

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is fundamental for human life. Writing is carried out through everyday activities in ways writing diary, letter, report, shopping list, greeting card, job application, and note reminder. People also write books, magazines, newspapers, posters, advertisements, song lyrics, and poem. The activities above show that people have used writing as a mean of communication to exchange knowledge, opinion, threats, commands, and feelings.

Writing is another way to convey thoughts, feelings, or perceptions besides speaking. Yet, writing and speaking are totally different in the time and space, participants, the process, organization and language, sign and symbol, and the product. Speaking is done directly thus when speakers are speaking; they have to be able to pick the words to be used based on the participant. Since speaking is done quite quick time, the errors made by speakers such as mispronounce and grammar will be tolerated by listeners. In the other hand, writing tends to be permanent, so the writers have to be able to pick up the words which can be understood by readers. Moreover, the writers have to be able to use the simple yet powerful sign and symbol, and fewer errors in their writing.

Moreover, writing is not as easy as speaking, it is a little tougher. The speakers can just directly adjust the words choice or the way of speaking based on the listener. Moreover, the errors happened during speaking will not cause the

fatal misunderstanding for both speakers and listeners since speakers can give direct clarification and the listeners can either ask clarification. While in writing the situation is totally different. Writing is not highly contextualized since the possibility of meeting face to face between writers and readers is very seldom. This situation makes writers have to be wise in choosing the words. They have to make sure that their writing can be understood by the readers. Besides, writing acquires the good planning on what the writers will write and how they will write it. The style of the language which is expressed in the sentences defines the success of the writing. Writing can be said successful if the readers grasp the same meaning or ideas as what meant by the writers is. In order to make his writing successful; the writers must be able to write clear sentences, which are not ambiguous, by using the correct grammar and good cohesion and coherence.

The explanation above is the reason why writing is generally known as a complex and difficult language skill. Even, writing is frequently stated as the hardest from other language skills such as speaking, reading, and listening. Whereas, writing is very important both in occupational purposes and academic purposes.

In academic field, writing always exists across curriculum. Students are required to be able to write some kinds of writing such as descriptive, narrative, procedure, recount, and explanation. From those kinds of genre, descriptive is the most common existing in curriculum. According to Educational Unit Curriculum (KTSP), students in Junior High School and Senior High School are expected to be able to write descriptive writing. But the fact students usually get low score in

writing descriptive text. Whereas, descriptive is the important text people use in daily activities. Descriptive is a genre that illustrates or pictures object, place, and person in order to have visual appearance of it.

Based on the writer's preliminary observation in grade X of SMA Negeri 11 Medan, many students were usually less enthusiastic about a writing test. When interviewed the students, most of them assume writing descriptive text as a hard work. Indeed students got low score in writing descriptive. Below is the score of class X-1.

Table 1.1

**The Students' Score in Writing Descriptive of Class X-1
(Preliminary Observation)**

Score	Numbers of Students	Percentage	Means
≥ 70	9	30	51
≤ 70	21	70	

Based on the writer observation, teacher taught writing by lecturing without included a writing strategy. Lecturing is a teaching method where teacher gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking, usually implies little or no class participation by such means as questioning or discussion during the class period. Lecturing occurs whenever a teacher is talking and students are listening.

Mostly writing is learnt, not taught. The teacher's role is to be non-directive, facilitating, and providing writers with the space to make their own meanings through an encouraging, positive and cooperative environment with

minimal interference to find their own voices to produce writing that is fresh and spontaneous. Writing requires students to be actively in learning process. Students need a strategy to help them in writing.

Sketch and Label Organizer is a visual representation of knowledge, structures information by arranging aspects of a concept or topic through sketch and label. This is an interesting strategy that makes students learn to write actively since this strategy involves drawing and labeling. Moreover, the procedure of applying Sketch and Label Organizer is simple. Students are expected to draw simply and label the important parts of the sketch by ideas or key information. This strategy is effective for writing because Sketch and Label Organizer provides clear information about the topic, helps students to gather and organize the ideas easily. It also helps students to record and remember some important ideas during writing.

Sketch and Label Organizer is an effective strategy for writing, even for other competences. This is proved by the result of some researches which have been conducted in different skill in many countries. Tayib (2015) conducted a research in Saudi Arabia by applying graphic organizer on university students' writing ability. It was found that graphic organizer significantly impact on students' writing as well as on their attitudes towards writing. Previously, Zaini, Mochtar, and Nawawi (2010) conducted a research in Malay to investigate the effect of graphic organizer in students' learning in school. He found that graphic organizer had effect on the improvement of the students' comprehension, performance, and motivation in learning. Shoari and Farrokki (2014) also

conducted a research by applying graphic organizer to improve Iranian EFL learners' vocabulary learning. The result showed that Graphic Organizer were indeed conducive to EFL learners' vocabulary.

Another research also have been conducted by Oztruck (2012) in Turkey to investigate the effectiveness of graphic organizer on students' reading comprehension and found that it helped the EFL learners in the comprehension of reading materials in English.

By considering the description above, this study was aimed to applied Sketch and Label Organizer on students' ability in writing descriptive text.

B. The Problem of the Study

Based on the background of the study above, the problem of the study is formulated as the following:

“Does Sketch and Label Organizer significantly affect on students' ability in descriptive text?”

C. The Objective of the Study

In the relation to the problem of the study, the objective of the study is to find out the effect of Sketch and Label Organizer on students' ability in writing descriptive text for students in the tenth grade of SMA Negeri 11 Medan.

D. The Scope of the Study

This study basically limited to the students' ability in writing descriptive text, specifically for describing people by using Sketch and Label Organizer.

E. The Significance of the Study

The findings of this study were expected for:

1. Teachers who may apply this strategy as an alternative strategy in improving the quality of teaching writing, especially for teaching writing descriptive writing.
2. Other researchers who want to use this study as a reference for their researches.

