

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Writing is one way that students can improve their thinking. If students wish to develop their ideas, they must have the best writing abilities. Teachers need to support their students' writing skills so they can express themselves creatively (Turnip et al., 2019). Thus, in order for the coaching and control system to help students improve their ideas and conceptions, teachers' roles are essential (Farizi & Fauzyah, 2019; Sartika & Nurdin, 2019; Fitriani et al., 2017). According to Jayanti (2019), kids can benefit from their writing abilities if they have enough writing practice. The messages in written documents can be easily understood by others by employing precise writing approaches. Since writing is a means of self-expression, it is an English language skill that students should acquire in addition to learning, listening, and speaking.

Writing is an essential part of learning English, according to Lesnussa et al. (2018). However, good writing abilities will have a big impact on a person's degree of academic fulfillment, including their capacity to compose assignments, projects, and other coursework, according to Gebhardt et al. (1989). To hone their writing skills, students must produce written material (Mayer, 2005).

Writing can help you develop the language that comes to you naturally when you talk, and it will get stronger with time. Writing is one of

the language abilities that should be studied in English language acquisition since it is an interactive process of thinking, generating ideas, and putting a message into statements or paragraphs to explain the thoughts (Syarofi et al., 2018). Students must be proficient in grammar, phrase construction, and sentence linking in order to produce an effective paragraph (Kristina, 2020; Zulaikah et al., 2018).

We acknowledge that students can pick up a broad range of texts. Among these are descriptions found in writing. Kurnia & Kareviati (2002) and Husna & Rozimela (2013) define descriptive writing as using imagery to make a subject easier for the reader to picture. Only a few of the linguistic skills Royani & Sadiyah (2019) assert descriptive writing offers are the use of adjectives, compound adjectives, and the simple present tense. According to Nurfidoh & Kareviati (2021), the introduction and the description of the object being described—which could be an animal, a place, a person, or anything else—by describing its features, forms, colors, or anything similar to what the writer described are the two most important parts of a descriptive text.

Bahri (2016) distinguished three primary categories of educational media. They include visual and auditory materials that students evaluate by seeing and talking, audio-visual materials that can cover both first and second learning, and aural and visual materials that can be utilized for both first and second learning. Magic cards can be utilized as instructional tools to help students grasp the composition of descriptive essays. This specific kind of

card can be made with either a thick sheet of paper or a thin, rectangular piece of cardboard. An eye-catching image with a unique presentation is printed on the cardboard.

Teachers need to incorporate engaging media into their lessons in order to impart learning content (Muhith et al., 2020). Information and learning objectives will also be communicated through the media. According to Sanaky (2013), the media can be used as a tool to support educational initiatives that help students and teachers grasp the material and create a positive learning environment. Magic cards are a fun teaching tool that may be used to teach English. This is especially important while studying descriptive writing. Using interesting and pertinent material will make teaching and learning enjoyable (Larasati & Suhartono, 2016).

Additionally, learning tools will motivate students to participate in class and inspire teachers to use greater creativity in the way they offer material to students. Furthermore, the availability of entertaining teaching resources like magic cards helps children learn the concepts and ideas necessary to arrange words into coherent sentences and paragraphs. In order to instruct students in the twenty-first century, educators need to be more creative and provide some novel instructional strategies. Instructors must put in more effort on their homework and classroom responsibilities. The only approaches to make kids interested in and motivated to learn English are to find relevant and engaging content and use it effectively. This will promote student engagement and creativity since they will be able to write better.

Magic cards are a fun teaching aid that can be utilized for practicing writing descriptions. Sacred cards come in both round and rectangular shapes. For this study, the magic card was modified, and students were presented it online. Researchers utilized a criterion akin to Brown's (2007) to evaluate students' writing skills. According to Brown (2007), in the interim, we can evaluate student writing using a rubric because it offers numerous indicators, such as content, organization, grammar, vocabulary, and mechanics. It is therefore ideal for evaluating students' writing skills. Numerous researches have been done to look at students' ability to write descriptive texts.

