

CHAPTER I

INTRODUCTION

A. Background of study

English in Indonesian school has been one of the compulsory subjects for junior high school until university. Therefore, all Indonesian have to master their English subject as well as possible as stated in the curriculum 1994 which is aimed at developing communication skill in English covering reading, listening, speaking and writing.

Of the four language skills, in skills learning writing is rarely given in schools that researchers teach, because the teacher there thought that writing was by pouring in ideas is one difficult language skill. Basic competence writing on Middle school level is to express the meaning and steps of rhetoric in form simple short essay by using written variety accurately, smoothly and acceptable to interact with the closest environment in shaped text descriptive, namely by indicators composing description text and writing text description. Therefore, English teachers are required to be able to do so various efforts to improve students' ability to express ideas and his ideas into writing or essays to achieve the goal previously defined learning. Not only teachers, but students too as a learning target it is required to play an active role in order to occur actual learning, because students are supposed to be centered of learning.

From the results of the daily test scores in the school it shows that writing is activities that are not attractive to students because they think it is difficult for them pour ideas. This is constrained because English is indeed foreign languages that are almost never used in everyday life. Besides, writing an essay in English is a new thing for students.

Learning English at school has still been using methods conventional. That way, often the teacher only teaches without make changes so students understand the learning given or in other words the teacher is more dominant in conducting learning such as lectures or just taking notes so there is no communication or interaction between students.

From the results of interviews with several students, they said they were having trouble writing essays well, they don't know yet how to write an essay with a good and correct method, so that writing activity is not the thing that is liked. Besides mastery the vocabulary that stumbles makes students feel insecure to make a writing that they want and also how to teach their teachers who tend to be monotonous and do not make learning activities in English fun.

Media is one of the tools used by teachers in a ideal learning. The learning media can use various kinds good learning resources within the school or surrounding areas. In the process English language learning activities at MTsN 1 Kota Cilegon media used only books or modules for student learning packages

so that learning tend to be monotonous. Learning media is thought to influence learning achievement students. With the right use and selection of media it is expected learning to write students can increase.

Therefore, learning about written language is delivered to students so that they have the ability to make essays (written standard variety) carefully and precisely so that the ideas or ideas delivered can be understood or well received and accepted by the reader.

Interesting and fun media can foster the spirit in students, for example media cue card. Cue card is a card image of animals, plants, cartoons and so forth. Cue cards are widely used in teaching and learning because they are interesting and fun.

Another problem is about evaluation criteria in writing learning which is still not used optimally. Writing skills are considered more difficult than other language skills, so it is necessary very detailed writing assessment criteria. Based on the description above, the authors conducted research on “ *The Influence of Cue Card 4d on Students’ Descriptive Writing Skill.*”

B. Previous Study

In this research the writer summarizes review previous studies that :

Ruri Ariati wrote ih her journal, entitled “improving students’ descriptive speaking competence by using cue cards”. She was focused on whether the cue cards could improve

students' descriptive speaking competence and to determine the factors involved. This research was implemented to 36 students (19 female and 17 male) registered in this class. The progress was measured by several tests and some supporting data such as observation checklist, field note, and interview. The result of the research indicates that the improvement of subjects who were able to pass the target score (score ≥ 60) from 0% of students in pre test into 16% of students in post test in cycle 1 and finally becomes 36% of students in cycle 2. However, the factors those influence in improving students' descriptive speaking competence are the students' English proficiency, thinking ability of students, and students' attitude and behavior along the treatment.

The different between her research and the research in "mastering students", her research use cue card for teaching speaking and researcher use cue card 4d for teaching writing.

C. Statements of the problem

Based on the background of study above, the writer makes statements of the problem as follows :

1. How is the students' ability on descriptive writing at Second Grade of MTsN 1 Kota Cilegon.?
2. How is Cue Card 4D applied in teaching descriptive text at Second Grade of MTsN 1 Kota Cilegon.?

3. How is the influence of Cue Card 4D in teaching descriptive writing skill at Second Grade of MTsN 1 Kota Cilegon ?

D. The aims of the study

Specially the aims of these are clarifying the point of:

1. To explore student descriptive writing skill at Second Grade of MTsN Kota Cilegon.
2. To describe the application of Cue Card 4D in teaching. at Second Grade of MTsN 1 Kota Cilegon
3. To find out the influence of cue card 4d in teaching descriptive writing skill at Second Grade of MTsN 1 Kota Cilegon.

E. Hypothesis

The researcher formulates hypothesis as follows :

Ha : There is significant the influence of using Cue Card 4D on students' descriptive writing skill.

Ho : There is no significant the influence of using Cue Card 4D on students' descriptive writing skill.

F. The important of the study

1. Teacher

The writer hopes that research will increase the teachers' ability and creativity in the teaching learning process, to make students' interest to learn especially in teaching writing.

2. Students

The result of this study will help and give an opportunity for students to get active learning and solve their problems in mastery writing skill.

3. Writer

The result of this research are expected to increase the writers' own knowledge and ability about teaching writing.

G. The organization of writing

In general, the organization of writing which is going to describe, divided into five chapters:

The first chapter is introduction. In the introductory section, the writer elaborates five parts: the background of the study, statements of the problem, the aims of the study, hypothesis, the important of the study, and the organization of writing.

The second chapter is theoretical framework. Theoretical framework which consists writing, definition of writing, writing process, purpose of writing, Descriptive text, definition of Descriptive text, the generic Structure of Descriptive text, The language features of Descriptive Text. Cue Card, The Value and the Advantage of Cue Card , Cue Card 4D as Teaching media.

The third chapter concerns with the methodology of research. Methodology of research which consists research method, the place and time, the population and sample, the

research instrument, the technique of data collecting and technique of data analysis.

The fourth deals with finding research are divided into four parts: the description of data, the analysis of data, the test of hypothesis, and interpretation of data.

The last chapter is fifth chapter. It's about losing which is divided into conclusion and suggestion.