

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher presents the background of the study, formulation of the research question, objective of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

### **A. Background of the Study**

Writing is a part of English skills which plays an important role as a means of communication. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. Writing differs from other skills (reading, speaking, and listening). In writing, people use graphic symbols that have to be arranged according to certain conventions to form words, and words have to be arranged to form sentences. A writer should master many aspects of language such as spelling, punctuating, capitalizing, grammatical accuracy, and acceptability to make the relationship among sentences clear and understandable.

The application of teaching and learning English as a foreign language is believed to be very complex. Silva (1993) in Wigle (2007) states “Writing in a second language tends to be more constrained, more difficult, and less effective than writing in the first language: second-language writers plan less, revise for content less, and less fluently and accurately than first-language writers”. It can be seen that writing is a very complex skill. Thus, it is not an easy task for English teachers to teach it. In fact, the students’ writing ability in Indonesia is still low. Writing ability is rated as the most seldom ability compared to another skills of language. Writing ability is harder to master even

the native people of the language. The lowness/the harder of writing ability caused by the common learning that used in every level of education. Such as lecturing method and assignment in note book. And also caused by another component of languages, inside, and outside to become a content essay, that must unity until it become consistent and solid.

In Indonesia curriculum of 2013, writing skill is one of the four skills that students must master in English subject. They are taught to write a text in English since in junior high school. Although, writing is the last skill that students must master, it does not mean that writing is easy. Ur 1996 (in Nurhasanah, 2016) mention that, writing goal is to extend the idea and message. There are some texts to gather the ideas; descriptive text, recount text, and narrative text. Because the purpose of writing is to gather the idea, it should be in a sentence, a paragraph, and a text.

Based on the previous study by Wirda (2021), entitled “**An Analysis Of Students' Writing Ability In Procedural Text At Junior High School Teknologi Pekanbaru**”. The method of this research was descriptive quantitative research. The result of data analysis showed that the mean score of students' ability in writing procedural text at the third grade of Junior High School Teknologi Pekanbaru was 72.41. The highest score of these factors was motivation with the percentage 26,24%. In conclusion, the third-grade students of junior High School Teknologi Pekanbaru had very good level in writing procedural text and the main factor that affecting the students' writing ability was motivation.

Based on syllabus in curriculum 13, descriptive text is one of texts that should be mastered by students at grade VIII junior high school. This text is particularly is a text that has form or purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or another, for instance; our pets, things, or a person we know well. Descriptive

text describes the features of someone, something, or a certain place. It differs from report which describe things, animals, people, or others in general. The social function of descriptive text is to describe particular person, place, or thing. Furthermore, the writer needs to be able to write interesting information of particular things that can entertain the audience.

Currently the media is very developed and modern. Perhaps, traditional media is no longer found because it has been replaced by digital or online media. However, digital media will reduce students' attention to teachers because they will learn independently without teacher guidance. According to Wazir (2018), a flashcard is a simple image in the form of a piece of paper or card, which is probably the most used teaching aid in teaching English. This means that flashcards are one of the traditional media facilitating teachers in English learning. Using flashcards to teach to students will be more interesting because the teacher can show pictures that help students understand the meaning of each picture.

In this study, the researcher focuses on the effectiveness of Flash card in students writing ability. In addition, focusing in students' writing ability score after being taught by Flash card. Flash card can be used as one of visual aids to illustrate meaning of words and it can also be used to practice words as useful literacy for the readers, especially the students. The media is needed in teaching writing especially in writing descriptive text. The media as the tool helps both teacher and students in conducting learning process. The teacher will get easier to describe the materials and the students will be interested in learning. So, by applying this method in teaching writing descriptive text provided by media, it is hoped that the students writing ability especially in writing descriptive text will be improved.

