

**INCREASING STUDENT ABILITY IN WRITING PROCEDURE
TEXT USING FLASHCARD: AN ACTION RESEARCH AT THE
THIRD YEAR IN SMP NEGERI 1 SUKOHARJO, WONOSOBO
IN 2008/2009 ACADEMIC YEAR**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

The study of foreign language is parallel to children learning their first language. They study the language through four steps. The first is mastering listening skill. Children listen to every sound in the environment. The second is mastering speaking skill. In this step, they try to practice what they listen. The third is mastering reading skill. Usually they start learning this language skill when they study in the kindergarten and elementary school. The fourth is mastering writing skill. Those are the four language skills which should be started by people when they study language.

Writing is one of the important skills in teaching English. It has occupied a place in most English language course. People need to learn writing in English, for occupational or academic purposes. To write well, we must have good capabilities in writing process and aspects of writing. The writer must be able to organize the idea, to construct the sentence, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

When the teachers teach English in the school, they will find many phenomena. They will find many students who have good writing skills ability, many students who have middle ability and may be they will find many students who have low ability in writing skill. These phenomena depend on each student, and they are also influenced by student's learning style.

Teaching methods are needed in teaching-learning process, especially in teaching writing. Method is treated at the level design in which the roles of teachers, learners and instructional materials are specified. The method is theoretically related to an approach and is organizationally determined by design (Fauziati, 2001 :5).

Considering the explanation above, English teachers must have responsibility as they are demanded to have teaching strategy in order to solve the problem faced by the student in learning English. Teachers must be able to arrange their assignments effectively. They are demanded to motivate the student in order to learn English well.

In other words, the students are expected to become competent users of English communicating with others. For example, in teaching speaking, they are expected to be able to do and realize the speech (speed act, speed function, language function) in developing the competency.

Related to that statement, teaching method becomes one of the important points of the teaching learning activities. Basically, method refers to the teaching learning approach, design and procedure. Other problem related to the students is sometimes the students find difficulties with the sentence structure and how the sentences are linked together and sequences. Based on the interview with the English teacher those problems are faced by the students of SMP N I Sukoharjo, Wonosobo at the third year. The teacher sometimes cannot control the class and this situation makes them impossible to continue the learning process.

The other problem is their writing, such as: in writing procedure text. Procedure text is one of the English materials in third year. The student cannot arrange the steps of the writing procedure text. To make the students interested in the materials, using flashcard is expected to make them understand the step to make the sentence linked together.

In this research paper, the research takes a title “Increasing Student Ability In Writing Procedure Text Using Flashcard: An Action Research At The Third Year In SMP Negeri 1 Sukoharjo, Wonosobo In 2008/2009 Academic Year.

B. Research Problem

Based on the background of the study above, the research problems on this research can be formulated as follows:

1. How is the implementation of teaching writing procedure text using flashcard at the third year of SMP N 1 Sukoharjo, Wonosobo?
2. Does teaching writing procedure text using flashcard at the third year of SMP N 1 Sukoharjo Wonosobo improve students ability?
3. How is the student response to the teaching writing procedure text using flashcard at the third years of SMP N 1 Sukoharjo, Wonosobo?

C. Limitation of the Study

Based on the problem of the study above, the writer limits the study on writing procedure text by using flashcard. The subject of this research is the third students of SMP N I Sukoharjo Wonosobo in 2008/2009 academic year.

D. Objective of the Study

The general objective of this study is to improve students' ability in writing procedure text the specific objectives of the study are as follows:

1. To describe the implementation of teaching writing procedure text using flashcard at the third year of SMP N 1 Sukoharjo, Wonosobo.
2. To know whether or not of teaching writing procedure text using flashcard at the third year of SMP N 1 Sukoharjo, Wonosobo improves the student ability.
3. To know the student's response of learning writing procedure text using flashcard at the third year of SMP N 1 Sukoharjo, Wonosobo.

E. Benefit of the Research

There are two kinds of benefits; theoretical and practical benefits. The expected result of the study both theoretically and practically are:

1. Theoretical Benefit
 - a. The result of the research can be used as input in English teaching-learning process, especially in teaching writing procedure text.
 - b. The result of the research can be used as the reference for those who want to conduct a research in English teaching-learning process.

2. Practical Benefit

The writer hopes that the result of this research will be useful for teachers of readers, in order that they can use it in the teaching learning process, to make the students more interested in studying English.

F. Research Paper Organization

In order to make this research easy to follow, the writer organizes it as follows.

Chapter I is introduction, which consists of background of study, review of the previous research, problem statement, limitation of the study, objective of the study, benefit of the study, and research organization.

Chapter II is underlying theory, involving the theories that are useful for conducting the analysis data.

Chapter III is research method. This chapter is dealing with type of research, object of research, method of data collecting, and technique of data analysis.

Chapter IV is data analysis and discussion of the finding. In this chapter, the writer presents the data and data analysis.

Chapter V is conclusion and suggestion.