

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Writing is one of the crucial skills in learning English. It is a powerful instrument for students to express their thoughts, feelings, and judgments about what they have read, seen, or experienced to develop an understanding of the writing process. The elements of writing; text forms, genres, formats, and technology; they are able to express themselves more confidently and effectively<sup>1</sup>. The text produced during the lesson is usually based on a situation or experience with which students are familiar so that they can relate to the content of writing.<sup>2</sup>

School based curriculum (KTSP) provides writing as one of the skills in mastering English that must be taught and learned in senior high school. SMAN 001 Kampar Utara is one of the schools that also uses School Based the Curriculum as their guidance in teaching process. According to syllabus of SMAN 001 Kampar Utara, the basic competence of writing English refers to capability of the students to write functional written and essay such as narrative, descriptive, and recount.<sup>3</sup> In this school, English is taught twice a week with duration of time 45 minutes for one meeting, so it means that the

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<sup>1</sup>David, *A Guide to Effective Instruction in Writing*, Francais: Ontario Education, 2005, p. 1.3

<sup>2</sup>*Ibid.*, p. 2.3

<sup>3</sup>Syllabus of SMAN 001 Kampar Utara 2012-2013, Unpublished, p- 60

students have to learn English 180 minutes in a week. The students explore aspects of the writing process, which have been demonstrated.<sup>4</sup>

Based on the writers' preliminary observation at SMAN 001 Kampar Utara, writing was taught by Conventional Strategy ( Three-Phase Technique). The step of Conventional Strategy, first activity, the teacher asked the students about all aspects in descriptive paragraph (identification, description). Second, the students read and answered the questions related to the paragraph. And the last, the students make an example of descriptive paragraph. In fact the teacher found that most of the students still had difficulties in writing especially in descriptive. It can be itemized in the following symptoms:

1. Some of the students were hard to develop their ideas to write descriptive paragraph well.
2. Some of the students were not able to write generic structure of descriptive paragraph.
3. Some of the students had lack of self confidence with their ability in writing.
4. Some of the students were not able to use present tense especially in descriptive paragraph.

The problems above were caused by two factors, internal and external. Internal factor was such as the students' vocabulary; External factors such as the teacher did not have strategy appropriate with the students. Therefore the

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<sup>4</sup>Kalayo Hasibuan and Fauzan Ansyori, *Teaching English as a Foreign (TEFL)*, Alaf Riau Graha UNRI Press, Pekanbaru, 2007, p. 125

writer would like to apply one of the strategies to help students by using Bouncing Stories strategy to increase students writing descriptive paragraph. Hopefully students would recognize the ideas and understand and be able to write easily.

Bouncing stories strategy is writing a story collaboratively, using a wide range of language (optional) that displays three pictures on the classroom wall. It invites learners to get into pairs and silently bounce two stories between them, each one is adding a sentence to the text passed to them by their partner.<sup>5</sup>

Based on the explanations above, the writer is very interested in conducting a research entitled: “The Effect of Using Bouncing Stories Strategy on Writing Ability in Descriptive Paragraph of the Second Year Students at State Senior High School 001 Kampar Utara”.

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

### **1. Effect**

Effect is measure of the strength of one variable’s effect on another or the relationship between two or more variables.<sup>6</sup> In this research, effect is defined as the result of teaching by using Bouncing Stories strategy.

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<sup>5</sup>Andrew Wright et.al, *Games for Language Learning*, Cambridge University Press, Cambridge, 2005, p. 64

<sup>6</sup>Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic*.Third Edition, Pears Education, New York, 2002, p. 186

## 2. Bouncing Stories

Bouncing Stories is writing a story collaboratively, using a wide range of language (optional) that displays three pictures on the classroom wall. It invites learners to get into pairs and silently bounce two stories between them, each one is adding a sentence to the text passed to them by their partner.<sup>7</sup>

## 3. Writing

Writing is a way of communicating message in written form to a reader for a purpose. Through writing, one can explain or describe things and as a result, people who mile from us can get information by reading the writer message. Writing is a means of communication activity that plays an important role up to now.<sup>8</sup>

## 4. Descriptive

Descriptive is a type of written paragraph that describes a particular person, place or thing. With two generic structures: (a) Identification (b) Description.<sup>9</sup>

### C. Problem

Based on the background illustrated above , it was very clear that the students had lot of prablems especially in terms of ability the descriptive paragraph.

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<sup>7</sup>Andrew Wright et.al, *Loc. Cit.*, p.64

<sup>8</sup>Sitti Halijah, *The Effectiveness of Using Authentic Materials to improve Students' Vocabulary to Develop Descriptive Paragraphs*, Jurusan Bahasa Inggris Akademi Bahasa Asing UMI, Desember 2010, Jurnal Sastra Tamaddun, ISSN. 0216-809, Vol.7 No.2, p. 91

<sup>9</sup>Gerot and Wignell, *Making Sense of Functional Grammar*, AEE, Gerd Stabler, 1994, p. 208

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

Based on the problem depicted in the background of the problem, the problems of this research are identified as follows:

- a. Why the students hard to develop their ideas to write descriptive paragraph well?
- b. Why the students unable to write generic structure of descriptive paragraph?
- c. What made some of the students had lack of self confidence with their ability in writing?
- d. What made some of the students unable to use present tense especially in descriptive paragraph?

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

Based on the identification of the problem above, it is clear that there are many problems in this research. Thus, the problems of this research are focused on the effect of using Bouncing Stories strategy on writing ability in descriptive paragraph.

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

Based on the problems limited above , thus , the research questions are formulated as follows:

- a. How is students' writing ability in descriptive paragraph taught by using Bouncing Stories strategy of the second year at SMAN 001 Kampar Utara?

- b. How is students' writing ability in descriptive paragraph taught without using Bouncing Stories strategy of the second year at SMAN 001 Kampar Utara?
- c. Is there a significant difference of result between using Bouncing Stories strategy and three phase technique on writing ability in descriptive paragraph of the second year students at SMAN 001 Kampar Utara?

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

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

- a. To find out the information about the students' writing ability in descriptive paragraph by using Bouncing Stories strategy of the second year at SMAN 001 Kampar Utara.
- b. To find out the information about the students' writing ability in descriptive paragraph without using Bouncing Stories strategy of the second year at SMAN 001 Kampar Utara.
- c. To find out the significant difference of result between using bouncing stories strategy and three phase technique on students' writing ability in descriptive paragraph.

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

Theoretically, these research findings are expected to support the existence of the theories on the foreign language learning especially in writing descriptive subject. Practically, these research findings are expected to provide the positive contribution and information to the

researcher in conducting and acquiring knowledge especially in the field of educational research, especially in English Language Teaching (ELT). Besides, these research findings are also expected to provide the students and the teachers of SMAN 001 Kampar Utara, the information about their learning especially in writing descriptive subject.

#### **E. Reason for Choosing the Title**

The reason why writer is interested in carrying out a research on the title above is based on several considerations.

1. The problem of this research is very crucial to be investigated in a research.
2. The title of this a research is relevant with the status of the writer as a student of the English Education Department.
3. As far as the writer is concerned , the title of this a research is not yet investigated by any other researchers.
4. The writer has her own ability to investigate the problem above pertaining to time , energy , location (distance ) and finance.