

CHAPTER I

INTRODUCTION

A. Background of the Study

A writing skill is the most difficult skill because the students must focus to select idea. Because of these, many students give up because they have a little vocabulary and do not understand proper spelling and grammar. Based on David Nunan, spoken and written language is similar range of broad functions, to provide information to entertain. But they are different in using side. He says that, "...written language is used to communicate with others who are removed in time and space, or for those occasions on which a permanent or semi permanent record is required."¹

On the other hand, the objectives of writing for the students in senior high school are required to learn and to master the functional text. Kinds of functional texts in senior high school are narration, description and argumentation. Especially, procedure (description) and narrative (narration) text learned by the students in the eleventh grade of senior high school. In narrative text, students usually asked to write a story based on the themes which are the teacher given.

Based on the situation, the writer did an observation in MA Raudlatul Muta'allimin Sidadung – Baros at the second grade of students. Based on the writer's observation, the

¹ David Nunan, *Second Language Teaching and Learning* (Boston: Heinle & Heinle Published, 1999), P.275

students got the low score in writing test. On the writing test, the students were asked to write a narrative text based on the topic that the writer given.

The score of students' writing test was bad. That was happened because of some factors. The first factor was students have to be able to create their idea to make a narrative text. It was not interesting enough for the students. Second, the students were lack vocabularies. It made the students were difficulty in a writing narrative text. Because the teacher just asked the student to write a narrative text without media and realita. The last problem was students cannot make a good chronological order in writing narrative text because the teacher did not explain how to make a good paragraph in writing narrative text. The students have to express their idea on their mind into a good paragraph or passage. This task is not as easy as it seems. Students not only have to produce various sentences, but they also have to concern on three basic elements of paragraph structure: unity, clarity, and cohesive while constructing those sentences into a paragraph. It is evidences why writing become the most complicated skill for the students.

On the other hand, the specific problem faced by the students in writing narrative text is to create cohesive and systematic sentences when they write story. According to Oshima & Hogue, narration is story writing. When we write a narrative text, we write about events in the order that they happen. In other words, we use time order to organize our

sentences.² Hence, they need a media to help students in creating their ideas, making their writing cohesive or systematic and making series of events which is constructed in a chronological order.

Teacher needs different technique and media to make students fun and interesting to writing. Media in teaching and learning process to be interpreted as graphics tools, photographic or electronic to capture process and reconstructs the visual or verbal information.³

Cue card is interesting due to its simplicity and attractiveness. Besides in expensive, the process of making it is not quite complicated. A teacher, sometimes, needs creativity to make the cards more attractive. Cue card as the modification of picture has many advantages, one of which is that it is clearly visible. Thus, when students are asked to describe something/someone in detail, cue cards can help them to produce the description easily.

The background above is inspired the writer to know detail about **“The influence of using Cue Card toward Writing Narrative Text at Second Grade of MA Raudlatul Muta’allimin Sidadung – Baros Kab. Serang in Academic Year 2016/2017”**.

² Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), p. 24

³ Azhar, Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2011), P.3

B. The Statements of the Problem

Based on discussion of background of the research above, the writer makes statement of problem as follows :

1. How is the students' writing ability on narrative text?
2. How is teaching writing narrative text using cue cards?
3. How the influence of Cue Cards strategy on student's writing narrative text?

C. The Objectives of the Study

Based on statement of problems above, the writer focuses on some objectives as follows:

1. To identify the students' writing ability on narrative text.
2. To identify the teaching writing narrative text using cue cards.
3. To know the influence of using Cue Cards in the teaching writing narrative text.

D. The Hypothesis

According to David Nunan, hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.”⁴The hypothesis of this study can be masterd alternative and null hypothesis. The hypothesis are as follow:

⁴ David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), p 230.

(Ha) : if there is high significant about the influence of using flash card toward students' skill in writing descriptive text.

(Ho) : if there is no significant about the influence of using flash card toward students' skill in writing descriptive text.

E. Significance of the Study

The result of this study is expected to be useful for:

1. The Teachers

The teacher, especially the English teacher will get information and description about the effectiveness of cue card on the students' writing skill in narrative text as a media to produce better writing.

2. The Students

After the students are researched, they have motivation in writing narrative text using cue card as a media to writing; and create the sentences which are cohesive and systematic.

3. The writer

By conducting the study, the writer knows the effectiveness of cue card towards students' writing skill in narrative text.

F. Previous Study

To prove the originality of this study, the researcher presents some previous study that deal with this title.

The first researcher was conducted by Amalia Izzati Nur Shabrina "*IMPROVING THE SPEAKING SKILLS OF THE EIGHTH GRADE STUDENTS OF SMP N 2 KALASAN YOGYAKARTA BY CUE CARDS IN THE ACADEMIC YEAR OF 2013/2014*". The results of qualitative data of the research show that the implementation of the cue cards in the English teaching and learning process of speaking was effective to improve the students' speaking skills. They made a good improvement fluency aspect during the speaking process. Moreover, their motivation and enthusiasm in learning English also improved. They spoke English without much encouragement. Furthermore, as supporting data, the research findings of quantitative data show the means of the students' speaking scores in the pre-test and post-test that improved from 42.65 to 69.68.

