

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is one of the important skills in learning a language. According to Brown, there are four language skills such as listening, speaking, reading, and writing is and they are very important to make students who able to communicate English very well. Writing is a system of symbols which represents the sounds, syllables, and words of a language¹. The ability to write has become an indispensable skill on students' life. In writing students are able to express their ideas. As Miller said that, and it can broaden your world by enabling you to communicate effectively with people they have never met². It means that writing is a communication or interactive activity. It can help students make sense of information that assaults you every day and present ideas so that others will take them seriously. Almost every aspect of everyday life of students carry out in writing from such as doing homework, report, project paper, and exercises.

According to Harmer, writing is difficult for some students.³ There are many aspects should be considered in writing, such as developing ideas, grammatical devices, choice of word, writing strategy and so on. As Syafi'i said that at least, there are four dominant factors that involve the success of the

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

² Robert Keith Miller. *Motives for Writing*. (New York: The McGraw-Hill Companies, inc. 2006), p.1

³ Harmer, Jeremy. *How to Teach English*. (England: Addison Wesley Longman Limited, 1998), p. 85

teaching and learning process, namely, teachers, materials, method of teaching and learning.⁴ Because teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning and learning is acquiring or getting of knowledge of subject or skill by study, experience, or instruction⁵. So, in teaching and learning process the teacher or educator should be able more creative, active, innovative, effective and interested.

Based on KTSP of English for junior high school 2006, the students should be able to use language in communication either written or oral language in order to commemorate the global era⁶. And good writing should be the goal of every student⁷. So, teaching objective is how the students are required to be able to write many kinds of genders, such as narrative, descriptive, procedure paragraph, etc, which are useful for communicative process.

As the writer's direct observation and interview with the teacher of the second year students of SMPN 1 Bangkinang Barat many showed that students still had difficulties in writing especially descriptive paragraph. The teacher said about the student's score in English was at the average of 50 in semester test. It means that only few students got good scores. Most of students still had difficulties in comprehending descriptive text that caused by some reasons. The problems that students had like: the first, the students had difficulties in word

⁴ Drs. M. syafi'I S. *From Paragraph to Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), p.100

⁵ H. Douglas Brown. *Principles of Language Learning and Teaching*. (San Francisco State University, 2000), p.7

⁶ Depdiknas. *Kurikulum tingkat satuan pendidikan (KTSP) 2006*. (Jakarta: Unpublished,2006), pp 307

⁷ M. Syafi'I S, M.Fauzan Ansyari, Jonri Kasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom setting*.(Pekanbaru: LBSI. 2007), p.1

order whether it was at the first, in the middle, or at the last of the descriptive paragraph. The second, some of students were not able to write descriptive paragraph by using good language features in descriptive paragraph such as using simple present tense, using adjective. And the last, some of students were not able to put the generic structure, such as identification, and description. It means that the students of SMPN 1 Bangkinang Barat were still poor in writing descriptive paragraph.

The problem that happened in that school was caused by the students most often learned more reading than writing. The writer asked the teacher and he said that the students' a writing ability of the students still low. It can be seen from the students' score average of writing was only 50 and if the teacher asked the students in order to write a sentence, almost of the students difficult to write that the sentence because it is difference between English pronunciation and it is written. Sometimes the students fell bored because their teacher just asked them in order to write the English sentence in each meeting, by any way or media can make the students like and enjoy writing descriptive paragraph.

Strategy of teaching is one of the aspects that will influence the achievement of teaching and learning. Using good strategy of teaching will help the students to comprehend the lesson. *Hero Quest* becomes their organizational strategy of choice once they have experienced success with it.

According to Anne, hero quest is a strategy that extends students' writing ability. The students identify a "hero" or favorite character. With colored markers

they draw a graphic representation of their hero and apply pertinent characteristics and qualities. Hero quest is a powerful tool for mapping writing plan or outline quickly⁸. Using in the language arts classroom, it is graphic orientation is especially helpful for visual students. Planning a response visually provides many students with a sense of security.

