

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses: Background of study, Previous study, research focus, research problem, objective of the study, theoretical framework, significance of the study, operational definition, and frame of discussion.

A. Background of the Study

English as an international language has an important role to develop science and technologies. Many countries in the world use English as a medium of communication among people in different countries, and also of writing many kinds of books which are spread in different countries. In Indonesia there are many kinds of foreign books written in English, whether they are Medical, Economical, Botanical, or other books. So Indonesian students are expected to learn English in order they can understand the book they read, so that the development of science and technologies in Indonesia can be obtained.

Language is very important for our life. People can know each other because they have language. One of the ways to communicate with other people is by using language. It cannot deny that by using it human can express their ideas, feelings, and opinions. It is difficult to understand the other people if there is no language. So, it has the main role in the society.

In Indonesia, English is the first foreign language, which is taught and learnt from elementary school until university. However, in Junior High School, English is taught as the main subject. The main purpose of National Education of English is that students understand English communicatively. So the learners must be able

to master the four language skills, such as speaking, listening, reading, and writing.

Among the four skills above, writing is the most difficult one because it requires demonstrating the control of a number of variables simultaneously; they are control of content, format, sentence structure, vocabulary, punctuation spelling, etc.

The basic of teaching and learning English is to make students able to master four language skills; those are listening, speaking, writing and reading. Writing as a part of the language skills, besides listening, speaking and reading must be taught maximally by the teacher to the student.

The factor that makes writing be the most difficult subject is that there are a lot of many kinds of texts in English, such as:

- a. Exposition is a writing form in which it includes most of people, read and write magazine or article and so forth.
- b. Argumentation is a kind of writing form which is used to convince to persuade the readers to adopt a certain idea, attitude, or course of action.
- c. Description is kind of writing form which is used to evoke the impression produced by some aspects of person, place, scene or the like.
- d. Narration is a writing form is used to tell a story, to give meaning an event or series of related event.

Each text has different characteristics. There are generic social function, structure and lexicon grammatical features. Usually the student can differentiate each text from another and they mix all kinds of texts.

“Another opinion about the definition of writing is expressed by Thomas Kral, according to him writing is the natural outlet for the students reflection on their speaking, listening, and reading experiences in their second language.”¹

Since writing is an important aspect in language teaching and learning, teacher should continue in developing some techniques in teaching writing that can help students to improve and master their writing ability. From writing, students can express their feeling.

Academic writing is the kind of writing used in high school and college classes. Related to writing ability in using vocabulary to make writing paragraph, they have to know the vocabulary. It will help them to make writing paragraph, because writing is one of important skills in English. We can measure the students' skill, vocabulary, grammar, and pronunciation. It will make the writing form is better and writing is highest level for the students in learning English not only vocabulary and grammar that must be mastered by them, but also they must be able to make simple sentence to be a writing paragraph.

There are two ways in writing. They are; a) Selection of theme. Before producing something in writing, the students can choose the theme for it. b) Making frame of thinking.

Beside that, it must have a skill in arranging the word, selecting the word and combining sentence into paragraph. So, these ways can help the students to think more and explore their mind in themselves to show in writing.² Writing is difficult to be done by students, because it needs correct grammar, content, main

¹ Thomas Kral, *Teacher Development Making the Right Movie*, Washington D.C : United States Information Agency, 1996, p. 171.

² Alice Oshima, *Introduction to Academic Writing*, 2007, p.3

idea, or topic. To make a writer easier to write, she or he should be able to know the writing strategies.

Based on the previous study the writer found that there are many students who still have many problems in writing skill such as control of content, form, grammar, vocabulary, punctuation, and spelling. Indonesian students find some difficulties in learning English.

We see that teaching and learning English as a foreign language are not easy. Most students still have difficulties in learning it.

“As Haycraft states that there are various skills in mastering of a language; receptive skill, listening, (understanding the spoken language), reading (understanding the written language), and productive skills-speaking and writing.³

Many kinds of the English texts are taught at school include Narrative, Descriptive, Recount, Procedure, and Report. The students believe that to learn language forms directly they need to interpret the meanings. This activity is to liberate self conscious and stressful situations. Learning English should be fun for the students. The teacher must bring the students in fun condition.

The result of the first observations was the writer also found the reasons why the study of English make them have difficulties. The eighth grade students think English is difficult language and it is not important for them. So, they are lazy to know about English more. Especially in writing skill, teachers use classical methods, so students are less interest in learning.

³ J. Haycraft, *An Introduction to English language Teaching*. London: Longman, 1978, p.8.

There is always danger that students may find writing imaginatively difficult, such as in writing recount text. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from other and write their own writing. To solve that problem, a teacher must find out how to make them be able to distinguish each kind of text from another, the teacher also must try to develop the ability of writing, grammar and structure of the student, and they also must find out an interesting strategy to teach writing, so they will be interested in writing class.

So, writing recount text is obvious that the students need something concrete to elicit ideas such as going to the places they will describe, or presenting realita, or displaying photos or pictures.

