

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discuss introduce the study. These chapters consist of six parts there are the background of the study, identification of problem, problem of study, Objective of Study, Scope of The Study, Significance of The Study

### **A. The Background of Study**

In teaching and learning process, the using of good and appropriate learning material can help and support the successfulness of presenting materials, because the better quality of learning materials causes learning process more effectively and productively. Learning materials are used as one of learning sources which facilitate students with a lot of information on various learning topics. Therefore, the contents or topics in the learning materials should be considered.

According to Tomlinson (2012:143) there some characteristics of the learning material. First informative and instructional material, because it informs about the target language which guides the learners to practice themselves about language. Second is eliciting and exploratory because the learning material is not only expected as a source of information but also as a tool which can guide the student to explore their experience related to the materials.

Some English writing learning material use to teach students there are textbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a

paragraph written on a whiteboard, or anything which presents or informs about the language being learned. It can be concluded that the forms of materials can be many things and anything that help teachers to teach the public senior high school students and make them understood what their teachers are teaching.

Learning English as second language give challenge to the student in mastering English language, especially in writing skill. Students are not only expected to be able to write their idea into the text, but also to transfer the text into English well. This process is not easy for student because they will find some different between Indonesia language and English language in the term of the language structure and language feature. Therefore, as one of the important skills in English, writing requires special attention in presenting the materials. The learning materials must be able to provide a lot of various information about writing in English and also able to guide the learners improve their writing skill.

Sokolik in Nunan, (2015:78) defines that writing is both a physical as well as a mental act. On the surface, writing is a manual process of committing symbols (letters of the alphabet, etc.) To paper or a computer screen by manipulating a pencil, pen, or keys on the keyboard. On the other hand, writing is a mental process of generating ideas and thinking about how to present them effectively in the form of a written text.

Some of the student still can not increase their writing skill and researcher interview with the English teacher of SMAN 6 Medan while do teaching practice

(Program Pengalaman Lapangan), it can be reported that, the teacher still found several problems in teaching writing.

Firstly, students face were having low interest in writing, difficult to find and develop the ideas, lack of ideas to make and develop a paragraph, unfamiliar vocabulary, lack of basic knowledge about the mat. They were worried to make some mistakes in grammar, and then they suddenly stopped writing due to lack of vocabularies. It was because they seldom use English to communicate with their friends. From concluding the observation while teaching practice (Program Pengalaman Lapangan) students of SMA N 6 MEDAN were not able to write some genre writing well they just copy text from internet and paste to their homework. More than 50% students still got a low score, although the writing stages had been provided in the materials. The score lower the KKM (70)

Second, many students has not motivation to write because the material are not related to students' need. This situation influences students to copy or imitated the text from internet or their friend to finish their task easily. As the result they are lazy to write and they had low competence writing.

According to Afzal et al (2010) students' motivation is the element that leads the student attitude toward learning process, and academic performance is positively influenced by students' motivation if the if the student are not interested in learning topic, they will not write appropriately, then they are not able to improve their writing skill. As the result will have low competence in writing,

moreover, they will get low score in learning and the learning objective will be hard to be achieved.

Writing competence is a part from the curriculum in Indonesia (2013) requires students to be able to write some kind of text like recount, report, discussion, explanation, exposition, new item, anecdote, narrative, procedure, description, and review. The descriptive text is one of the genres taught to tenth grade students at Senior High School. In the syllabus of curriculum 2013 there are three types of text that should be taught at tenth grade students, they are descriptive text, recount text and narrative text.

A descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular things, animal, person, or others, for instance: our pets or a person we know well. It differs from report, which describes things, animals, persons, or others in general. Descriptive text has generic structure. It consists of two components, there are identification and description.

**Table 1.1 Basic Competence and indicators**

Basic competence
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
Indicators
<p>The students that were given descriptive text are able to:</p> <ol style="list-style-type: none"> <li>1. Mencocokkan kata-kata sifat dengan text yang tepat</li> <li>2. Meenyusun kalimat rumpang dengan kata sifat</li> <li>3. Menuliskan generic structure text descriptive dengan benar</li> <li>4. Menjawab pertanyaan dari teks deskriptive</li> <li>5. Menyebutkan kata-kata sifat dalam teks deskriptive</li> <li>6. Mendeskripsikan tentang seseorang</li> </ol>

Based on the table students are trained to develop their thinking in a written language by developing one main idea as a topic sentence. So it will be quite easy to them producing the simple text.

Based on the case researcher decide this school needs a technique for developing writing material and researcher offer technique to developing writing descriptive text material, there is EGRA (Experience, Generalization, Reinforcement, and Application) technique.

And Tomlinso (1990) stage that EGRA is one of the classroom methodologies use by high school teacher of English participating in the PKG (*permantapan kerja guru/ strengthening of the work of teaching*) project in Indonesia.

## **B. Identification of Problem**

Based on the background above, there were some problem related to the teaching learning process in writing at SMA Negeri 6 Medan, those problems can be seen a follow:

First, the students were confused to write their ideas and difficult to arrange the ideas systematically into the correct generic structure.

Second, the students have low motivation in learning because they are not interest in the content of material.

Third more than 50% students have low competence in writing

Fourth the content of the writing material do not cover and provide students' need completely.

Because of the limitation of knowledge and time to investigate the whole problem above, therefore the researcher only focuses on developing descriptive writing material for the first grade at SMA Negeri 6 Medan using EGRA technique

## **C. The Problem of Study**

Based on the identification of the problem, the problem of study is formulated as the following: How are the writing materials of the students' needs

developed based on an EGRA technique for tenth grade students of SMA NEGERI 6 MEDAN developed?

#### **D. The Objective of The Study**

The objective of the study is to develop the English writing materials of the students needs based on EGRA techniques for the tenth grade students at SMA NEGERI 6 MEDAN.

#### **E. The Scope of The Study**

The scope of the study is focusing to develop of writing material of the students' needs, especially in descriptive text. For the tenth grade students of SMA NEGERI 6 MEDAN

#### **F. The Significance of The Study**

The significance of the study refers to both of theoretically and practically

##### **1. Theoretically**

This research is expected to give some contribution to develop writing material by EGRA TECHNIQUE

## 2. Practically

### a. For English teachers

This researcher expected to give the model for the writing materials in the learning process.

### b. For the students

The result of this research is to give the some contributing in term of using an approach EGRA technique in the field of writing development.

