.

Dirgeyasa (2013: iii) state that the students often find it hard to express their thoughts in good organization of writing. The problem arises when they want to start; it is difficult for them to generate an idea of what to write. Writing is powerful tool to organize overwhelming event and make them manageable. Honeck (2013) state that most of the students have negative beliefs about their

second language learning abilities and writing skill due to possible factors such as academic inexperience, language barriers, cultural differences, stress, tension and apprehension. He argued that these negative factors may affect the learners' academic success. It means that the students will not have the ability to write if they are not forced by the appropriate media and material. Therefore, teacher should be able to establish the situation to make fun learning. Writing for learning means writing as the media to practice the language they have learned, and writing-for-writing means as the media to develop the students' ability as writer. So, writing can be the efficient way to measure the students' ability in learning English .

Pardiyono (2007 : 2) state "genre is a text which function as a frame of reference". A text should be based on the genre, so the text can be effective arranged, effective in the purpose, diction and arrangement of the element of the text and the using of grammar. According to Gerot and Wignel (1994:190-219) that genre is one of the most important and influential concepts in language. A genre can be defined as a culturally specific text-type which result from using language (written or spoken) to help accomplish something. There are many kinds of text types in writing such as narrative text, recount text, new items, procedure text, descriptive text, report text, analytical exposition, spoof text, hortatory exposition, explanation text, discussion text, review text, anecdote text.

According to K13 curriculum, students must be able to write some kinds 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 syllabus K13 curriculum point on 3.7 for tenth grade Students of Senior High School, students must be able to describe about people and tourist place based on genre descriptive text. So, in this study the researcher will focus on descriptive text.

Descriptive text is taught in order to make students know how to describe any object in their surroundings. Descriptive text has communicative purpose to describe a particular person, thing, place or situation. In composing a descriptive text, the students have to involve visual imagination in order to visualize the person, object, place, or situation. Dirgeyasa (2014:3) states that, However, descriptive genre can also describe idea or point of view in order to have visual appearance of it. In the other words, it can be said that descriptive genre is the way to describe illustrate the object, person, or idea so that the reader can see the object, or person, or idea by his/her eyes physically. Further, according to Eveniwa 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.

So, as an English teacher, creating an exciting and conductive writing class is really important. English teachers need teaching media to help them in teaching and learning process. By using teaching media students can get more ideas and improve their writing skill. There are so many media that can be used in learning process, such as picture, poster, flashcard, monopoly, comic, video an etc.

Based on the researcher's observation at SMA Swasta UISU Medan at tenth grade, there are 70% of students who were unable to write descriptive text. It is caused by English teacher who just used common media such as picture, textbook, and power point, that makes the students unable to write descriptive text with good enough. It is also makes students feel difficult to write or express their idea. By considering the explanation above, it can be said that students' ability in writing descriptive text needs to be improved.

Based on the problem above, the teacher intends to develop flashcard as a media in teaching writing descriptive text. Flashcard is a visual media that use pictures in teaching and learning.

Flash card or picture is one of visual aids that can be used in teaching writing. Harmer (2001:134) explains that, "teachers have always used picture or graphics, whether drawn, taken from books, magazine and news paper, or photographs to facilitate learning. Flashcard can help the teacher to arouse the students' interest and motivation". Flash card as a media can stimulate the students' mind to find any ideas they need. And using flashcard can be an effective media for any proficiencies level or language skill. In other word, flashcard can be one of the positive ways to increase student's enthusiasm in learning English and help students to build spirit to writing. Flashcard also can be used to provide students with proper content, meaning and guidance.

Flashcards are a classic teaching strategy. According to Brown et. al. (1983) flashcards can be in the form of photographs, drawings, or pictures cut

from magazine, and newspapers. The picture and drawing will be effective if they are used in the form of flashcards. The picture in the flashcard should be big enough, interesting, and clear for students to see. If the pictures are not big , interesting and not clear enough, the students will get confused to describe the pictures. The pictures can make students' imagination deviate from what they are expected to produce. To avoid this, a teacher must follow the above criteria. In addition, Rice & Nash (2010) states that flash cards is a good self-assessment tool for students. That is why flashcard is very suitable media for teaching writing descriptive text, because from the flashcards students can see the picture and colors or etc. Flashcard can attract student's idea about something to write.

There are the following reasons why flashcards as teaching media is really helpful in developing the writing skill of the students.

First, in writing process, the students are expected to write their written product English teacher need teaching media to help them in teaching and learning process. By grammatically, express their idea and make the conclusion as the steps to develop rhetorical devices in the written form. From the matter above we can see that "writing skills are more complex and difficult to teach, it requires mastery not only grammatical and rhetorical devices but also conceptual and judgment" (Heaton, 1975: 138).

Second, descriptive text is one of the texts that tenth grade students have to master both in spoken and written form. It is a kind of text that writers describe as an object. One of the common problems faced by the students when they start writing is the question about what to write. The students usually get confused in

building the idea. Thus, to help and make students easy to write in English, the teacher can use the media.

Media have important role in teaching and learning process. They give motivation to the students to be more interested in learning process. Students are able to understand the message better as the material is presented using interesting media. They also support various kinds of teaching methods and technique, so the students are not bored with the monotonous teaching and learning process.

The last, the using of flashcard in teaching writing is actually meant to help students catch and express their idea easily. Without any medium, when teacher asks the students to write, students will get difficulty in writing sentences or paragraph because the students may need a very long time to find the topic. Wright (1968:73) states that flashcard is printed cards with words and picture which can be handled easily by the teacher. The teacher can create the flashcard based on the material that will be given. Flashcard can help the teachers to make the interesting teaching methodology.

Hopefully, by using flashcard teaching-learning process especially in teaching descriptive text can run effectively to support the presentation of the materials. Further, Flashcards as media are expected to enhance students' skill in writing descriptive text properly.

## **B. The Problem of the Study**

Based on the background of the study above, the reasearcher makes the problem of the study as below:

“How is the Big Size Flashcard for teaching descriptive text developed for the tenth grade students of SMA Swasta UISU Medan?”

### **C. The Objective of the Study**

The main objective of the study is to answer the problem of the study. The objective of this research is to develop the students' writing descriptive text by using flashcards as media for the tenth grade students in SMA Swasta UISU Medan.

### **D. The Scope of the Study**

There are many genres of writing learnt in the Senior High School such as recount, narrative, procedure, descriptive, and etcetera. Specifically this study focuses on Developing Flashcards as Media in Teaching Writing Descriptive Text for Tenth Grade Senior High School Swasta UISU Medan. The media that is to improve writing descriptive text is Flashcards. This study focuses on the genre of descriptive text about tourism spot in north Sumatra.

### **E. The Significances of the Study**

The study is expected to have a significant contribution theoretically and practically for:

Theoretically, this study is very useful for the readers to add reference or give alternative way in teaching and learning writing descriptive and it is



providing some information for those who are interested in conducting the further research, especially in writing descriptive text.

Practically, the results of this research may also contribute to students who learn English at SMASwasta UISU Medan and teacher/lecturer – as a source of information and references in order to enrich their knowledge about topics discussed. And it is also useful for the students to increase their writing mastery in learning English and also useful for the teachers in order to use Flashcards in the classroom or in the course especially in teaching writing descriptive text.