By understanding the fact above, the writer is interested in conducting a research entitled: **“The Effect of Using Hero Quest Strategy on the Ability in Writing Descriptive Paragraph by the Second Year Students of SMPN 1 Bangkinang Barat”**.

B. The Definition of the Term

To avoid misunderstanding and misinterpreting toward the term used in this research, it needs some explanations and definitions about the meaning of the terms used by this research:

1. Effect

Effect is change procedure by an action or cause as define⁹. In this research, the effect means the result of using hero quest strategy toward writing ability on descriptive paragraph at the second year students of SMPN 1 Bangkinang Barat

⁸ Hanson, Anne. *Brain-friendly Strategies for Developing Student Writing Skills*. (America: Corwin Press, 2009), p. 71

⁹ Hornby, *Oxford the Advance Learner Dictionary of Current English*. (Oxford International, 1995), p. 369

2. Hero quest

Hero quest is a strategy that extends students' writing ability¹⁰. This is a strategy used by the teacher to improve students' writing ability on descriptive paragraph.

3. Writing ability

Writing is specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message¹¹. It refers to ability in writing on descriptive paragraph at the second year students of SMPN 1 Bangkinang Barat.

4. Descriptive paragraph

Descriptive paragraph is a group of sentence which is telling about the characteristic of particular thing, such as person's characteristics or description¹². It is like painting with the words.

C. The Problem

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

¹⁰ Hanson, Anne. *loc cit*, p. 71

¹¹ SIL International. "what are writing skills?" Version 4. 1999. p.1 (Retrieved on November 9th 2012)
http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatarewriting_skills.htm

¹² Priyana, Joko et al. *Interlanguage: English for Senior High School Student: SMA Kelas XI*. (Jakarta: Pusat Pembukuan, Departement Pendidikan Nasional, 2008), p. 139

1. The Identification of the problem

Based on the background and phenomena in descriptive paragraph, encountered by the students, the problems of this research are identified in the following identifications:

- a. Why are some of students not able to express their ideas in writing descriptive paragraph
- b. Why are some of the students not able to use simple present tense in writing descriptive paragraph?
- c. Why are some of students not able to use vocabulary appropriately in writing descriptive text paragraph?
- d. Why are some of students not able to identify specific importation in writing descriptive paragraph?

2. The Limitation of the Problem

The problem discussed in this paper is concerned the way to solve that problem using hero quest strategy on the ability in writing descriptive paragraph by the second year students of SMP N 1 Bangkinang Barat, Kampar.

3. The Formulation of the Problem

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

- a. How is the ability of the second year students of SMPN 1 Bangkinang Barat in writing the descriptive paragraph taught by using hero quest strategy?

- b. How is the ability of the second year students of SMPN 1 Bangkinang Barat in writing the descriptive paragraph taught without using hero quest strategy?
- c. Is there any significant effect of the second year student's ability in writing the descriptive paragraph by using and without using hero quest strategy at SMPN 1 Bangkinang Barat?

D. The Objective of the Research

1. The Object of the Research

Related to the formulation of the problem above, the following are the researcher's objectives to conduct this research:

- a. To find out students' ability in writing descriptive paragraph before being taught by using Hero Quest strategy.
- b. To find out students' ability in writing descriptive paragraph after being taught by using Hero Quest strategy.
- c. To find out whether or not there is a significant effect of using hero quest strategy toward writing ability on descriptive paragraph of the second year students of SMP N 1 Bangkinang Barat.

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 finding is expected to be beneficial in education, in the term of the students' ability in writing descriptive paragraph.

- b. To help students, especially for the students of SMPN 1 Bangkinang Barat.
- c. To provide the information for the next research
- d. To give information to other readers about the use of Hero Quest strategy in writing ability on descriptive paragraph.