

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of The Study

In the recent years, the Competency – based Curriculum had developed into School Level - based Curriculum or in Indonesia it is called Kurikulum Tingkat Satuan Pendidikan (KTSP). In this curriculum, the students that have graduated from senior high school are expected to master the four language skills (listening, speaking, reading, and writing) and also have ability to do communication both in written and oral language to achieve functional and informational literacy. Because of that, the English in senior high school is aimed at developing the four language skills in order that the students can do communication with English language on the certain literacy.

Writing is one of the four language skills that are very important to learn. Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. According to Brown (2001), writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, and to give structure and coherent organization into its work. In the first year of Senior High School, the basic competency that should be achieved in the writing English subject is the students have ability to develop and produce written simple functional text in the recount text, narrative text, procedure text and descriptive text. They can use right diction,

grammar, punctuation, spelling, and organization. But the fact, many students still have difficulties when they are asked to write English.

As suggested in (<http://language123.blogspot.com/2008/04/writing-is-the-most-difficult-skills.html>), there are some reasons which make writing difficult process in language. Firstly, writing requires good grammar. A non-native person has to remember a large number of rules in structure which are quite different from their own language. Secondly, students are known to spend less time to write than to listen, to speak even than to read. Thirdly, when students of English as a foreign language write something, they have a big question in mind whether what they write is correct or incorrect. In conclusion, writing is the most difficult skill that learners of any foreign language may face. To be good at it, learners must give much effort.

Further, based on the researcher's observation, it was found that the students' achievement in writing is still low. The students said that they did not know what to write and how to start. Students could not also express their idea through writing because they did not have enough knowledge to write other words and they did not have ideas and facts to write. Another reason why writing is so difficult for learners is language problem. A language problem might manifest itself in students' writing as: poor vocabulary, awkward phrasing and unconventional grammar, inappropriate use of colloquial language, difficulty with sentence structure and word order, trouble reading back what is written, difficulty with word sounds, spelling and meanings.

In this problem, the teacher has high responsibility to improve students' achievement in mastering language skills especially in writing. To improve the students' achievement in writing, the writer applied Word Sort Strategy in teaching writing. According to Weimer (2010), Word Sort is a strategy that helps students learn and better remember new vocabulary. Students work in small groups, with each group given an envelope containing key terms on separate slips of paper. Students are instructed to discuss what they think the relationships among the words might be. The strategy was developed for use in science courses, where terms have more precise meanings and fit more readily into categories. Students do this initial sort before reading about the terms or hearing them defined and discussed in lecture. After exposure to the words in the text or lecture, students get back into their groups and re-sort the words, comparing their new arrangements with the ones they first constructed. The writer applied the strategy in teaching writing descriptive text because from the Curriculum, descriptive text is suitable for the levels of education. So, the writer chose the Word Strategy which was applied in teaching writing descriptive text because this strategy has made the students be easier in writing descriptive text.

## **1.2 The Problem of the Study**

Based on the background of the study, the problem of the study is formulated in the following question "Is the students' achievement in writing descriptive text significantly improved through the use of Word Sort Strategy?"

### **1.3 The Scope of the study**

There are many types of writing; they are exposition, argumentation, description and narration. This research is basically limited in teaching of writing descriptive text in the first year of Senior High School.

### **1.4 The Objective of the Study**

The objective of the study is to investigate whether Word Sort Strategy in teaching descriptive writing effectively.

### **1.5 The Significance of the study**

The findings of the study are expected to be useful for:

1. The English teachers can improve their ability to conduct a better and interesting strategy in teaching writing
2. Researchers will use the result of this study as information for further research in the same interest.
3. The researchers in developing a study model.

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