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CHAPTER I INTRODUCTION

A. Background of the Problem

The four English skill that are compulsory to teach in the school are listening, speaking, reading and writing. Among the four language skills, writing tends to be the most difficult skill for the students to be learned and to be mastered. It because writing cannot be produced without mastering English language components such as grammar, vocabulary, orthographic, and so on. In line with this idea, Heaton (1990:135) said that all of the writing skills are complex and need to be mastered by the students in making a good writing, not only requiring mastery of grammatical and rhetorical devices but also conceptual and judgmental elements. Furthermore Patel and Preveen (2008:125) writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern. It becomes an important aspect of students' expression at higher stage.

Writing is one of the important skills of a language. According to Harmer (2006: 79-80), writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. In brief, the most recording of ours is in writing form.



According to School Based Curriculum (*KTSP*), Standard Competence and Secondary Education Graduates, the Standard Competence of junior high school students in English subject especially in writing skill are expressing meaning in writing in interpersonal discourse and simple transactional, formally or informally, in the form of recount, narrative, procedures, descriptive and report, in the context of everyday life. English is learned and also one of the important subjects in National Examination which is taught based on curriculum.

Based on preliminary study at MTs Darul Falah Salo Kampar Regency by interviewing English teacher on May, 17th 2016 with Dra. Lilis Suryati as an English teacher, English is taught at MTs Darul Falah Salo Timur of Kampar Regency by implementing school based curriculum *KTSP*. In the curriculum, at the semester two of the eight grade, English was taught two meetings X 40 minutes a week. Regarding with Lilis information, most of students have difficulties in writing descriptive paragraph. The main problem is the students have difficulties in organizing and developing their description about an object which is being described in the descriptive paragraph. As a result, they usually get stuck in writing a descriptive paragraph. On the other hand, most of the students lacked vocabularies and also got difficulties in applying English grammar. When starting to write, the students always got stuck. The students did not have many concepts to write something. Besides, when doing some writing exercises, the students needed a long time to think

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the idea to write something put into a descriptive paragraph. In addition, they are not eager to learn and they have low motivation to act.

Based on the writer's preliminary research at MTs Darul Falah Salo at Kampar Regency, the teacher used Three Phase technique. The teacher taught writing through the types of text available in the students textbook. Through the types of the text in their text book, the students recognized and understood about kinds of texts and etc. In teaching descriptive paragraph, the teacher introduced the material to the students and gave an example. After introducing the material, the teacher asked the students to practice writing descriptive paragraph individually. At the end of the learning process, the students submitted their writing.

Based on the above phenomena, the students were ideally able to write a paragraph based on the genre. However in fact, the writer found that many students still did not understand and had difficulties in writing especially in writing descriptive paragraph. The problems faced: Some of the students cannot develop their ideas to write descriptive paragraph well, some of students do not know how to write an identification/ introduction descriptive paragraph, some of students are not able to write descriptive paragraph coherently, some of students are not able to express their description about the topic given, and some of students are not able to implicate simple present tense in a descriptive paragraph

Therefore, to see the explanation and the problems above, the writer provide a strategy to help them in writing namely Bio-Poem strategy. Bio-

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poem strategy are the strategy that describe someone by using a specific format which is organized in several line and in any of the lines there are several ideas that have to be included in. The aim of Bio-Poem strategy are to personal writing and getting to know fellow students. This strategy used in all levels and the activity work very well as capstone project for writing class. So, learning strategy is the important on in teaching and learning process. And Bio-Poem strategy will overcome the student problems to write descriptive paragraph.

By understanding the fact above, the writer is interested in carrying out a research entitled: **“The Effect of Using Bio-Poem Strategy on Students’ Writing Ability in Descriptive Paragraph at MTs Darul Falah Salo Kampar Regency”**.

B. Problem

1. The Identification of the Problem

Based on the background, the problem of the students’ difficulties in writing ability on descriptive paragraph can be seen such as phenomena above identified as follows:

- a. Why are the students unable to develop their idea to write descriptive paragraph?
- b. Why are the students unable to write an identification/ introduction descriptive paragraph?
- c. Why are the students unable to write descriptive paragraph coherently?

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- d. Why are the students unable to implicate simple present tense in a descriptive paragraph?

2. The Limitation of the Problem

To avoid misunderstanding of the problems in this research, it is very important for the researcher to limit the problem. The writer focus on the effect of using Bio-Poem strategy toward students' writing ability on descriptive paragraph of the eight grade students at MTs Darul Falah Salo of Kampar regency.

3. The Formulation of the Problem

Based on the problem, the writer formulated the problem as follows:

- a. How is the students' writing ability in descriptive paragraph taught by using Bio-Poem strategy at the eight grade students MTs Darul Falah Salo Kampar Regency?
- b. How is the students' writing ability in descriptive paragraph taught without using Bio-Poem strategy at the eight grade students MTs Darul Falah Salo Kampar Regency?
- c. Is there any significant effect of using Bio-Poem strategy on students writing ability in descriptive paragraph at the eight grade students MTs Darul Falah Salo Kampar Regency?



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C. The Objective and Significance of the Research

1. The Objective of the Research

Based on the formulation of the problem, the objective of the research are as follows:

- a. To find out students' writing ability in descriptive paragraph taught by using bio-poem strategy at the Eight grade students MTs Darul Falah Salo Kampar Regency
- b. To find out students' writing ability in descriptive paragraph taught without using bio-poem strategy at the Eight grade students MTs Darul Falah Salo Kampar Regency
- c. To find out whether there is any significant effect students writing ability in descriptive paragraph of using bio-poem strategy at the Eight grade students MTs Darul Falah Salo Kampar Regency

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. this research is expected to contribute some benefits in learning writer as novice research in learning how to conduct the research.
- b. The research finding are also expected useful and valuable for both of teacher and students of MTs Darul Falah Salo and consideration for their learning process in the future.

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- c. Besides, these research finding are also to be positive and valuable for those who are concerned in the world of teaching and learning English as foreign and second language.
- d. Finally, this research finding are expected to have practical and theoretical information to development the theories on language teaching in general.

D. The Definition of Term

There are so many terms are involved in this research. To avoid misunderstanding and misinterpreting in reading this paper, it is necessary for the writer to explain of related terms:

1. Bio-poem Strategy

Bio-poem strategy are the strategy that describe someone by using a specific format which is organized in several line and in any of the lines there are several ideas that have to be included in. Bio-poems generally don't rhyme, and they can be autobiographical or biographical. It's best to have students begin by writing Bio-Poems about themselves, but later they can write about famous historical figures or story characters.

2. Writing ability in Descriptive Paragraph.

Writing ability is an ability to put their ideas into words in meaningful form in descriptive paragraph. Descriptive paragraph is a paragraph that describes the features of someone, something, or a certain place.