CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is a basic language skill that becomes the complex skill to master for the learners. As we know that writing is a productive skill that involves the way to generate and organize the ideas in written form. People need to learn English writing because it is a process of transforming thought and ideas into written language. Harmenita and Yuli (2013) also state that writing is one of the language skills that must be mastered by English learners. They have to able to express their thoughts in writing to developed their ideas, and make readers interested when their writing red. Through writing, they can also transfered information and knowledge to others. In other words, writing could be said as a mean of communication between the writer and the reader. Writing has become an issue that causes a lot of worry for students. Leo et.al (2007) do a small scale survey that showed students' problem in writing as follows: limited vocabulary 8%, difficulty in organizing ideas 16%, no ideas to write 20%, no motivation to write 20%, and lack of confidence in grammar 36%.

In fact, Indonesia students' writing skill in English language is very low. It was found that most of Indonesian students are still difficulted in comprehended the text. The results of research Program for International Student Assessment (2010) shows that Indonesian students just got the 39th rank from 42 surveyed countries in Asia, slightly above Albania and Peru. It show us that writing skill is still a problem for Indonesian students.

SMA N.1 Tanjungpura had Minimum Mastery Criteria (MMC) of English subject was 70. From the KKM above, the score was very high for many schools. Because we found that student had difficult to write a text well based on the genre. It could be shown from the mean of student's writing ability in the table below.

Table 1.1. The mean of students' ability in writing taken from second grade of SMA N.1 Tanjungpura

Semester	Means of students' ability in language skill			
	Reading	Speaking	Listening	Writing
I	65	64	63	65
II	68	68	65	69

From the fact above, it supported the researcher to do an interview and observation at SMA N.1 Tanjungpura.

Based on writer's experienced in teaching English practice (PPL) at SMA, the writer found that most of the students were not able to write description text successfully. It makes them got low score. It could be seen from the score in the last semester. The averaged score of the students in class XI IPA 1 in the last semester was 60,00. Some of the students still got score below the standard of curriculum KTSP in Senor High School had to did a remedial test to get the standard score. According to Salam (2011), many problems faced by the teachers and the students in learning writing. The problem was limited to vocabularies, difficulty in organizing ideas, no ideas to write about, no motivation to write and lack of confidence in grammar. Students might took much time to write down their ideas. Teachers also needed to give full attention to their students to show

them how to plan a piece of writing through prewriting, drafting, and revising activities. Then, some teachers still used the traditional method or technique and just gave explanation and exercises to their students. So it made students less comprehended, less interest in writing, and made students bored. The effect could be seen in English writing score, it was regarded as a main problem in many school.

The previous researches had done by Andayani (2007) to increase writing ability in lesson materials The Present Continuous Tense and the Future Continuous Tense for grade X SMA N 8 Medan. From the result of the research theoretically and empirically that using the description, interpretation, and evaluation Technique can improve the writing ability with the lesson materials The Present Continious Tense. Moh. Muchtar (2008) find that DIE tecniques can improve writing in Improving Students ability in writing argumentation paragraph trough Description, Interpretation and Evaluation for grade XI MAN 2 Medan. From previous researches showed that the description, interpretation, and evaluation Technique can improve students' writing. The writer interesting to apply the same techniques to improve the students ability in writing use Description, Interpretation and Evaluation tecniques in Descriptive text.

Technique Description, Interpretation, and Evaluation (DIE) was used with the intention that learners were able to distinguish, explain, interpret, and evaluate an information, concepts, ideas and so on, and could applied them in learning activities to discuss the study material was presented in a visual form like the pictures on the event or activity (Sudjana, 2001:150).

In line with the explanation above, the researcher was interested in conducting a research on "The effect of Description, Interpretation, and Evaluation (DIE) technique on the senior high school students' achievement in writing descriptive text".

B. The Problem of the Study

Based on the background of the study, the research problem of the study is formulated as the following: "is the students' achievement in writing descriptive text taught by appalying Description, Interpretation, and Evaluation (DIE) Technique higher than that taught by applying Lecture Method?"

C. The Objective of the Study

The objective of this study was to find out a significant effect of using Description, Interpretation, and Evaluation (DIE) technique on students' achievement in writing descriptive text than using Lecture Method.

D. The Scope of the Study

There are many types of writing introduced in Senior High School. This study was limited on descriptive text. The study was focused on the effect of Description, Interpretation and Evaluation (DIE) technique on on students' achievement in writing descriptive text by applying in XI IPA 3 class, SMA Tanjungpura, Langkat.

E. The Significances of the Study

The Findings of the study are expected to be useful and relevant both theoretically and practically.

Theoretically the findings are expected to:

1) Enrich the literature of the teaching learning process,
2) Apply theories on the second language learning, and
3) Be the reference for those who wanted to conduct a further research in English teaching learning process.

Practically the findings are relevant and useful for:

1. Students, in improving their knowledge about descriptive writing by using DIE technique.
2. English teachers, as information in teaching descriptive through DIE technique.
3. Readers and other researchers, who are interested in this study to enrich their understanding about descriptive writing.

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