

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Language, as a human intellectual basic, is capability to make us able to communicate study, think, give a assessment, and develop ability. Therefore, we can make summarize that language is a device to transfer our mind reflection by converting it into verbal statement. whereas, English is a form of language used by most of earthling; English has a duty to be a bridge of all importance in economics, trades, international relationships, social cultures, and educations. And English ability is also prime requisite of individual efficacy, community and nation. In Indonesia, UU No. 20 of 2003 about SISDIKNAS chapter VII article 33, states that foreign language can be used as language of instruction in the certain educational unit to support the foreign language skill of learners. For now every province and local government has school that have international standard. And English as foreign language is useful for global relationship.

Recently, English is taught at school from elementary school (as a local subject) junior high school, senior high school and university. There are four skills of language: Listening, Speaking, Reading and Writing and spelling, grammar, pronunciation shall be taught to learners in order to enrich the capability from the four skills above.

The students find difficulties in expressing their idea. The students' performances are far from the expectation of the curriculum. It can also be seen

that their English score is very low. From the researcher's experience, it was found that most of students could not answer the teacher's question, they could not answer the question in English. They asked the teacher to translate the question into Indonesian language. Beside that, the other reason that causes the problem is that the teacher does not use the media in learning vocabulary. The teacher just asked the students to read the material and to find the meaning from the dictionary. It made the students feel bored in learning English vocabulary.

The other problem, lack of students vocabulary mastery. As an impact, the students feel that English is very difficult. When the first time they learn language, they feel very difficult to memorize the English words. There are some problems such as the limitation of teaching English duration, the teacher seldom uses English when teaching English, and the families do not understand if their son/daughter asks them about English homework.

In teaching Junior High School students, basically the focus is on the vocabulary development to increase writing skill. It is required before students are able to use the language in meaningful ways. Based on the writer's concept, by associating the word with something that has meaning in student's life, students will have a stronger chance of remembering the word. Moreover if students can use the modified flashcards into simple to advance structure of sentences.

English subject will be better if it is given in productive period as students still have very good memories. English teaching is not only "better pleased", but "ought to be pleased". It makes students easier to learn English.

Teaching English writing to teenagers is not easy, they like something new. Teacher must have many ideas and give several simple words and explanations. (Doff 1990:101) writes:

“...however teacher does not only need to give simple commands and instructions to the class often they need to give simple commands and instructions to the class. Often they need to use more complex language, for example where explaining how an activity works. If the teacher can give these explanations in English, it will provide very useful listening practice for the class; but of course the explanations must be as simple and clear as possible, so that the students understand.”

The writer INFERS that writing is a vital skill in basic knowledge development. It has many advantages to develop students' writing ability at school. It will provide them to be more critical about everything around them by transferring their ideas through writing.

In teaching, an English teacher can use several media. The aim of using media, a variety of media in teaching is to make the lesson easy and interesting for students to learn and understand. An English teacher must know how to stimulate student's curiosity and must be able to present the lesson, so that the lesson is more interesting and relevant to the need of learning. Harmer (2003:134) states that media can be used to explain language meaning and contraction, engage students in a topic or as a basis of whole activity.

The uses of media and method should appropriate with the situation of students. Media and method are important in English learning process. Media and method help to understand the teacher explanation easily. Usually the teachers' uses method or media are not appropriate with students' need. In using method or media a teacher must be adjust with the students like. The use of media and

method are not appropriate with situation or condition of the students can influence the interest and understand of them.

The introduction of the review of vocabulary items to be created as writing materials should be carried by means of instructional media and oral presentation. Pictures and the Medias support the meanings. One way to make English more interesting is flashcard technique that can be used to increase students' vocabularies. These techniques are using a set of papers that consist of pictures/ which connected to the material. Flashcard that consists of several reliable pictures are hoped to be the alternatives of the teaching writing in fun way.

According to the explanation above, the writer intends to conduct an classroom action research to use Flashcard to increase writing skill of students at SMP Negeri 1 Kebonsari Madiun, the writer saw many problems in the most of the classes. For example the students are not interested to study English because the approach that is used by teacher is still using old approach. For example when the teachers are mostly using lecture as a method in the teaching and learning process, the students usually feel bored, sleepy and they will be passive. For the class is be dominated by teacher, most class time is spent by the teacher teaching and the students watching and listening. So, the students cannot improve their skill maximally.

