

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the important skills in learning a language, besides speaking, listening and reading. Writing relates to the process of using sets of symbols to represent the ideas, sounds of speech, and may also have symbols for such things as punctuation and numerals. Writing also represents language in visual or tactile form.

Writing in English is not an easy work, because the writer should be able to give clear description to the readers so that the readers can understand the message of his/her writing. Mukminatien in Syafi'i states that writing in English is not a simple matter because when someone writes something in English, he or she does not only demonstrate his or her ideas, but he or she should also be competent on his or her grammar and his or her knowledge in the communicative aspects of writing in English.¹ Consequently, writing in English becomes more difficult as a foreign language.

Writing should be provided as one of the skills in mastering English that should be taught by the teacher at MTs Al-Huda Pekanbaru. This school uses School Based – Curriculum (KTSP) as a guidance in teaching and learning

¹M. Syafii S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI. 2011), p. 134

process. English is taught twice a week with time allocation 80 minutes in one meeting.

English writing has been taught to students since the first year. Based on the syllabus of the second semester of the first year students, the basic competence of writing English that must be attained by students is to express the meaning and rhetoric step of monolog text or short simple essay using kind of written language accurately, fast, and accepted in daily life context and to access knowledge in Descriptive and Procedure text².

Based on the writer's preliminary observation to English teacher of the first year at MTs Al-Huda Pekanbaru, the teacher says that some of the students feel difficult to start and develop their ideas in descriptive paragraph. They cannot explore their ideas to describe about something that they must describe in paragraph. Furthermore, they are not able to make relationship of their ideas within a paragraph.

When teaching descriptive paragraph, the teacher uses Three-Phase Technique. Firstly, teacher presents what the descriptive paragraph is and reviews all aspects in the text, such as purpose, organization and description of descriptive paragraph. Then, she shows an example of descriptive paragraph to the students. After that she asks students to make a descriptive paragraph based on the example that she has given to them but of course with different topic that she has chosen.

²English Syllabus of 1stGrade of MTs Al-Huda Pekanbaru. (Pekanbaru:Unpublished. 2012), P.9

At the end of teaching and learning activities, the teacher assesses the students' work. However, writing is taught maximally by the teacher. She explains the topic clearly and uses many examples. But in fact, even though the teacher has taught maximally, some of the students are not able to reach the standard minimum score (KKM) that has been used by this school. Ideally, the passing score of KKM for English subject of the first year students at this school is 70 but in reality, some of the students only get 60 up to 65 for their English writing. Because of that, the writer concludes some of the students of the first year at MTs Al-Huda Pekanbaru do not achieve the standard minimum score (KKM) target yet, especially in developing descriptive paragraph. Besides, the technique that is used by the teacher in teaching descriptive paragraph is still inappropriate for the students.

Parrish in Kalayo and Fauzan states one such approach to teach language lessons, called the PPP model.³ It is divided into three stages; Presentation, Practice and Production. But in fact, the English teacher in this school does not apply this stages completely. The teacher only applies presentation and production stages and skips out the practice stage. Actually, practice stage is the core stage of PPP model because in this stage, the teacher and the students negotiate the knowledge and skills of learning. From this stage, the students are able to have more experience about the topic that they are discussing with the teacher. It can be gotten by highly controlled activities and drills. The teacher needs to apply

³Kalayo Hasibuan and M. Fauzan Ansyari. *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau, 2007), P.39

appropriate technique in giving activities and drills to the students in order to support sufficient practice, so that they can attain their learning achievement in their school.

In this school, based on the writer's preliminary study, the writer finds some of phenomena from the students' English writing ability on descriptive paragraph that can be itemized into the following symptoms:

1. Some of the students are not able to generate their ideas in writing a descriptive paragraph.
2. Some of the students are not able to write the main idea and supporting details of descriptive paragraph.
3. Some of the students are not able to make relationship of the idea within a paragraph.
4. Some of the students are not able to express their ideas appropriately and accurately.

Based on the symptoms above, students need the suitable technique to support appropriate sufficient practice. So, in improving a writing skill particularly in writing a descriptive paragraph, there must be appropriate technique that have to be used by the students in a classroom. Here, the writer applies a technique that is possible to improve the students' writing ability on descriptive paragraph. It is Draw Label Caption technique.

Draw Label Caption technique can be used in writing because Steve Peha explains that drawing can really help you write. When you take a few minutes to

sketch a quick picture, you give yourself a chance to focus on your topic and that can make your writing richer and more detailed. Drawing for writing is a little different than normal drawing because it has a different purpose.⁴

Draw Label Caption is appropriate to help the students' writing ability on descriptive paragraph because the sequences of the steps have the purposes to find focus on the particular object that they want to describe by drawing a picture or making a rough sketch then to give more details about the object by labeling each detail in the picture and the last to capture a scene and focus on important details by captioning whereas descriptive paragraph is description of something looks that according to space.

