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CHAPTER I

INTRODUCTION

1.1 Background of the study

Writing is a complex skill which needs the writer's thoughts and opinion. The skill also required other elements in writing, such as grammar, spelling, and punctuation. Related to grammar and vocabulary that was important elements in writing which it arranges the word and the pattern to make proper sentences. Moreover, spelling and punctuation must be considered to write a good written form, that it is appropriate to its context. Thus, writing is a combination of process and product.

Some people say that writing is more difficult than other skills. It is because writing is a complicated productive skill. According to Syafi'i (2014), a writer will strove hard to perform the product of his writing in a good performance in all aspects of writing such as content, organization, vocabulary, language use, and mechanics. The students problems may be caused by the students itself, like block minded, lack of vocabularies, incorrect grammar, etc. It also may be caused by inappropriate strategy applied by teacher in teaching writing.

State Junior High School 32 Pekanbaru was one of the educational institutions that use School Based Curriculum (KTSP) in the process of teaching and learning. State Junior High School 32 Pekanbaru is one of the schools in Riau Province. As a formal educational institution, this State



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Junior High School also presents lessons to students, especially Writing Ability. Based on school based curriculum of State Junior High School 32 Pekanbaru, there are some basic competences for eighth grade students in Writing Ability:

1. Some of students are able to know vocabulary and identified meaning of descriptive text.
2. Some of students are able to identify the vocabulary of descriptive text.
3. Some of students are able to write descriptive text.

In fact, based on the writer's observation in a junior high school in Pekanbaru, the writer identified students' problem related to English writing. The main problem happened in this case that the students could not create their word into written text, and also the students did not understand how to write well and what should they write, because some of students were difficult to create their word in a good text. Whereas the teacher had taught them perfectly.

Richards (1990) found that the students' interaction helps in developing the cognitive skills that involves generating ideas. Results from various language studies have shown that the teacher who emphasizes and focuses on the writing skills on the study can bring about a change. The students become efficient at generating and organizing creative ideas as a result. The most adopted teaching model that helps in developing writing skills in the balanced literacy approach is the method of writing process (Zampardo, 2008).



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William Gordon developed a model for thinking creatively through the use of analogies or metaphors (Lois, 1961). Gordon's premise was that creative people routinely use metaphoric thinking to support novel ways of looking at issues or problems. Originally designed as a problem solving strategy, synectics has been used successfully used in education to introduce students to difficult or unfamiliar concepts (Lois, 1961).

Likewise, researchers Moeschl and Costello (1988) affirm that student writing as well as attitudes towards writing benefits from the use of the Synectics Model. Real-world applications and increased confidence in writing ability are compelling reasons to implement Synectics in creative writing.

Therefore, researcher wanted to apply a strategy. This strategy was called "Synectics". Synectics strategy is one of the most effective strategies that can be applied in English classrooms. Synectics is based on a simple concept for problem solving and creative thinking - you need to generate ideas, and you need to evaluate ideas. Although it designs as a direct stimulus to creative thought, Synectics has the side effect of promoting collaborative work and study critical thinking skills and a felling of camaraderie among the students. Synectics is founded on thousands of hours of group process and group problem solving and decision making observation (Nolan, 1989).

According to Rachel Billmeyer, Synectics is a strategy for comparing content to an unrelated object. It causes students to think about vocabulary words in creative ways. In a synectic comparison, the brain has to compare



two things that are not usually compared. In addition, the strategy requires the brain to create pictures as it searches for comparisons. As a result, students are more likely to retain the information.

Originally, synectics is designed as a problem solving strategy, and has been successfully used in education to introduce students to difficult or unfamiliar concepts (Gordon, 1961). The key to a successful learning experience, that incorporates synectics, is the ability to make physical, symbolic, or behavioral connections between the strange and the familiar things (Gordon, 1961).

Although the theory said that Synectics is a strategy for comparing content to an unrelated object, however, it is necessary to conduct an experimental research entitled “**The Effect of using synectic strategy on students’ writing ability for Eighth Grade Students of State Junior High School 32 Pekanbaru**”.

1.2 Problem

1.2.1 Identification of the Problem

Based on the background above, these problems are identified as follows :

- a. Why were the students not able to know vocabulary and identify meaning of words in the text?

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- b. Why were the students not able to identify the vocabulary in the text?
- c. Why were the students not able to write the word and the meaning?

1.2.2. Limitation of the Problem

Synecotics and writing ability have some problems. Because of limited to time and funds, the writer limited this study on students' writing ability of descriptive text which is supported by using synectics strategy. Therefore, another type of texts or strategy is not investigated in this study.

1.2.3. Formulation of the Problem

The problem of this research can be formulated in the following question :

- a. Is there any significant effect of Synectics Strategy on the students' writing ability at the eighth grade of Junior High School 32 Pekanbaru?
- b. On which component of students' writing ability does synectics strategy have the highest effect?

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1.3 Objective and Significance of the Research**1.3.1. Objective of the Research**

- a. To find out whether there is any significant effect of using synectic strategy on students' writing ability for Eighth Grade Students of Junior High School 32 Pekanbaru.
- b. To obtain which component of students' writing ability does synectics strategy have the highest effect

1.3.2. Significance of the Research

Related to the objective of the research, the significance of the research is as follows:

- a. To give some information to English teacher about writing ability using synectics strategy.
- b. To give information to students their ability in writing
- c. To give the description of the students' about comprehend, information, meaning, and read of words in the text in learning writing ability

1.4. Definition of Key Terms

In order to avoid misunderstanding and misinterpretation about the title of the research, it is necessary to define the terms used, as follows:

1.4.1 Synectics Strategy

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Moeschl and Costello (1988) affirm that student writing as well as attitudes towards writing benefits from the use of the Synectics Model. Real-world applications and increased confidence in writing ability are compelling reasons to implement Synectics in creative writing.

1.4.2 Writing Ability

Being an ability, writing can be improved by learning through repetition. If the teachers would be aware of the writing process, this would help in teaching appropriate strategies and that would also improve the writing abilities of students in education environment (Oberman and Kapka, 2001).

1.5 The reasons of choosing the Title

- a. This topic is very important to be researched to improve vocabulary because it is very important.
- b. vocabulary is an interesting problem to be investigated
- c. As far as the writer is concerned, this problem has not been investigated yet.