CHAPTER I
INTRODUCTION

A. Background of the Study

Language is basic need for human communication to express ideas, thoughts, and feelings. Most human knowledge and culture are also stored and transmitted in languageeither spoken or written. It is showed that language is very necessary for communication. In this world, there are so many kind of languages that used by people. One of the famous languages is English.

Since English has been widely used in many areas of living, English becomes more important for its existence as an international language. English is almost used in all of aspect such as politic, education, economic, etc. Because of English has become communicative language either spoken or written. Nowadays, most educational institutions like universities and schools in Indonesia have included English as one of Subjects of their curricula. Despite in Indonesia, English is a foreign language but we have to learn and mastery English for the future.

Every language has its own rules and uniqueness and so does English. In learning English, just like any other languages, the students are required to master four basic skills of English. One of them is writing. writing is the most difficult skill to learn and tomaster, because writing is an active or productive skill so

that students who arelearning writing have to learn how to find ideas, and express them into writing.Richards and Renandya state that[1] "There is no doubt that writing isthe most difficult skill for L2 learners to master. The difficulty lies not only ingenerating and organizing ideas, but also in translating these ideas into readabletexts." In line with these idea, Brown states as follows[2]

"…We also fully understand the difficulty of learning to write "well" in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very view learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose."

According to the basic competence in the junior high school curriculum, inlearning writing, students are expected to write some texts for example letters,short messages, greeting cards, monologs such as descriptive, recount, narrative,procedure and report texts. To produce those writing products, especiallymonologs, students have to follow the writing steps.

Some teachers have stressed the need to work simultaneously on more than one of the features in composititition diagram. Writing, they say, cannot be seen as composed of separate skillls which are learned one by one. So, they device writing task that lead students to pay aatention to

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[1]Richards and Renandya *Methodology in language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press, 2002). P.30.
[2]Douglas Brown *Language Assessment: Principles and Classroom Practices.*(New York: Longman, 2004). P.218

organization while they also work on the necessary grammar and syntax. For instance to write a clear set of instructions on how to operate a calculator the writer need more than appropriate vocabulary. He needs the simple forms of verb; an organizational plan base of chronology; sequence words like first, then, finally; and perhaps even sentence structures like "when..., then...," during duscussion and preparation of the task, all these are reviewed or taught for the first time. Students see the connection between what they are trying to write and what they need to write it. This approach, then, links the purpose of a piece of a writing to the forms that are needed to convey message.[3]

In the Junior High School of Daar Et-Taqwa Petir also difficulty in English, especially in writing skill. The students tend not to be interested in writing. Difficult writing not only happen in writing English, but the Indonesian writing course they were reluctant. Because according to them, writing is something that very difficult to do.

Another reason they are reluctant to write English is the difficult in vocabulary and grammar. Because to write English must know the vocabularies and grammar correctly. Therefore to solve this problem need a suitable technique, the writer use sticky note. It helps students in their writing. Sticky note is an organized collection of word prominently displayed in a classroom. By using sticky notes, the students will get new experience in the learning and getting easy to write.

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[3]Raimes.Ann. *Teachniques inTeaching Writing*. Oxford New York. (Oxford University Press: 1983). P.8.

English syllabus of VIII of Junior High School there are kinds of text must be learnt by the students such as such as descriptive, narrative, explanation, recount, report, exposition, spoof, argumentation, etc. They are very useful for the teacher to achieve the instructional goals of teaching learning process and they can also be interesting for the students. In this case, the writer chose descriptive text as field of research. Of course, in learning of descriptive text is determined of developing an idea and composing of sentences pattern as Hyland stated that "In learning to write a foreign language or second language mainly involves linguistic knowledge and vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of text".[4] Factor of students' lacking vocabulary is students never apply it in their daily life.They merely review their material that gave by the teacher.

Based on the explanation above, the writer interests to conducts the research with the title, **"The Use of Sticky Notes in Teaching Students' Writing on Descriptive"** (an Experimental Research for Eight Graders of MTs Daar Et-TaqwaPetir, Serang).

B. The Statements of Problem

Based on the background and the focus of study above, the writer will carry out some issues as follow:

1. How is students' ability in descriptive of Eight Grade of MTs Daar Et-TaqwaIMBSPetirSerang?

2. How is the application of Sticky-Note on students' writing ability in descriptive text?

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[4]Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2004). P.3.