Based on the syllabus of MTs An Nur Palangka Raya, recount text is taught at the Eighth Grade of Junior high school students.

Recount text is a text about past events or a piece of text that retells past events, usually in the order which they happened. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story of recount has expressions of attitude and feeling, usually made by narrator about the events. The writer chooses Recount text in this research because based on the syllabus of English subject at MTs An Nur Palangka Raya.

In a language teaching, teaching material which involves the use of different kinds of media such as visual and printed media are sometimes known as multi media or mixed media. There are various kinds of media, but visual aids are the

most appropriate media for learners, particularly young learners. Media is very useful in learning English language. The visual aids which are commonly used for teaching English are pictures, real objects, drawings or teacher-made drawings charts, posters, cartoons, and flash cards.⁴

According to Sukartiwi, there are some advantages of using media in teaching-learning process. Those are;

- a. to increase the learners' motivation.
- b. to avoid the learners bored.
- c. to make the learners easy to understand the instructional material.
- d. to make the teaching learning process more systematic.

In order to create flashcard that deal with something else than vocabulary, some design principles may also be adopted from their use in special education. Even though the students in this study are not developmentally delayed, they do face a number of contextual limitations that may well cause the same effects as learning disabilities. As such, it is interesting to explore Carnine's design suggestions of using big ideas; conspicuous strategies; efficient use of time; clear, explicit instruction on strategies; and appropriate practice and review.

The use of flash card is more efficient because they provide varied vocabulary and the students can increase their vocabularies. So, if the students know many vocabularies, they also can be better in developing their abilities in writing. Flash card media are successfully used by the language teachers as they

⁴ Nuhung Ruis, *Instructional Media*, Jakarta, p. 3

serve as very affordable, effective and interesting tools in the language classes, especially for writing teaching.

The writer choose flash card as media in teaching writing a Recount text because flash card is a media that easy to find and flash cards can be a media to make the students more interest to imagine something, so the students can write something in their paper especially in writing Recount text. For example : their biography, their experience, and their diary journal. Hence, flash card can stimulate students' mind in generating, expressing, and developing their ideas.

Guariento stated it should use flash card media because it can helped increase students' motivation, and makes the learners be exposed to the real language. Learners are being exposed to real language and they feel that they are learning the real language.⁵

This is make the writer excited and willing to use flash card media in classroom. When the writer observed the school, the teacher of the eighth grade students, Mr. Fahruraji said that many students in his classes have problems in writing English. The teacher said that it may happen because they do not have many vocabularies and most of them do not interest in teaching learning activities.⁶ This is why the writer uses Flash cards as a media in teaching writing recount text, the students have difficulty in memorizing vocabulary, they are still not fluent in English word.

⁵ Guariento W. et al, *Text and Task Authenticity in the EFL Classroom* (Oxford: Oxford University Press, 2001), P. 347.

⁶ *Based on observation done on Thursday , November 13, 2013 (Teaching Practice II).*

The students when they write for instance, they are lack of ideas, limited vocabulary and unable to organize the paragraph coherence and appropriately and grammatical sentence.⁷

Furthermore, the writer choosed MTs An Nur Palangka raya to be a place where she conducted this research because this school is rarely studied and at this place, flash card has never been used before.

Based on the explanation above, the writer was interested in conducting an entitle: **“The Implementation of Using Flash Card In Teaching Writing Recount Text At The Eighth Grade Students of MTs An Nur Palangka Raya”**.

B. Previous Study

There are some related studies that discussed in this chapter.

Siti Rahmah (2011) found that the teaching use of flash card media in Recount text was effective to increase students`writing at the eighth-grade students of MTs Kuala Kapuas. ⁸

Endang Siswati (2008) found that the teaching use of flash card in writing procedure text was influenced by students`ability in writing at the seventh-grade students of SMPN 3 Palangka Raya. ⁹

⁷ Based on observation done on Thursday , November 13, 2013 (*Teaching Practice II*).

⁸ Siti Rahmah, “ *The implementation of flash card media in teaching writing at the eighth-grade students of MTs Kuala Kapuas*”. Unpublished Thesis, Kuala kapuas : 2011, p. 4.

⁹ Endang Siswati, “ *The implementation of flash card as media toward in teaching writing procedure text at the seventh-grade students of SMPN 3 Palangka Raya*”. Unpublished Thesis, Palangka Raya : 2008 : p. 2.

Hartati (2007) found that the implementation of flash card in writing Narrative text can improve the students ability in writing at the second year students of MTs Darul Ulum Palangka Raya.¹⁰

In this study the writer investigated about the implementation of using flash card in writing Recount text. The writer focused on the use of flash card to improve the students ability especially in writing skill.

C. Research Focus

This study is focuses in writing recount text especially in generic structure, flash card media and the implementation of flash card in teaching Recount text.

