

CHAPTER I

INTRODUCTION

A. The Background of the Problem

In learning English, one of the main skills that the students need to acquire is writing. Writing is one of the important skills in learning a language, because it is an important activity to express and convey our ideas, messages, and thoughts in the form of any type of writing, such as letter, memo, poem, short story, and etc. According to Brown, there are four skills such as listening, speaking, reading and writing that are very importance to make students are able to communicate English very well.¹ The aim of writing is to make the students able to write the text effectively and efficiently.

In writing, students are able to express their ideas and writing also becomes a problem for some of the students because it is not an easy to do. Hermer says that writing is difficult for some students.² In other word, Writing needs time for studying and practicing it practice to develop this skill. To write well, the students must have good skill or capability. Moreover, someone who wants to write an essay or a story must know about the steps in writing to perform the product of his writing in good performance.³ Besides, the students must know about the aspects in writing. There are many aspects that should be considered in writing, such as content, organization, vocabulary, language use,

¹ H. Douglas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (Englewood Cliffs, New Jersey: Prentice Hal, Inc. 1994), p 217

² Jeremy Hermer, *How to Teach English* (Cambridge: Addison Wesley Longman, 1998), p. 85

³ M. Syafii, S., et al, *The Effectiv 1 Development: The Process of Writing for Classroom Setting*, (Pekanbaru: LSBI, 2007), P 113

and mechanics.⁴ By knowing the aspects of writing, students as writers will be able to write their message in form of essay or story cohesively and coherently.

In order to support students' need toward writing, School Based Curriculum (KTSP) provides writing as one of the English standard competences that must be taught and learned in Senior High School.⁵ SMPN 4 Siak Hulu is one of the schools that use School Based Curriculum (KTSP) as its guidance in teaching and learning process. In SMPN 4 Siak Hulu, writing has been taught since the first grade of English teaching period. It is taught twice a week within 45 minutes per hour. The passing grade score in this school is 70. According to syllabus of the second grade, the based competence of writing English refers to ability of students in expressing the meaning in monologue text or essay that uses written forms accurately, fluently, and contextually in the form of text such as narrative, descriptive, recount and hortatory exposition⁶. This research, focuses on descriptive paragraph.

Based on the writer's preliminary research at SMPN 4 Siak Hulu, the teacher used Three Phase technique. The teacher taught writing through the types of text available in the students' textbook. Through the types of text in their textbook, the students recognized and understood about kinds of texts, purpose 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 description above, ideally the students of SMPN 4 Siak

⁴ *Ibid.*

⁵ Departemen Pendidikan Nasional, *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP/MTs*. (Jakarta: Pusat Kurikulum, 2006)

⁶ Tim Kurikulum SMPN 4 Siak Hulu Kampar, *Syllabus of SMPN 4 Siak Hulu Kampar 2011/2012*. (Kampar: Unpublished 2011)

Hulu are able to write a paragraph based on the genre. However in fact, the teacher found many students who still did not understand and got difficulties in writing especially in writing descriptive paragraph. The problems faced by the students are outlined in the following phenomena:

1. Some of the students cannot develop their ideas to write descriptive paragraph well.
2. Some of the students do not know how to write a identification / introduction descriptive paragraph.
3. Some of the students are not able to express their description about the topic given.
4. Some of the students are not able to write descriptive paragraph coherently.
5. Some of the students are not able to implicate simple present tense in a descriptive paragraph.

Therefore, to see the explanation and the problems above, the researcher provides a strategy to help them in writing namely Look, Think and Write for writing ability. Look, Think and Write is a strategy that allows students to use visual information to aid them in writing exercise. The purpose of this strategy is to allow students with a lower reading ability to decode information from a visual source instead of a verbal one.⁷ In Look, Think and Write strategy, the teacher performs an action, or shows the learners a picture of a real object and the learners write a sentence to describe what they see. This is an easy way for the learners if the teacher gives them an example of the sentence pattern.

⁷ R. Le Clair, *Cheektowaga-sloan Handbook of Practical Reading and Writing Strategies*. (Cheektowaga: Sloan Union Free School District, 2000).

By understanding the fact above, the writer is interested in conducting a research entitled: **“The Effect of Using Look, Think and Write Strategy toward Writing Ability on Descriptive Paragraph of the Second Grade Students at SMPN 4 Siak Hulu Kampar”**

B. The Definition of the Term

In order to avoid misunderstanding and misinterpretation about this title, it is necessary to explain the term used in this research, the terms are as follows:

1. Effect

According to Jack C. Richards, effect is measure of the strenght of one variable’s effect on another or the relationship between two or more variables⁸. In this research, the effect means the result of using look, think and write strategy toward writing ability on descriptive paragraph of the second grade students at SMPN 4 Siak Hulu Kampar.

