

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Writing is a skill of language that should be mastered by the students in education. Peha says “writing is important in education today so everyone wants to know the best way to teach it”.<sup>1</sup> According to Brown, a good deal of attention was placed on “model” composition that students would emulate on how well a students’ final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation.<sup>2</sup> It means that writing is one of the language skill that is very important to be learned, especially in education. It should be mastered by students to achieve success in language.

Writing is not an easy work like speaking or oral communication because it needs several skills to produce it. Syafi’i says “It clearly does not mean that writing is the most difficult skill to be mastered by language learners”.<sup>3</sup> It means that if the students want to be able to write, they have to study gradually and seriously.

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<sup>1</sup> Steve Peha. *Assessing Writers, Assessing Writing*. Retrived on March 21th 2012 at 07.37 pm. <https://ttms.box.net/shared/static/44mag5nh4m.pdf>. 1995. P.1

<sup>2</sup> H Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. California: Prentice Hall Regents Englewood New Jersey. 1994. P. 335

<sup>3</sup> M. Syafi’i S. *From Paragraph to a Reseach Report: A Writing of English for Academic Purpose*, Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive. 2007. P. 98

Nowadays, students are taught writing through genre. Based on the School-Based Curriculum (KTSP) of Senior High School especially at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang, students are able to write many kinds of genres, such as: descriptive, narrative, recount, report, exposition, etc, which are useful for communication purpose.<sup>4</sup> This school uses School Based Curriculum (KTSP) as a guide of English that has been taught for four hours a week (4 x 45 Minutes). Although this school has done a lot of efforts to improve students' English competence in writing subject, in fact, the students do not seem good at English and many students still have difficulties in writing. Meanwhile, this school has program to improve English in which the teacher has been using the competence based curriculum in teaching and learning process.

Teaching writing is very complicated when the teacher does not prepare any technique in teaching process. Based on the writer's preliminary research at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang especially in teaching descriptive paragraph, the teacher introduced the material about descriptive paragraph to the students and gave example. Then, the teacher asked the students to write descriptive paragraph on paper. The technique made the students bored and not interested in learning. In fact, the students got many difficulties in writing activity that made them slow in doing task given by the teacher and also some of students were lack of mastering vocabulary and grammar. There is another fact that

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<sup>4</sup> Silabus Bahasa Inggris Kurikulum Satuan Tingkat Pendidikan (KTSP). Unpublished. Kelas/Semester: X/2. 2006. P. 233

some of the students did not fulfill the minimum criteria of passing score (KKM). The passing score of KKM for English subject, especially for writing at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang is 60. Therefore, the writer concludes that some of the students of the first year students at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang did not achieve the KKM target stated by the school. It is because of some problems in their learning English, one of the problems is the students are not able to make the descriptive paragraph.

Based on writer's preliminary observation and information from the English teacher at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang, students still had problem in writing, especially on descriptive paragraph. The writer also found some symptoms that indicated students's writing. Generally, it can be seen on the symptoms below:

- a. Some of the students got difficulties to develop their ideas in writing.
- b. Some of the students were not able to describe a particular person, place, or thing even they had studied about descriptive paragraph.
- c. Some of the students needed long time in writing a paragraph.

From the symptoms above, the writer assumes that some of the students' difficulties in making paragraph can be caused by many factors, such as the students are lack of mastering grammar, lack of mastering vocabulary, and the uninteresting teaching strategy that had been used by teacher. On the other hand, in teaching and learning process, the teacher used monotonous strategy that caused the students difficult to improve their

writing skill. So, the teacher should be creative to manage the strategy in teaching and learning. To solve the problems depicted above, the writer is interested in doing a research entitled: **The Effect of Using Visualization Strategy toward Writing Ability on Descriptive Paragraph of the First Year Students at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang.**

## **B. Definition of the Terms**

To avoid misunderstanding and misinterpretation about some keys used in this research, the writer defines them as follows:

### **1. Effect**

Effect is change that something or somebody causes in something or somebody else, or result.<sup>5</sup> The writer concludes that effect can be said as the influence that is appeared by something towards something else. However, in this research, the term of effect refers to the effect of visualization strategy toward writing ability on descriptive paragraph of the first year Students at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang.

### **2. Visualization Strategy**

Visualization is one of the strategies of writing which can increase reasoning and thinking, so the students can write a paragraph based on

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<sup>5</sup> Hornby A S. *Oxford Advanced Learner's Dictionary of Current Englis, Seventh Edition.* Oxford. Oxford University Press. 2010. P. 468

what they imagine on their head.<sup>6</sup> It is one of the ways to develop students' ideas in making a paragraph. By using visualization, the students could create a paragraph that effectively conveys their thoughts. In this research, knowledge visualization strategy means a strategy used by writer to improve writing on descriptive paragraph of the first year students at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang.

