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CHAPTER I INTRODUCTION

A. Background of the problem

English is an important language for communication among people in the world, a lot of schools in all countries put English as one of their main course. Leos cited in Herrel and Jordan (2012: 1) stated that English learners have become the fastest growing population in public school today. In learning English as a second or foreign language, there are four skills that should be owned by its learners. The skills are listening, speaking, reading, and writing. One of the important language skills is writing.

Lenneberg cited in Brown (2001: 334) stated that human beings universally learn to walk and to talk, but that swimming or writing are culturally specific, learned behaviors. We learn to write if we are members of a literate society, and usually only if someone teaches us. According to Syafi'i (2015: 5), developing the writing skill is not an easy work. It takes time to study and practice as to develop this skill. Furthermore, Heaton (1989: 135) claimed the writing skills require mastery not only grammatical and rhetorical devices but also of conceptual and judgemental elements. Therefore, writers have to learn and do a lot of practices to develop their writing skill and the result is clear to the reader.

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SMA Handayani Pekanbaru is one of the educational institutions in Pekanbaru that uses Curriculum 2013 in the process of teaching and learning. English subject is also taught based on Curriculum 2013. The minimum of passing grade (KKM) in that school for English subject is 70. Writing is one of the English language skills which should be mastered by the students in this school. The goal of teaching writing skill in this school is to make the students able to write an understandable paragraph, or a text using English, and to make the students share their feelings and imagination through writing.

In the real activities of teaching writing, especially in descriptive text, at the beginning of the lesson in the first meeting, teacher gives the stimulus to the students by showing the picture and asks the students to give their opinion about the picture. After that, the teacher asks the students to make a group that consists of 4 students in each group, and asks them to identify the purpose, the generic structure, and the language features of descriptive text. In the second meeting, teacher gives the explanation about the result of students' discussion in the first meeting. Then the teacher asks the students to write the descriptive text about the topic that the teacher showed in the first meeting.

Related to this teaching method, teacher found some problems like the students who do not have a motivation to write, because they do not know what and how to write. To solve this problem teacher allows students to use the Google Translator, and the applications of their smart phone to help them

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write. But this method does not work effectively toward students' problem. Based on the interview that the researcher did to one of the teacher of the first year students at SMA Handayani Pekanbaru, there are some phenomena that researcher found:

1. Some of students were not able to write using correct grammar
2. Some of students were not able to express their ideas in writing
3. Some of students did not have a motivation to write
4. Some of students did not know what to write
5. Some of students spent long time to look up dictionary in order to write in English because they were lack of vocabulary

Therefore, to solve the problems above, teacher needs a suitable strategy toward students' descriptive writing ability. Choosing a suitable material is one of the strategies that can be applied by the teacher. The strategy that is suggested by the researcher is "Do You Hear What I Hear?" strategy.

According to Silver, et.al (2007: 232), "Do You Hear What I Hear?" is a strategy that helps teachers and students meet the challenge posed by these new and demanding literacy standards.

In relation to the explanation above, the researcher is very interested in carrying out a research entitled: **"The Effect of Using Do You Hear What I**



Hear Strategy on Students' Writing Descriptive Text Ability at the First Year of SMA Handayani Pekanbaru”.

B. Definition of the Term

The writer uses some specific terms in this study. In order to avoid misunderstanding, the writer provides the definitions of all the terms used in this study as follows:

1. Do You Hear What I Hear? Strategy

According to Strong, Silver, Perini, & Tuculescu (2002) cited in Silver, et.al (2007: 229), “Do You Hear What I Hear?” strategy is a strategy in which the teacher reads a brief but rigorous text aloud to students in two separate times. First, students are afforded the opportunity to simply listen the first time, second the students are asked to create a set of notes during the second reading.

2. Writing Ability

Patel and Praveen (2008: 125) stated that writing is a kind of linguistic behavior which presents the sounds of language through visual symbols.

According to Merriam-Webster Learner’s Dictionary, ability means that the power or skill to do something. Therefore, the writer concludes that writing ability is a skill of presenting the sounds of language through visual symbols

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3. Descriptive Text

Description is writing about characteristic features of a particular thing. Kane (1988: 351) stated that description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. The reader can imagine the object, place, or person in his or her mind.

C. Problem**1. Identification of the Problem**

Based on the problems that are explained above, it is clear that some students in SMA Handayani Pekanbaru still face some difficulties in learning English, especially in writing. For further explanation, the problems are identified as follows:

1. Why were some of students not able to write using correct grammar?
2. Why were some of students not able to express their ideas in writing?
3. Why did some of students not have a motivation to write?
4. Why did some of students not know what to write?

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5. What factors made some of the students' lack of vocabulary in order to write in English?

2. Limitation of the Problem

In this research the writer has limited times, limited data, and so on. To avoid misunderstanding to the problems, it is necessary for the writer to limit this problems in this research. The writer focuses on the effect of using "Do You Hear What I Hear?" strategy on students' writing descriptive text ability at the first year of SMA Handayani Pekanbaru.

3. Formulation of the problem

The problems of this research are formulated in the following research questions:

1. How is the students' ability in writing descriptive text before using "Do You Hear What I Hear?" strategy at the first year of SMA Handayani Pekanbaru?
2. How is the students' ability in writing descriptive text after using "Do You Hear What I Hear?" strategy at the first year of SMA Handayani Pekanbaru?
3. Is there any significant difference in the students' descriptive text writing ability before and after using "Do You Hear What I Hear?" strategy at the first year of SMA Handayani Pekanbaru?

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4. How large is the effect size of teaching English using “Do You hear What I Hear?” strategy on the students’ ability in writing descriptive text at the first year of SMA Handayani Pekanbaru?

D. The Objectives and Significance of the Research**1. Objectives of the Research**

- a. To find out how the students’ ability in writing descriptive text before using “Do You Hear What I Hear?” strategy at the first year of SMA Handayani Pekanbaru.
- b. To find out how the students’ ability in writing descriptive text after using “Do You Hear What I Hear?” strategy at the first year of SMA Handayani Pekanbaru.
- c. To find out whether there is a significant difference in the students’ descriptive text writing ability before and after using “Do You Hear What I Hear?” strategy at the first year of SMA Handayani Pekanbaru.
- d. To find out the effect size of teaching English by using Do You Hear What I Hear?” strategy on the students’ ability in writing descriptive text at the first year of SMA Handayani Pekanbaru.

2. Significance of the Research

The significance of this research is that the researcher expects this research can help English teacher in teaching writing and can motivate teacher to use “Do You Hear What I Hear?” strategy in teaching writing as well as can improve the students’ writing ability in SMA Handayani Pekanbaru.

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