2. Look, Think and Write strategy

Look, Think and Write is a strategy that allows students to use visual information to aid them in writing exercise. The purpose of this strategy is to allow students with a lower reading ability to decode information from a visual source instead of a verbal one.⁹ In Look, Think and Write strategy above writing, the teacher performs an action, or shows the learners a picture of a real object and the learners write a sentence to describe what they see. This is an easy way for the learners if the teacher gives them an example

⁸Jack C. Richards and Richards Schmidt.*Longman Dictionary of Language Teaching and Applied Linguistics*.Third Edition.(New York: Pearson Edition, 2002). P.175

⁹*Loc cit.*,

of the sentence pattern.¹⁰ In this research, the look, think and write is a strategy used by writer to know its effect toward students' ability in writing descriptive paragraph.

3. Writing

Writing is about both a process and a product.¹¹ The writer imagines, organizes, drafts, edits, reads and rereads. In this research student uses processes in writing above and produce some paragraph as products of writing.

1. Descriptive

Descriptive is that describes someone, something, or someplace clearly for audience.¹² In writing descriptive paragraph, the writer gives some description, characteristic and so forth. In this research the writer uses descriptive paragraph in teaching writing ability.

2. Paragraph

Paragraph is a series of sentences that develop one idea. An idea is usually stated in a general form in one sentence, called the topic sentences¹³. In this research, the paragraph is a collection of sentences written by students to write descriptive paragraph.

C. The Problem

¹⁰ I. S. P. Nation. "Teaching ESL/EFL Reading and Writing" (ESL & Applied Linguistics Professional Series) 2009. P. 101

¹¹ David Nunan , *Practical English Language Teaching First Edition* (New York: McGraw-Hill, 2003), P. 88

¹² Larry Lewin, *Paving the Way in Reading and Writing Strategies and Activities to Support Struggling Students in Grades 6-12*. (New York: Jossey-Bass,2003), p. 126

¹³ M, Reid. Joy. *The Process of Composition: Second Edition*. (New Jersey: Prentice Hall Regents Englewood Cliffs N.J) p.8

From the background and phenomena above, it is clear that some of the students have difficulties in writing descriptive paragraph. There are many factors that influence the problem.

1. The Identification of the Problem

Based on the background and phenomena, encountered by the students, the problems of this research are identified as follows:

- a. Why are some of the students unable to express their ideas in writing descriptive paragraph?
- b. Why are some of the students unable to write identification of descriptive paragraph?
- c. Why are some of the students unable to express their description about the topic given?
- d. Why are some of the students unable to write descriptive paragraph coherently?
- e. Why are some of students unable to implicate simple present tense in a descriptive paragraph?

2. The Limitation of the Problem

Based on the identification of the problem above, this research is limited to the effect of using look, think and write strategy in writing descriptive paragraph toward writing ability of the second grade students at SMPN 4 Siak Hulu Kampar.

3. The Formulation of the Problem

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

- a. How is the students' ability in writing descriptive paragraph taught by using look, think and write strategy of the second grade students at SMPN 4 Siak Hulu Kampar?

- b. How is the students' ability in writing descriptive paragraph taught without using look, think and write strategy of the second grade at SMPN 4 Siak Hulu Kampar?
- c. Is there any significant effect of using look, think and write strategy toward students' writing ability on descriptive paragraph of second grade at SMPN 4 Siak Hulu Kampar?

D. The Objectives and Significant of the Research

1. The Objective of the Research

Related to the formulation of the problem above, the following are the objective of the research:

- a. To get the data of the students' ability in writing descriptive paragraph by using look, think and write strategy.
- b. To find out the data about the students' ability in writing descriptive paragraph without using look, think and write strategy.
- c. To find out the significant effect of using look, think and write strategy toward writing ability on descriptive paragraph of second the grade students at SMPN 4 Siak Hulu Kampar.

2. The Significant of the Research

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

- a. To give information to the writer as researcher in term of learning how to conduct a research.

- b. This research finding is expected to be beneficial in education, in the term of the students' ability in writing descriptive paragraph.
- c. This research finding are also expected to justify the existing theories on teaching and learning English as the second language and foreign language and for those who are cornered with the current issues on learning and teaching language.
- d. To give information to other readers about the use of look, think and write strategy in writing ability on descriptive paragraph.