### 3. Strategy

According to Rebecca, strategy is the concept has been applied to clearly no adversarial situations, where it has come to mean a plan, step, or conscious action toward achievement of an objective.<sup>7</sup> It means that strategy is a concept have a plan, step, and evaluation to be applied in instructional activity toward achievement.

### 4. Writing Ability

Writing ability is a specific ability which helps writers to put their thought into words in meaningful form to interact with the message.<sup>8</sup> It means that writing is an activity we do to express our ideas writtenly and it can be in different type and different purpose. It has multiple components to do this activity, they are the topic, choice of words,

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<sup>6</sup> Linda Zeigler. *Vizualization Overview*. Retrived on February 2th 2013 at 08. 45 pm [http://www.kendallhunt.com/uploadedFiles/Kendall\\_Hunt/Content/Higher\\_Education/Uploads/Zeigler\\_VisualizationOverview.pdf](http://www.kendallhunt.com/uploadedFiles/Kendall_Hunt/Content/Higher_Education/Uploads/Zeigler_VisualizationOverview.pdf). 2007. P. xvii

<sup>7</sup> Rebecca L Oxford. *Language Learning Strategies*, New York: Newbury House Publishers. 1990. P. 8

<sup>8</sup> SIL International. "What are Writing Skills?" Version 4. Retrieved on January 8<sup>th</sup> 2014 at 09.14 am. <http://www.sil.porg/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatarewritingskills.htm>, 1999. P.1

organization, purpose, audience, clarity, sequence, cohesion, and transcription. In this research, this term means the ability of students to write descriptive paragraph.

## **5. Descriptive Paragraph**

In descriptive paragraph, the writer uses words that create a picture or image and help the reader see, touch, feel, smell, or taste the topic that the writer is describing.<sup>9</sup> Based on the definition of writing descriptive paragraph, the writer concludes that writing descriptive paragraph is an activity that the students express their ideas to create an image in readers mind. In writing descriptive paragraph, the students must pay attention to make the time in order to organize the sentence. In this research, descriptive paragraph refers to the type of the text that becomes the writing task given to the students of the second semester at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang.

### **C. Problem**

#### **1. Identification of the Problem**

Based on the background and phenomena above, it is clear that some of the students still get problems in writing. The writer identifies the problem as follows:

- a. The students get trouble to describe a particular person, place, or thing.
- b. The students are lack of mastering grammar.

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<sup>9</sup> ESOL Writing Intermediate Group. [http://descriptive\\_paragraph\\_handout.pdf](http://descriptive_paragraph_handout.pdf). Retrived on January 9<sup>th</sup> 2014 at 9. 51 am. P.1

- c. The students are lack of mastering vocabulary.
- d. The teacher's strategy is not appropriate to help the students in writing ability.

## **2. Limitation of the Problem**

There are a lot of problems needed to be investigated especially in writing subject. However, this research is limited on using visualization strategy and writing ability on descriptive paragraph of the first year students at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang.

## **3. Formulation of the Problem**

Based on limitation of the problems above, thus the problems of this research are formulated in the following research questions:

- a. Is there any significant difference on students' writing ability on descriptive paragraph before being taught by using visualization strategy for experimental class and three-phase technique for control class of the first year students at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang?
- b. Is there any significant difference on students' writing ability on descriptive paragraph after being taught by using visualization strategy for experimental class and three-phase technique for control class of the first year students at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang?

- c. Is there any significant effect of using visualization strategy toward students' writing ability on descriptive of the first year students at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang?

## **D. Objective and Significance of the Research**

### **1. Objectives of the Research**

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out the information about the students' writing ability on descriptive paragraph taught without using visualization strategy of the first year students at Islamic Boarding High School Daarun Nahdhah Thawalib Bangkinang.
- b. To find out the data about the students' writing ability on descriptive paragraph taught by using visualization strategy of the first year students at Islamic Boarding High School Daarun Nahdhah Thawalib Bangkinang.
- c. To find out whether there is significant effect of using visualization strategy toward writing ability on descriptive paragraph of the first year students at Islamic Boarding High School Daarun Nahdhah Thawalib Bangkinang.

### **2. Significance of the Research**

Theoretically, these research findings are expected to support the existence of the theories regarding with the second or foreign language

learning, teaching, and acquisition. Practically, these research findings are expected to give the positive contribution and information to the writer herself as a researcher in conducting and increasing her knowledge especially in the field of educational research in English language teaching and learning research. Besides, these research findings are also expected to provide the students and the teachers of Islamic Boarding High School Daarun Nahdhah Thawalib Bangkinang, especially with the information of their students' writing ability. Finally, these research findings are also expected to provide the readers or those who are concerned to the process of language teaching and learning with the information of both theories and practices informatively.