

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Theoretically, writing is the process of expressing ideas and thought of the writer using knowledge of structure and vocabulary to combine the writers' idea as a means of communication with other people. It is supported by Pardiyono (2006) writing is one of the activities in communication that is expressed in using a language. In addition, Flynn and Stainthorp (2006) stated that writing is a complex process that allows writers to explore thoughts, ideas, and make it visible and concrete. Writing is including into productive and expressive activity. It can be known when the students do their writing activity. They make some activities such as outlining, defining main ideas, drafting, editing and summarizing. And writing is also able to transfer the information from the writer to the reader. Furthermore, a good writing will attempt to convey the information precisely to avoid misunderstanding and ambiguity among the readers.

Writing position is very fundamental among the other skills such as listening, speaking and reading (Hyland, 2003). It makes the development of writing must be further increased than the others skill, because of that the researcher choose writing skill to be implemented on the thesis. Moreover, teaching writing is very important in the way of learning English as a foreign language. And the basic competence of writing which should be mastered by students in Junior High school is the ability to

produce the simple functional sentences, messages in form of report, produce narrative, recount and descriptive text (Permendiknas, 2006, p.278).

In fact, students have difficulties in writing such as generating and organizing ideas using appropriate vocabulary choice, sentence and paragraph organization, and putting such ideas into an intelligible text (Richard and Renandya, 2002). Therefore, the use of media is needed in teaching and learning writing. In this research, the researcher is interested to use cue cards as media in the process of teaching writing descriptive text. It is supported by Purnama (2016) and Ambarani (2014) the use of cue cards on students' writing gave a significant effect. Knowing the positive result described in that research, the researcher will use this media to other research participants. Moreover, Cue card is a media to foster writing (Mora, 1994, in Thresia, 2017, p.3). Therefore, cue cards will help the students in writing descriptive text.

Cue cards are clearly visible, which can help students to describe an object (Harmer, 2001). It is in line with Wijaya and Sudrajad (2016) by using cue cards students will be more interested in learning since they are able to link between the materials with the picture and it can help them to produce the description easily. Cue card is a media that can be used in writing to help students to catch their ideas easily about their object writing, produce and organize it as well in written text.

Furthermore, Harmer (2007) stated that cue cards are cards with words or picture on it, which students use in pair or group work. It means that cue cards can be used in pairs or a group work and it is appropriate to use in the context of teaching and learning process. They can share their ideas each other to make a good writing. So, by using cue cards the researcher hope that the motivation of the student can be

enhanced particularly on writing a paragraph because by using cue cards with a picture and key word on it can bring the students' imagination for creating creative words, sentences even a paragraph.

1.2 Problem of the Research

This research is conducted to answer the problem as “Is there any significant effect of using cue cards on students' writing ability?”

1.3 Objectives of the Research

Based on the problem above, the objective of this research is to know the effectiveness of using cue cards on students' writing ability.

1.4 Operational Definition of the Terms

1) Cue cards

Cue cards refer to a media which is included pictures on it. This media is used by the students in pair work.

2) Writing Ability

Writing ability in this research refer to the students writing competency. It deals with the ability of students on composing a descriptive text with right generic structure by considering the aspects of content, grammar, organization, vocabulary and mechanics.

1.5 Significances of the Research

This research is expected to give benefits for:

1) The student

This research is expected to make students enjoy their writing about the topic and it helps them to generate and organize their ideas easier.

2) The teacher

The result of this research hopefully can help them to motivate their quality of teaching especially in writing.

3) The other researcher

The result of this research hopefully can be used by the other researcher to enrich their reference in writing their thesis related to the topic.

1.6 Scope of the Research

Based on the identification of the problems, the researcher decided the limitation of the problem in this research. This research focused on the effect of using cue cards on students' writing ability. The researcher limits the material and use cue cards to teach descriptive text. Then the researcher also focused on the content of the text such as vocabularies, grammar and the organization of the text.