MTs Darul Falah is one of the Islamic based school institutions in Tulungagung. Where this school produces students who excel in academics, non-academic based on modern Islamic boarding schools. The present study is also intended to prove whether the Flash cards is also effective to students' score in the context of writing ability entitled **“THE EFFECTIVENESS OF USING FLASH CARD ON STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHT GRADE ISLAMIC JUNIOR HIGH SCHOOL (MTs) DARUL FALAH TULUNGAGUNG”**

### **B. Formulation of the Research Question**

Based on the background of the study, the main purpose of the study is to find out the effectiveness of using flash card on students' writing ability in descriptive text at the eighth grade Islamic Junior High School (MTs) Darul Falah Tulungagung. The research problem formulated follow: “Is there any significant difference score of the eight grade students' writing ability before and after being taught using flashcards in descriptive text?”

### **C. Objective of the Research**

Based on the formulation of the problems above, the purpose of the study is:

1. To find out the significant difference in scores between writing ability before and after being taught using flash card in descriptive text the eighth grade at MTs Darul Falah Tulungagung.

### **D. Research Hypothesis**

Hypothesis is not the final answer of the study. It is alternative answer that needs to be verified. The hypothesis the

researcher has to conduct the research first empirically. Hypothesis in this research is:

**1. Null Hypothesis**

**H<sub>0</sub>:** There is no significant difference in scores between writing ability before and after being taught using flash card in descriptive text the in eighth grade at MTs Darul Falah Tulungagung.

**2. Alternative Hypothesis**

**H<sub>a</sub>:** There is significant difference in scores between writing ability before and after being taught using flash card in descriptive text in the eighth grade at MTs Darul Falah Tulungagung.

**E. Significance of the Research**

In this study, the researcher expects that the research paper has benefit:

**1. Theoretically**

The study is expected to give explanation about the use of flash cards toward student's writing ability in descriptive text.

**2. Practically**

The result of this study is expected to be useful for the students, English teachers, and institution:

a. For teacher

As the information, English teacher about teach student in writing ability by using Flash Cards. The English teacher can enrich variation media for teaching writing. English teacher can use the media to give a solution for students especially in writing.

b. For students

The research can give solution for the students to understand in study English especially in writing ability.

The students can improve their ability about writing by using Flash Cards by their teacher in the class. So, the students feel interest to learn English lesson than before and they have good perception that English is not difficult.

- c. For the readers or other researcher

They can use the finding of this research as their additional reference in doing next research related to the similar topic. It also gives information to improve creativity in learning process especially in teaching writing.

## **F. Scope and Limitation of the Research**

There are some limitations to avoid misunderstanding about what the researcher has said and in order to make it more detail and focus:

1. The research was done on eight grade students at MTS Darul Falah Sumbergempol Tulungagung.
2. The effectiveness of using flash card on students' writing ability in descriptive text is the focus of this research.

## **G. Definition of Key Terms**

In order to avoid the misunderstanding of readers when reading this study which is entitled “The Effectiveness of Using Flash Card on Students' Writing Ability in Descriptive Text at the Eight Grade MTs Darul Falah Tulungagung”, so the researcher must define the following key terms:

1. Effectiveness

Effectiveness is an attainment from the target which measured, and can give an expected result. The effectiveness of this research means the significant development of students' writing ability after being taught by using Flash Cards in descriptive text.

## 2. Flashcards

Flashcards are cards containing words or pictures that are printed and used by teachers in class to help students learn to memorize new vocabulary and also flashcards are cards containing words or pictures that are printed and drawn. There are several advantages to using flashcard media as a medium for teaching and learning writing made of cardboard consisting of words, sentences or pictures.

## 3. Writing Ability

Writing skill are specific ability is the ability that help students or writers put to put ideas, feelings, and thoughts on paper by using symbols and following the conventions of language. Independence is the ability to writing anything one can say or understand in his or her language with it depending upon another help. Students' writing ability is the score obtained after taking a test prepared by the teacher.

## 4. Descriptive Text

Descriptive text is a text, which says what a person or a thing is like, describes and reveal a particular person, place, or thing, and stretches out many information about certain people, things, and place clearly and detail (Bima and Kurniawan, 2005:15).