

CHAPTER 1

INTRODUCTION

A. Background of the Study

None has doubts about the function of using a language; that is to communicate. English is one of International Languages besides French, Arabic, Chinese, Spanish and Russian. It is a medium to exchange the information, to tell ideas and to express their opinions. Nowadays, English is important to be learnt since it is used in science, art, politics, education, technology, etc. So, one is hoped to be able to listen, to speak, to read and to write in English well.

Everyone believes that writing is one of the ways to deliver, tell, and inform every single idea in our mind. Somehow, writing is the toughest part of English, since our grammar/structure and vocabulary are needed in this skill. In addition, lack of regular reading habits may be the cause of difficulties in writing. Experiences, events, histories and ideas can be expressed through written form, which is considered very difficult for many students. It is proved that Indonesian's writing International English Language Test System (IELTS) score is the lowest of all skills. It shows in the score of IELTS researchers'-test-taker performance in 2012 for listening (6.3), speaking (6.1), reading (6.5), and writing (5.7)source:[http://ielts.org/researchers/analysis-of-test-data/test-taker performance 2012.aspx](http://ielts.org/researchers/analysis-of-test-data/test-taker%20performance%202012.aspx).

Thus, the reality was experienced while taking teaching training/ (PPL) in SMA N 1 Kisaran, the students complained whenever they were asked to write on a certain topic. Actually, they had not any idea and even if they had ideas, the problem was they do not know how to arrange their ideas or put them in to a good order. They found many difficulties in delivering their ideas through writing. Actually, the students should be able to write a text, but students' writing ability is still low. Based on the syllabus for tenth grade of senior high school, the students should able to write four genres namely: narrative, descriptive, recount, and explanation. In this study is limited to focus on teaching descriptive text.

Students might have some ideas on their mind, but they do not know how to express them in writing. It may arise because of the inappropriate learning strategy applied by teachers in teaching writing. The researcher found that most of English teachers tend to focus merely on providing their students with vocabulary relating to the required topic and some guiding questions in order to help them shape their ideas into the completed paragraphs. Besides that, the researcher found that some teachers, taught the students grammar in so epic a way for the whole teaching time, but indeed being well-understood students in grammar - either theoretically or practically - is not the objective of standard competence and basic competence from teaching English. In addition, it may arise because of students' motivation, students' prior knowledge and uninterested media.

Responding to these problems and by considering the importance of writing skills, it is compulsory to find a fit strategy as a solution to that situation. Actually, there are some ways to facilitate students' writing ability namely: Brainstorming, Key Words, Web/Cluster, Sketch and Label and Imaging Organizer, etc. Imaging Organizer is proposed to solve the problem since it can stimulate students to express the ideas and to elaborate them briefly.

An Imaging Organizer is, like a graphic organizer, a visual representation of knowledge that structures information by arranging aspects of a concept or topic through making pictures. Making pictures means to make pictures in our minds into blank sheets. Picture refers to a description that gives you an idea in your mind of what something is like.

According to the research that has been done by Mahmood, Nikoo & Bonyadi (2013) in Tehran proved that Graphic Organizer is useful method for learning enhancing reading comprehension among Iranian EFL learners. Another research which were done by Griffin, Malone & Kameenui (2001) in McGraw-Hill clarified that Graphic Organizer facilitate comprehension, recall, and transfer information contained in an expository book. In addition, Handini and Saragih (2013) found that Four Square Graphic Organizer gave significant effect on students' achievement in writing descriptive text.

An Imaging Organizer is a beneficial instructional strategy to support students' learning more effectively. It fits with descriptive text, since powerful pictures guide students to write. It is valuable because it requires the

use of critical thinking. In addition, it can generate excitement and enthusiasm toward learning. Therefore, this study is designed and conducted to identify the effect of Imaging Organizer.

B. The problem of the Study

The problem of the study is formulated:

Is there any effect of Imaging Organizer on the students' ability in writing descriptive text?

C. The Objective of the study

The objective is to find out whether there is the effect of Imaging Organizer on students' ability in writing descriptive text for students in the tenth grade of SMA N.1 Siantar Narumonda.

D. The Scope of the Study

This research was only focusing to teach descriptive text, exactly in describing person by using Imaging Organizer.

E. The Significance of the Study

The finding of this research is expected to be useful for:

- 1) Theoretically, it develops the theories for teaching writing especially descriptive text.
- 2) Practically, It is as a reference for teachers in English teaching-learning process especially in teaching descriptive text. Then, it enlarges the understanding of others researcher in improving in writing skill and provide reference for further similar study specially in teaching writing.