Use Sibuan (2013) as an illustration. The study she conducted was titled "Improving students' achievement on writing descriptive text through suppose pair sharing". To understand how students felt about utilizing the think-pair-share technique to develop descriptive prose, previous study findings were analyzed. The study's findings indicate that teaching students how to apply the think-pair-share (TPS) method makes them happy. Sartika and Nurdin (2019) conducted an alternative investigation. The subject of their experiment was "Students' ability to write descriptive text based on its generic structure".

The goals are to find out whether or not students can write a descriptive paragraph and how proficient they are at it. The bulk of the pupils' paragraphs, according to the research, are organized nicely. That descriptor, according to Anderson & Anderson, pertains to a particular person, location, or thing. Its objective is to enlighten the reader on the matter by describing its

attributes and refraining from making any personal assessments. According to Karim and Rachmadie, a description is an oral snapshot of a person, place, or object in connection to the description notion proposed by Anderson. Thus, a descriptive essay is one that gives a detailed account of a particular person, place, or item.

The researchers conclude that a descriptive is employed to add details about anything physical, such a person, place, or item, based on the definition given above. Words and phrases that appeal to one or more of the five senses—hearing, taste, smell, touch, and sight—are employed in this technique. The experts concluded that the purpose of a descriptive essay is to describe an object, person, or location in accordance with the descriptions given above. Identification and description are the two most used strategies in descriptive writing.

The description of the descriptive text includes an explanation of the core idea, the general message, and any supporting elements. Identifying the descriptive text is usually called a general statement or the primary idea of the paragraph. One of the newest goals in teaching English to senior high school students is to write descriptive texts. The researchers came to the conclusion that many senior high school students had difficulty writing descriptive prose based on their observations of these students' involvement in the running program.

Teaching writing requires special considerations, according to Harmer. The study found multiple factors that contribute to the ten-grade

student at SMA N 2 Bunguran Timur having a lower grasp of a book, based on the researcher's experience during field studies (PLP). The first problem is that most students aren't motivated to study English since they can't understand what the teacher is saying. The second problem is that the teacher is not using a strategy or approach that works for their pupil. Every student is different and special in their own way. Thus, in order to motivate pupils to study English even more, educators should be more imaginative and invested in their welfare.

1.2 Limitation of the Research

The limitation of this study is "the effect of using magic card media in writing descriptive text at tenth grade students of SMA N 2 BUNGURAN TIMUR.

1.3 Research Question

As a limitation, the researcher formulates a research question as follows:

“Do the students taught by using the magic card media on writing descriptive text at tenth grade students of SMA N 2 Bunguran Timur improve significantly?”

1.4 Research Objective

Based on the statement of the problem above, the purpose of the study is to know whether or not there is a significant effect of using magic card media on writing descriptive text among tenth grade students at SMA N 2 Bunguran Timur.

1.5 Significance of the Study

1. Theoretical significance

Theoretically, this research could make a meaningful contribution to ELT (English language teaching) by enriching the existing theory for teaching writing comprehension.

2. Practical significance

Practically, the result of this study will make meaningful contributions to students, teachers, and other researchers, as follows:

3. For the student

This study can be utilized to encourage students to become more enthusiastic about learning English. It means that utilizing magic card media can draw students' attention to the written and research aspects of the subject being studied.

4. Teachers

The study's authors hope that their findings will help teachers in the classroom attract students' attention when teaching English, particularly when it comes to writing, so that the range of learning activities in the classroom is engaging.

5. Another researcher

This research is anticipated to serve as a guide for other researchers undertaking research and provide data to be produced for other investigations.

1.6 Definiton of key terms

1. Writing

Student thinking can be developed in part through writing. Students need to have the best writing skills if they want to improve their thoughts. In order for pupils to convey their thoughts creatively, teachers must encourage their writing abilities (Turnip et al., 2019). Consequently, the duties of instructors are essential for

2. Magic card

Students are given the magic card as a learning tool to aid in the development of their descriptive abilities. There are drawings or illustrations on this magic card. One or more magic cards will be distributed to the class, and they will be instructed to look at the images or illustrations on the cards. After that, they must define the specifics and give a descriptive form to the picture's features.

3. Descriptive text

A literary style that provides in-depth explanations or descriptions of a subject, character, setting, or event. The descriptive description in the text uses specific language to create a vivid mental picture in the reader's head. The objective of this text is to describe the physical characteristics, attributes, or traits of the object being described.