

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses background of the research, statement of the problem, scope of the research, objective of the research, significant of the research, and hypotheses of the research.

### **A. Background of the Research**

English is an international language that is used to communicate among people all over the world. English is so widely spoken; it often refers to as a world language that is a lingua franca of modern era. While it is not an official language in most countries, English is currently the language most often taught as a foreign language (Wikipedia, 2020).

Learning English as a foreign language is gradually getting more important. In Indonesia, English is considered as the first foreign language and a compulsory subject to be taught in secondary schools. The English curriculum in Indonesia is designed by the Ministry of Education and Culture. The curriculum, furthermore, covers the topics and the skills taught and learned at schools. In both junior and senior high school levels, for instance, English topics are ranging from English expressions to English texts. The topics are studied and integrated with the four English language skills namely listening, speaking, reading, and writing. For students, they only get a few times to learn or practice English in school so they are not interested and always be shy to use English. For that reason, it is important for students to master English orally and in writing, in order to be able to communicate and socialize with world community.

Writing is an important skills that should be mastered by English language learners. Writing makes learners need to express their own ideas, emotions, and creatively to make their writing be interesting to read. According to Carroll (1990), the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. According to Kane (2000), writing has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure). Moreover, writing can also sharpen our thinking skills. Brown (2003) said that learning to write “well” is difficult in any language, even in our own native language.

In reality, this is proven by the writer’s experience during her teaching internship that showed how difficult it was for the students to produce a descriptive text. Students clearly had some problems in crafting their written work. In writing, students have problem in finding ideas quickly. Students typically begin to write after five or ten minutes after they are being assigned. They will say that they do not know what to write about while ideas are the most important thing in writing. Students sometimes could not find and organize ideas easily.

Furthermore, aside from finding ideas quickly, the students also have problems in writing a full improved piece of text due to lack of vocabulary and writing practice. Good vocabulary mastery supports mastery of each of the language skill including writing. This lack of vocabulary limits students to write a full developed piece because they do not know many English words to use in their

writing. Beside the lack of vocabulary, the inability to write a full developed piece is also caused by the lack of writing practice. The students can not write a good piece of text because they are not accustomed to write.

Besides that, the students' motivation to write was low. Some students were extremely unconfident and reluctant to write due to some reasons. The main reason was that they thought they had nothing to write and when they had already got the ideas of what to write about, the lacks of vocabulary, grammar, and sentence organization made their ideas could not be properly conveyed. Therefore, most students seemed to be frustrating when they have to write something.

Based on the phenomena above, teachers need to find alternative teaching techniques and media which can encourage and motivate the students in writing class, and also can improve their writing skills. Teachers can also appeared more confident because it could make classroom situations more fun, excited and motivated. Using Magic Card as one of the alternative media in teaching descriptive text, the important thing is to write rather than just not to do. The researcher used magic card to express their ideas in written form because magic card could be an excellent way to get practice in writing and the picture in magic card could make them to be more motivated and easier them to express their feeling by writing descriptive. They could write about their feeling, experienced and wish. The quality of learning could be seen from the increased feeling of pleasure, enthusiasm and motivation of students in writing descriptive text skills using magic card (Indriyastuti, 2018). The researcher thought that using magic

card could make students freely write their ideas in written form. Through magic card students can keep a record of their ideas, opinions, and their stories of daily life. It may also encourage the students to become involved and interested in writing.

### **B. Scope of the Research**

Based on the statement of the problem above, it was possible for the researcher to solve the problems related to the students' writing of descriptive text. This research focused on the effectiveness of using magic card in students' writing of descriptive text.

### **C. Statement of the Research**

Based on the research background above, the research problem can be formulated as follows: Is using Magic Card significantly improve students' descriptive writing achievement at SMA IT Nurul Hasan Ternate?

### **D. Objective of the Research**

Based on the statement above, the objective of the research is to find out the significant improvement and the effectiveness of using magic card to teach descriptive writing online at SMA IT Nurul Hasan Ternate.

## **E. Significance of the Research**

This research is expected to provide some advantages both theoretically and practically.

### **1. Theoretical Significance**

The result of this research is expected to enrich the theories and can give contribution especially the effectiveness of using Magic Card in the classroom to improve students' academic achievement.

### **2. Practically Significance**

The result of this research is hoped to be useful for teachers in learning English especially in using Magic Card and may use as a reference for the further research.

## **F. Hypotheses of the Research**

Based on the conceptual framework above, the researcher proposed hypotheses as follows:

- a. Null Hypothesis: Using magic card cannot significantly improve students' descriptive writing achievement at the tenth grade of SMA IT Nurul Hasan Ternate.
- b. Alternative Hypothesis: Using magic card can significantly improve students' descriptive writing achievement at the tenth grade of SMA IT Nurul Hasan Ternate.