The population of this study is eighth grade students at MTs An Nur Palangka Raya. The writer choosed the students of VIII A class as the subject of the study, because in this class the students still weak especially in writing skill.¹¹

D. Research Problem

Based on the background of the study above, the problem of the study are as follow:

1. How does the writer implement flash card in teaching writing recount text at the eighth grade students of MTs An Nur Palangka Raya ?
2. Does flash card improve the students'ability in writing ?
3. How are the students'responses toward the implementation of using flash card in teaching Writing Recount text ?

¹⁰ Hartati ,”*The implementation of flash card in teaching writing Narrative text at the second year students of MTs Darul Ulum Palangka Raya.*”. Unpublished Thesis, Palangka Raya : 2007 : p. 6.

¹¹ *Based on observation done on Thursday , November 13, 2013 (Teaching Practice II).*

E. Objective of the Study

The objective of the study based on the background of the study are as follow :

1. To describe the implementation of using Flash card in teaching Writing Recount Text at the eighth grade students of MTs An Nur Palangka Raya.
2. To describe whether flash card improve the students' ability in writing.
3. To describe the students' responses toward the implementation of using flash card in teaching Writing Recount Text at the eighth grade students of MTs An Nur Palangka Raya.

F. Theoretical Framework

In illustrating the theoretical framework, writer started to think based on the assumption in teaching and learning process especially in teaching English. Students often get failed in English learning. They have failed because of many factors such as confusing or uninteresting teaching and learning situation. English teacher should be able to overcome writing problem in teaching and learning process, especially in helping students to write from their experience. Therefore, teacher should instruct the students in various techniques and strategies in the teaching of writing, which utilize students' sense of preparation. Hopefully, the students will be interested in English and easily receive the subject or information to avoid misunderstanding.

Therefore, the writer thought that implementation of using flash card will carry out better teaching and learning achievement especially in writing because

flash card media is a way to help students in writing especially the students write their experience freely.

G. Significance of the Study

The study has two significances :

1. Theoretically, the study supports the theory of language learning especially of using flash cards as a media for the students in Writing Recount text.
2. Practically, the study is as the way toward students' English achievement of using flashcard of the eighth grade students at MTs An Nur Palangka Raya, as one of the alternative media that can be used by English teachers in teaching writing Recount text, and as contribution for people who want to use of flash card in teaching writing learning process.

H. Operational Definition

To avoid misunderstanding of the concept used in this study, it is necessary for the writer to provide some definitions of the terms used in the title of the study.

Those are :

- a. **Flash Card** is visual aid that extensively used for conveying meaning and particularly useful for teaching certain areas of vocabulary such as concrete items, places professions description of people, activities, and action. In particular flash card are divided into two categories, word flash card and picture flash card. The word flash card are card that contains base word or root word with its suffixes and its part of speech, it may contain pair conversation, short stories, or only a word on it. On the other hand, picture flash card

contains of picture and text were utilized together. In this study the writer used word flash card as media.

- b. **Implementation** is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy. The other opinion said that implementation is technique which actually takes place in classroom. It is particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.¹²
- c. **Media** is a means of communication between a source and a receiver. Media is an instrument of communication that can help the students and the teachers to achieve learning objective optimally.¹³
- d. **Recount text** is a text that is used to retell events that happened in the past through sequences events for the purpose of informing or entertaining.¹⁴
- e. **Teaching** is to give someone knowledge or to instruct or train someone.¹⁵
- f. **The descriptive study** is design to obtain information concerning the current status or phenomena. They are directed toward determining the nature of situation as it exists at the time of the study.¹⁶

¹²Anthony in Endang fauziati, *Teaching of English as a Foreign Language (TEFL)*. Surakarta Muhammadiyah University Press. 2002. p. 6.

¹³Rodhatul Jennah., *Media Pembelajaran*, Banjarmasin: Antasari Press, 2009, p. 10

¹⁴ M. Arifian Rosyadi, *Teaching Material Development*, p. 1-2

¹⁵ Jeremy Harmer, *The Practice of English Language*, p.56

¹⁶ Donal Ary, *Introduction to Research in Education* , Canada : CBS college Publishing 1985 . p. 322.

g. **Writing** is a complex art of human creativity, gathering a new idea into one topic in their mind to create on the paper.¹⁷

I. Frame of Discussion

The framework of the discussion of this study as follows:

Chapter I : Introduction, that consists of Background of the study, previous Study, Research focus, research problem, objective of the study, theoretical framework, significance of the study, oprational definition, and frame of discussion.

Chapter II : Review of related literature, this chapter consisted of the nature of writing, the importance of writing, writing process, paragraph, teaching media, kinds of media, the definition of flashcard, the advantage of flashcard, the disadvantage of flashcard, teaching writing recount text using flash card, theoritical of implementation, and scoring method.

Chapter III : Research method consist of research type, research design, role of the researcher in the study, research site, source of the data, data collection procedure, data analysis, method for verification of the research findings.

Chapter IV : Result of the study.

Chapter V : Discussion

Chapter VI : Closure consist of conclusion, and suggestion.

¹⁷ Edward, David Allen and Rebecca M, Vallete. *Classroom Technique Foriegn Language and English as a second Language*, New York: Harcourt Brave Javanovich 1997