Based on the description of phenomena, the writer is interested in carrying out a research entitled: **“The Effect of Using Draw Label Caption Technique toward Writing Ability on Descriptive Paragraph of the First Year Students at MTs Al-Huda Pekanbaru.”**

B. Definition of the Key Terms

The topic of this research is the effect of using Draw Label Caption technique toward writing ability on descriptive paragraph. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research as follows:

⁴Steve Peha. 2010. *The Writing Teacher's Strategy Guide: Easy to Teach Techniques for Writers Up and Down the Grade Levels and Across the Curriculum*. Retrieved on 7th, mei 2012. Web www.ttms.org. P. 47

a. Effect

“Effect is change that something or somebody causes in something or somebody else, or a result.⁵ The writer concludes that effect can be said as the state of being different or a significant change in or effect on situation between two things. However, in this research, the term of effect refers to the effect of using Draw Label Caption technique toward students’ writing ability on descriptive paragraph of the first year students at MTS Al-Huda Pekanbaru.

b. Draw Label Caption Technique

Draw-Label-Caption technique is a technique that students draw a picture, label everything in the picture, and then give an overall caption or summary of what is happening in the picture.⁶In this research, Draw-Label-Caption technique is a technique that is used to help students of the first year at MTs Al-Huda Pekanbaru to generate, develop and keep focusing their ideas in writing a descriptive paragraph.

c. Writing Ability

Writing ability is a specific ability which helps writers to put their thoughts into words in meaningful form and interact with the message⁷. In this research, this

⁵A S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, Sixth Edition.(Oxford: Oxford University Press, 2003), P. 422

⁶Peña, Steve. Op Cit, P. 47

⁷SIL International. “*What are Writing Skills?*” Version 4. 1999. P.1 (Retrieved on Mei, 14 2011)

<http://www.sil.porg/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatarewritingskills.htm>.

term means the ability of the first year students at MTS Al-Huda Pekanbaru to write a descriptive paragraph.

d. Descriptive paragraph

According to oxford dictionary , descriptive means giving picture in a word describing something, especially without expressing feeling or judging”.⁸It explains that telling the characteristics of something that can be imagined by someone else that read the description. Next, Joy M. Reid expresses that paragraph is a series of sentences that develop one idea.⁹So, descriptive paragraph is describing something in a series of sentences that can develop one idea about person looks, acts, feels, and so on. In this research, descriptive paragraph means as one of paragraph genre that should be attained by the first year students at MTs Al-Huda Pekanbaru.

C. Problem

a. Identification of the Problem

Based on the background of the problems and several phenomena that the writer has found, the writer identifies the problems as follows:

1. The students do not reach minimum standard score yet in writing descriptive paragraph.
2. The students are not able to use the correct grammar in writing a descriptive paragraph.

⁸A S. Hornby, Op Cit. P. 357

⁹Joy M. Reid. *The Process of Composition*. (New Jersey: Prentice Hall Inc.1988).P.8

3. The students are not able to use appropriate vocabularies in writing a descriptive paragraph.

b. Limitation of the Problem

To avoid misunderstanding in this research, the writer limits the problems. The research is focused on using Draw Label Caption technique and the students' problem in writing ability on descriptive paragraph of the first year students at MTs Al-Huda Pekanbaru

c. Formulation of the Problem

Based on the limitation of the problem above, the writer decides to formulate the problems as follows:

1. How is the students' writing ability on descriptive paragraph taught without using Draw Label Caption technique of the first year students at MTS Al-Huda Pekanbaru?
2. How is the students' writing ability on descriptive paragraph taught by using Draw Label Caption technique of the first year students at MTS Al-Huda Pekanbaru?
3. Is there any significant difference between using and without using Draw Label Caption toward writing descriptive paragraph ability of the first year students at MTs Al-Huda Pekanbaru?

D. Objective and Significance of the Research

a. Objective of the Research

1. To obtain the information about writing ability on descriptive paragraph taught without using Draw Label Caption technique of the first year students at MTs Al-Huda Pekanbaru.
2. To obtain the information about writing ability on descriptive paragraph taught by using Draw Label Caption technique of the first year students at MTs Al-Huda Pekanbaru.
3. To obtain the significant difference of writing ability on descriptive paragraph taught by using and without using Draw Label Caption technique of the first year students at MTS Al-Huda Pekanbaru.

b. Significance of the Research

1. The research findings are to give the valuable input to the teacher in teaching and learning process, especially in writing of English subject.
2. The research findings can be used by the students to improve their proficiency in writing a descriptive paragraph.
3. The research findings can be used by the readers to get the information about Draw Label Caption technique in writing a descriptive paragraph.