

# CHAPTER I

## INTRODUCTION

### A. The Background of the Research

Writing is one of the important skills in English beside others skills such as, reading, speaking and listening. Writing is the most important one that should be mastered by students if they want to be successful in education, because it is a vital role not only in conveying information, but also in transforming knowledge to create new knowledge. The same thing has been stated by Halliday that written language is able to convey and deliver anything that cannot be expressed by spoken language<sup>1</sup>. On the other hand, most of the subjects that are learned by students at school are presented in written form.

Thus, to reach a qualified writing product, of course, students need enough preparation. A writer should be able to perform the aspects in writing process; such as content, organization, vocabulary, language use, and mechanics.<sup>2</sup> And a writer has to be able to express about ideas in his or her mind are poured into written form. However, writing is not easy to do because it needs many basic skills that involve thought and mental efforts. Moreover, writing is a process that should be done stage- by- stage.

In order to accomplish students' need toward writing, School Based Curriculum (KTSP) provides writing as one of the skills that must be taught and learned in senior high school. MAN 1Pekanbaru is one of the schools that also uses School Based Curriculum (KTSP) as its guidance in teaching and learning process. English has been taught twice a week with 45 minutes for one hour. In MAN 1Pekanbaru, the students have been taught many vocabularies, grammar, and genre of English text in order to make them master writing skill. According to syllabus 2012-

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<sup>1</sup> David Nunan, *Language Teaching Methodology*. (New York:Prentice Hall, 1991), p.84.

<sup>2</sup>M. Syafi'i. S, *A Writing of English for Academic Purposes*.(Pekanbaru: LBSI, 2007), p.6.

2013 at the first grade, the based competence of writing English refers to capability of students in expressing the meaning in monologue texts or essay used in written forms accurately, fluently, and contextually such as Narrative, Descriptive, and News items.<sup>3</sup>

Based on the preliminary research at MAN 1Pekanbaru, the teacher had taught writing through the types of genre available in students' text book. The text book helped the teacher explain to the students about the types of the text, the purpose of the text, and the generic structure of the text. Descriptive text was one of the genres learned by the students. The teacher started by asking many questions about the characteristics of the text based on the genre given, including the kinds of the text, the purpose of the text, the text organizations and the language features.

And then, teacher assigned the students to write a simple writing in descriptive text forms. After that the teacher would give feedback toward students' writing. At the end of teaching and learning process, students were assigned to write a simple writing individually in order to improve their writing ability. Based on the description above, ideally the students at MAN 1Pekanbaru should be able to write an essay based on the genre. But, in fact many students still had difficulties in writing especially in descriptive text. It can be itemized into the following symptoms:

1. Some of the students still have difficulties in writing descriptive text
2. Some of the students are notable to use good grammatical order in writing descriptive text.
3. Some of the students are notable to choose vocabulary accurately in writing descriptive text.

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<sup>3</sup>*Syllabus of MAN 1 Pekanbaru 2012/2013*. 2013. Unpublished. p.10.

4. Some of the students do not know how to develop topic sentence to be a paragraph based on the text given by the teacher.

To improve the students' ability in writing descriptive text needs an appropriate strategy, technique, and method helping them as solution for their problems. There is actually a method that can help students in writing descriptive text, called graphic organizers (some of which are also called concept maps, entity relationship charts and mind maps) are a pictorial way of constructing knowledge and organization information. They help the students convert and compress a lot of seemingly disjointed information into a structured, graphic display. The resulting visual display conveys complex information in a simple-to-understand manner. Graphic organizers improve students' ability to think, and to plan for writing.<sup>4</sup>

Based on the explanation that has been mentioned in previous paragraph, the researcher is optimistic that graphic organizers method is a solution that can be applied to investigate in investigating the problem. Finally, the writer is interested in carrying out a research entitled **“The Effect of Using Graphic Organizers Method toward Students' Ability in Writing Descriptive Text of the First Year Students at MAN 1Pekanbaru”**.

## **B. Definition of The Terms**

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

1. Writing Ability is the skill to express ideas, thoughts, feelings to other people written symbols to make other people or readers understand the ideas conveyed. In this research, ability refers to special nature of power of students in writing descriptive text.
2. Writing in graphic organizers method are visual representations that help gather and sort information. They help students see pattern and relationships between the given

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<sup>4</sup>Curriculum Associates. *Graphic Organizers for Reading and Writing*. (New York, 1997), p.1.

information.<sup>5</sup> On the other hand, graphic organizers are visual and graphic displays that depict the relationship between fact, terms, and or ideas within a learning task. In this research, the writer wants to improve the students' ability in mastering English skills especially writing.

### **C. The Problems of The Research**

#### **1. The Identification of the Problems**

Based on the explanation above, the writer identifies the problem as follows:

- a. How do some of the students still have difficulties in writing descriptive text?
- b. How are some of the students unable to use good grammatical order in writing descriptive text?
- c. How are some of the students unable to choose vocabulary accurately in writing descriptive text?
- d. How is writing ability of the students before being taught by using graphic organizers method?
- e. How is writing ability of the students after being taught by using graphic organizers method?
- f. Is there any significant effect of graphic organizers method toward Students' Ability in Writing Descriptive Text of the first Year Students at MAN 1 Pekanbaru?

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

The problems of this research only focus on the effect of graphic organizers method toward students' ability in writing descriptive text of the first year students at MAN 1Pekanbaru.

#### **3. The Formulation of the Problems**

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<sup>5</sup> Corrine Burton. *Graphic Organizers for Writing with Lesson and Transparencies*. (USA: Shell Education, 2006), p.4.

The problems of this research are formulated in the following questions:

- a. How is writing ability of the students taught by using graphic organizers method of the first year students at MAN 1 Pekanbaru?
- b. How is writing ability of the students without being taught by using graphic organizers method of the first year students at MAN 1 Pekanbaru?
- c. Is there any significant effect of using graphic organizers method toward students' ability in writing descriptive text of the first year students at MAN 1 Pekanbaru?

#### **D. The Objectives and the Significance of the Research**

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

- a. To find out writing ability of the students before being taught by using graphic organizers method.
- b. To find out writing ability of the students after being taught by using graphic organizers method.
- c. To find out whether there is significant effect of using graphic organizers method toward students' ability in writing descriptive text of the first year students at MAN 1 Pekanbaru.

##### **2. The Significances of the Research**

- a. To give information to the teacher about the effect of graphic organizers method toward students' ability in writing descriptive text.

- b. To give the positive contribution to the students in order to improve students' ability in writing descriptive text.
- c. To enhance the writer's knowledge about teaching writing by using graphic organizers method.
- d. To fulfill one of the requirements of education department S1 degree of education and Teachers Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.