The researcher considers that the flashcard is useful for getting new words and their meaning. According to Lado (1964:197) flashcard is taken form word of 'flash' which means quickly, briefly, instantly, at once, and from the

word 'card' is piece of stiff paper or thin cardboard, as used for various purposes. It means that flashcard can be very helpful in improving students' English and is effective to help the students recall the words that have been learned. Based on the frame theories above, flashcard is a media that can be used to teach English. Hopefully, through this teaching the students will have motivate to learn English pleasantly.

The colorful picture can attract the students' attention to learn. It is assumed that if the students are motivated to learn English, they will enjoy in teaching and learning process. So, the students will be easy to communicate with other people in English language. Weaver (1950:5) states that learning through visual material will be better than learning through explanation and description. It means that it is possible that flashcard can give good impression on students. It helps the students enjoy the learning activity.

There are some advantages of flash cards as follow: flash cards can make creative activity in teaching learning process, flash cards can give motivation to the students in their learning, flash cards can help the students to memorize English word well, flash cards are easy media make the students active in class and reduce the students' boredom, flash cards help the students to give brief description about the things that are being taught, and flash cards are excellent learning tool for the students. Flashcards have a great power in motivating and stimulating the students. For teachers, they can use it at any time and in any situation when they want to teach. (Nugroho, Nurkamto, Sulistyowati : 6,2001)

**B. Statement of the Problem**

Based on statement, the technique is formulated as follow:

1. How can the students' writing skill of eighth grade student in the SMP Negeri I Kebonsari in academic year 2016/2017 improved by using modified flashcard with DMS technique?
2. How can the modified flashcard with DMS technique solve the student's writing problems in the eighth grade student of SMP Negeri 1 Kebonsar in academic year 2016/2017 i?

**C. Purpose of Study**

With this research, we will get one conclusion to answer the problem, those are:

1. To find out how modified flashcard with DMS technique more effective in teaching English at eighth grade student of SMP Negeri 1 Kebonsari.
2. To find out how students' writing skill can be better after being taught by using modified flashcards with DMS technique at eighth grade student of SMP Negeri 1 Kebonsari.

**D. Importance of Study**

By doing this research, it is expected that it will give advantages and useful for us, especially:

1. Teacher

The result of This research will give contribution for the teachers in teaching English for learners especially in increasing writing skills. Flashcard was one of good media the information for teacher, good learning strategy with using media was interesting.

2. The writer

He hopes that he will gets much information about how to make students enjoy to study and gain knowledge about teaching English for young learner that is useful for him in the future as a teacher.

3. Learner

It will make learners study more pleased. They were not bored in learning process, and it motivated them to learn English well.

**E. Scope and Limitation**

The writer limitS the research on the pictorial flashcards, and the list of vocabularies as the clue on the daily activities. The subject of this study is limited for the eighth grade student of SMP Negeri 1 Kebonsari Madiun.

**F. Definition of Key Terms**

To avoid misunderstanding and misconception in this study, the writer wants to clarify the following key term:

*Flashcard* is a small card that consists of picture, text or symbol that will remind or stimulate students to something that related with the picture.

The size of flashcard usually about 8 x 12 cm, or can be watch with the class that be taught. (Azhar Arsyad, 2002:119). *Flashcard* is a card bearing words, number or pictures that briefly displayed (as by a teacher to a class) use as a learning aid. In addition flashcards are very simple but very effective way for an individual to study a particular topic. (Merriam and Webster, 2003:476)

*Writing* is much more than simple mechanics of getting the words down; it also involves spelling, grammar, punctuation, choice of appropriate words, sentence link, and text construction. (Philips cited in Ismayanti, 2012:4). Murcia said, writing is “the ability to express one’s ideas in written form is a second or foreign language”. It means that writing is an activity to express our ideas in written form. It is cited by Alawi in his thesis.

The tasks which teachers have to perform before, during, and after students writing are the following (Harmer, 2004: 41. 42):

a. Demonstrating

Students need to be aware of writing conversations and genre constraints in specific types of writing, teacher have to be able to draw these features to their attention.

b. Motivating and Provoking

Students’ writers often find themselves ‘lost words’, especially in creative writing tasks. This is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the tasks, and



persuading them what fun it can be. Sometimes teacher can give them the word they need to start a writing task as a way of getting them going.

c. Supporting

Students need a lot of help and reassurance once they get going, both with the ideas and the means to carry them out. Teacher need to be extremely supportive when the students are writing in class, always available (except during exam writing of course), and prepared to help students overcome difficulties.