

CHAPTER I INTRODUCTION

A. The Background of the Study

Language is a communication tool. Everyone needs language to communicate each other. There are several languages that are frequently used by people in this world, English is one of them. English is an International Language that is used by many countries in daily conversation. Besides, it is used in international meeting and international business, so it is very important to learn it. It is why English has been taught in entire level of school in Indonesia, from playgroup up to the university level so that Indonesian people can join in the International Event.

Based on the standard competence in English KTSP 2006, learning English in Senior High School, there are four basics in English, they are listening, speaking, writing and reading. By these four skills, students are expected to be competent and able to have the good prestige in their school, college, or in their work place when they are working.

One of these four skills that are very important and most required in academic field is writing. Listening and speaking are spoken language. Reading and writing are written language. According to Byrne (1979:1) writing is the encoding of a message of some kind that is we translate our thoughts into language. People use writing to express feelings and ideas, to communicate with others and to help remembering facts and details. Writing is a process of transforming thoughts and ideas into written form. Although writing is important,

it is not as easy as people think. Writing is a very complex process, because before people want to write, they should have writing ability that consists of grammar, vocabulary, punctuation, word selection, topic and occasion.

In writing, there are many genres. They are narrative, recount, description, report, discussion, explanation, exposition, procedure, anecdote, and advertisement. Analyzing the Education Unit Curriculum (*Kurikulum Tingkat Satuan Pendidikan: KTSP*) of Senior High School, one of the genres that is studied in Senior High School is description. Descriptive is a text that says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Based on the writer's experience when doing Field Practice Experience (*Praktek Pengalaman Lapangan: PPL*) in SMK N 1 Tanjung Pura, many students have problems in writing descriptive text. The first problem is students have difficulties how to write descriptive text systematically. The second problem is students have difficulties how to start to write descriptive text.

There are many strategies that can be used to help students generate ideas and gather details for their descriptive text writing, but in this case the writer chooses Prepare, Organize, Write, Edit, Rewrite (POWER) strategy. POWER strategy guides the students to build how to write descriptive text.

The writer is interested to do researcher upon this strategy and try to analyze this case in order to know whether POWER strategy is effective in helping students to write a descriptive text. In addition, by this analysis, the writer expects that the students – who assume that writing is difficult to be done – would

get interested and find that writing can be enjoyable activity, especially writing descriptive text.

B. The Problem of the Study

Based on the background of the study, this research problem is formulated as the following: “Will the students’ achievement in writing descriptive text improve if they are taught by using Prepare, Organize, Write, Edit, Rewrite (POWER) strategy?”

C. The objective of the Study

Based on the problem of this study, the objective of this study is to find out whether Prepare, Organize, Write, Edit, Rewrite (POWER) strategy improves students’ achievement in writing descriptive text.

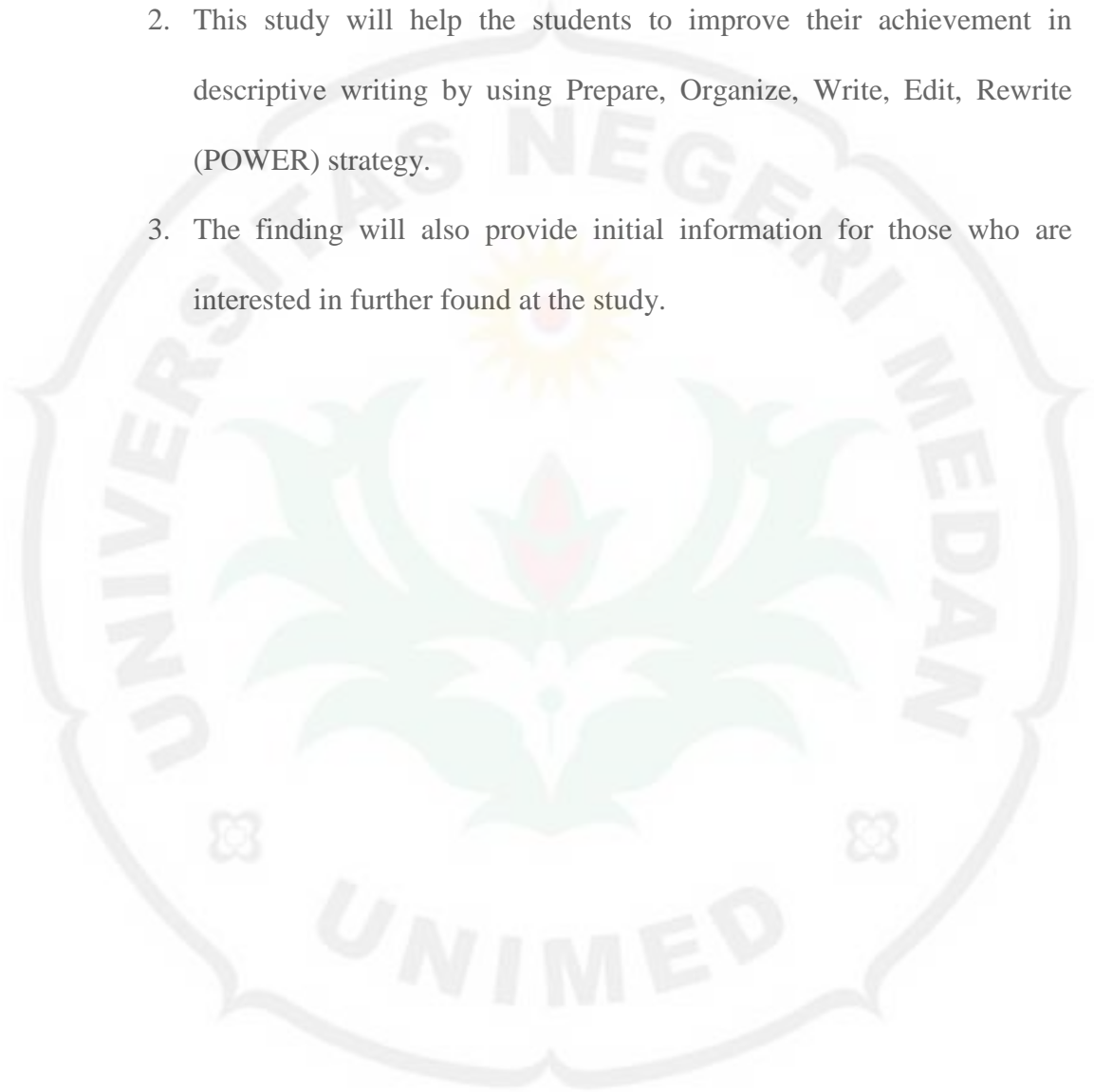
D. The Scope of the Study

The scope of this study is writing descriptive text will focus on the use of Prepare, Organize, Write, Edit, Rewrite (POWER) strategy in teaching process.

E. The significance of this Study

1. This study will be useful for English teacher in giving a better solution in applying Prepare, Organize, Write, Edit, and Rewrite (POWER) strategy in teaching descriptive text writing.

2. This study will help the students to improve their achievement in descriptive writing by using Prepare, Organize, Write, Edit, Rewrite (POWER) strategy.
3. The finding will also provide initial information for those who are interested in further found at the study.



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