The second by Imam Sofwan "*IMPROVING VOCABULARY THROUGH CUE CARDS IN COOPERATIVE LEARNING: THE CASE STUDY OF SEVENTH YEAR STUDENTS OF SMP N 2 SATU ATAP ALIAN IN THE ACADEMIC YEAR OF 2012/2013*". The objective of this research is to find out whether using cue cards is effective or not to improve students' vocabulary mastery of the 7th grade students of SMP N 2 Satu Atap Alian Kebumen. The setting of this research is 36 students of VII A class. Because the student

had difficulties in vocabulary mastery. The purpose of this research is: how to improve English vocabularies by using cue card as teaching media for the seventh grade of junior high school students in SMP N 2 *Satu Atap* Alian. The result of this research revealed that using Cooperative Learning is effective to increase the students' vocabulary. It was proved that result of students' average score increase, from 64.1 in cycle 1, to 84.2. in cycle 2. It can be seen at result test cycle 1 and cycle 2. It can be concluded that the use of cue cards and the application of cooperative learning can improve students' vocabulary mastery, 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 researcher suggests for English teachers to apply cue cards in cooperative learning as teaching method on teaching-learning process. Based on data analysis of the research data, the conclusions are formulated as follows: teaching vocabulary through cue cards as teaching media improves students' vocabulary mastery. It can be seen on table 7 and figure 2 that students' average score increases 20.1 points, from 64.1 in cycle 1 to 84.2 in cycle 2. Cue card as teaching media is easy to create and to be used by anyone. Teachers use cue cards to attract students towards the subject matter. Giving simple exercises using cue cards to convey what teaching goals should be reached after learning activities. The writer also conducted cooperative learning as teaching model which is easy to apply because as social creature, students, need

to interact with their community and to show their ability especially in vocabulary mastery by dividing them into groups. In this case, cue cards and cooperative learning are suitable strategies to improve students' vocabulary mastery by bringing comfortable and enjoyable situation during teaching learning activities.⁵

The third researcher by Devy Kartika Ratnasari, "*IMPROVING SPEAKING SKILL BY USING CUE CARD TO CLASS VII-B OF THE SEVENTH GRADE STUDENTS OF SMP 2 GEBOG IN ACADEMIC YEAR 2013/2014*" (a classroom action research). The population was the first year students of SMP 2 Gebog, while the sample was VII SMP 2 Gebog as experimental class and one class as control class. The writer used cluster sampling technique to decide the sample and the instrument of this research was test in the form of dialogue test. Speaking considers as the skill that has to be mastered by the language learners because it is thought as one of the indicators to measure the success of learning language. In fact, teachers has less motivation to give the students' special treatment to make them eager to participate fully in learning speaking in the class. That condition is also happened in SMP 2 Gebog. The students cannot be focus and active. It is proved by the percentage of students that get high score is only 36.6% and 63.4% gets low score in speaking in the class. After analyzing

⁵ejournal.umpwr.ac.id/index.php/scripta/article/download/526/517.
Retrieved on Agustus 2016

the problems, the writer assumes to use instructional media that is cue card to improve the students' speaking skill. This final project is action research. In this study, I limited the discussion by stating the following problem: "how is the achievement of speaking skill of class VII-B of the seventh grade students of SMP 2 Gebog in academic year 2013/2014 with the use of cue card?". The aim of the study was to describe the achievement of speaking skill of class VII-B of the seventh grade students of SMP 2 Gebog in academic year 2013/2014 with the use of cue card as the teaching medium. It is expected that the result of the study will provide a deeper understanding of the use of cue card as a teaching medium. There were four steps in conducting the Classroom Action Research i.e. planning, acting, observing, and reflecting. This action research was done in three cycles. The first cycle was how to express thanking and apologizing expression, like and dislike expression, and shopping list. In the result, the students' speaking skill improves from cycle I until cycle III. In cycle I, the average of students' speaking skill score is 71.06, in cycle II the average of the students' speaking skill score is 75.33 and in cycle III the average of students' speaking skill is 81.46. Besides, the students and teacher's activity are improved and the problem that faced by the teacher are decreased in every cycle. Therefore, the writer can conclude that the use of cue card can improve students' speaking skill of class VII-B at the Seventh Grade Students of SMP 2 Gebog in Academic Year 2013/2014. Referring to this action research, the writer offer several suggestions. First, she suggest that the

English teacher should try to use cue card as one of the teaching media. Second, English teacher should encourage the students to improve their speaking skill by giving more practice and exercise, such as retelling story, performing speech, practicing dialogue, and so forth.

Those previous studies above used as references for the writer in conducting this study and also as the comparison between those relevant studies with the study conducted by the writer this time. The study was the influences of cue cards towards writing narrative text. The differences between this study and previous studies were the objective of this study and the method of this study. The objective of this study was to find the The method of this the influences of cue cards towards writing narrative text study was quantitative method and the design of this study was experimental design. The influences of cue cards can be seen from the increasing of students' post-test scores in writing test.

G. Organization of the Study

This study consists of five chapters which can be elaborated as follows:

Chapter I talks about the introduction that consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, previous study and organization of the study.

Chapter II explains about theoretical framework. The writer will discuss : first, writing which consists of definition of

writing, the purpose of writing, the writing process, kinds of writing, teaching writing, assesing writing. Second, narrative text which consists of the meaning of narrative text, generic structure of narrative text, types of narrative text, the purpose of narrative text, schematic structure of narrative text. Third, cue card which consists of the meaning of educational media, the meaning of cue card, advantages of using cue card, using cue card as the teaching – learning media in writing class.

Chapter III explains about methodology of research which consists of the method of the research, place and time of research, the population and sample the research instrument, the technique of data collecting, the technique of data analysis.

Chapter IV explains about result of the research which consists of description of data, and hypothesis testing.

Chapter V presents the conclusions and the suggestions.