3. How is the effectiveness of using sticky-note on students' writing ability in descriptive text?

C. The Objectives of the Research

Based on the statement of the problem, the writer decides the objectives this research and this study attempts to address the following:

1. To describe the students' ability in descriptive of Eight Grade of MTs Daar Et-TaqwaIMBSPetirSerang

2. To Describe the application of Sticky-Note on students' writing ability in descriptive text

3. To find out the effectiveness of using sticky-note on students' writing ability in descriptive text

D. The Limitation of Problem

In this research, the writer focuses on the implementing of Sticky-Note in writing class especially in writing descriptive text, and the problem may be faced by students in writing descriptive text.

E. Hypotesis

Hypotesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. The hypotesis of this research can be mastered alternative and null hypotesis. The hypotesis of the research as follow:

1. Ha (the alternatifhypotesis)

There is a significant effectiveness of sticky notes in narrative text toward student's writing skill

2. Ho (the null hypotesis)

3. There is no significant effectiveness of sticky notes in narrative text toward student's writing skill

F.   Previous Study

1. HariPrasetyo, 2014. Students' Perception on the Use of Colorful Sticky Notes in Reading Activities for eight graders of SMPN 8 Malang. Undergraduate Thesis, English Department, Faculty of Letters, State University of Malang.

   This study aimed to describe students' perceptions about the use of colorful sticky notes in reading activities, particularly in the use of colorful note itself, the role of teachers, and the problems faced by students in the use of colorful sticky notes in reading.Qualitative descriptive study on the use of colorful sticky notes in the reading done in SMPN 8 Malang. Subjects were 8E grade students at this school. Data were collected from questionnaires and interviews with students.

   Based on this research, Based on this study, it can be concluded that the use of colorful sticky paper accompanied by the active role of the teacher in explaining the students do not have difficulty in using them. Regarding the role of the teacher, there are two roles that must be met by teachers to make the learning process goes well: (1) planning the learning process in the form of lesson plans, and (2) the expertise in knowing how to

behave in the classroom to implement the strategy and learning plans.

2. Yulita Riani. 2015. Meningkatkan Penguasaan Kosakata Menggunakan Cerita Pendek dengan Gambar Tersembunyi.Undergraduate Thesis, English Department, Faculty of Letters, State University of Malang.

Short story with hidden picture is a media of learning where every thing or noun contained in the story text is replaced with a sticky note that hides the image of the thing or noun. The media can be used in English language learning, especially learning the vocabulary of the young learners (young learners) in view of the image contained in the story to attract the attention of students.

This research is a classroom action research (PTK). This study was conducted in a cycle consisting of planning, taking action, observing, and reflecting. In this cycle there are four meetings. The subjects were 20 students in the class 6A SDN Nguling 3. The instrument used to collect data in this study is a vocabulary test, pieces of observation, field notes and questionnaires. Success criteria of this study is, at least, 80% of students must reach a value equal to or more than the passing standard of 75, and 80% of students must be involved in the process of teaching and learning.

The purpose of this research is to improve the mastery of vocabulary sixth grade students at SDN Nguling 3. This research was done because these students have a limited vocabulary. Based on preliminary observations made by researchers, students

often incorrectly use the meaning of the words because they do not understand the meaning of these words. Based on observations made on the initial observation, the English teacher does not use media interest in teaching vocabulary.

The results of this study indicate that; (1) 95% of students reached a value of more than passing grade 75 which means using short stories with hidden image can enhance the vocabulary of students, (2) more than 80% of the students involved in the learning process and learning means using short stories with hidden image can keep students engaged in the learning process and learning, and (3) Step-by-step implementation of short stories with hidden picture is as follows. First, students read short stories without pictures. If students have questions about vocabulary contained in the story, the teacher to explain it using Indonesian. Second, students are given a short story with a hidden picture to find the meaning of nouns contained in the story. Furthermore, students are given five questions related to the story. After that, students answer the questions individually. Then, students match their answers with a partner. Lastly, the students discuss the answers in class discussions.

From the study above, the writer compare her research with those of Yulita Riani. The differences between the previousstudy and this study are the method of research, this stufy applies an experimental research wtih quantitative approach.

G. The Organization of Writing

The paper is divided in five chapters as follow:

Chapter one is introduction which explains about the background of the research, statement of problem, the objective research, the importance of the research, the limitation of problem, the previous study and the organization of writing.

Chapter two is the review of related theories which elaborates about sticky notes, writing and descriptive text.

Chapter three is methodology of research which explains about the method of research, time and place of the research, the instrument of the research, participant, technique of collecting the data, and technique of data analysis.

Chapter four is data analysis which explains about describing the data, the interpretation of data.**Chapter Five** is closing consist of conclusion and suggestion