

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Writing is one of the most important aspects in English language acquisition. It is a phenomenon invented by humans to help in the communication process. Writing also is one of the language skills which is used to communicate indirectly, without having face to face with other people. It has become indeed, a social and cultural practice in most societies today. Writing skills are an important part of communication.

Good writing skills allow us to communicate our message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. We might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. And, of course, a well written CV or résumé with no spelling or grammatical mistakes is essential if you want a new job.

Today, when anyone can be their own publisher, we see more and more examples of poor writing skills both in print and on the web. Poor writing skills create poor first impressions and many readers will have an immediate negative reaction if they spot a spelling or grammatical mistake. As just one example, a spelling mistake on a commercial web page may cause potential customers to doubt the credibility of the website and the organization.

Teaching writing has its own challenges since there are some steps and requirements that teachers should prepare to undertake in the classroom. Students should be encouraged to express their idea, experience, thought, and feeling. From the explanation above, it can be said that writing is an ending of product from students' thinking, feeling, and idea, even experience that is visualized in written form.

Writing is a productive skill, where the students should produce a product in written form. It is also a basic level in language proficiency, so that in writing learners should be able to mix several components of language such as vocabulary, spelling and punctuations.

Through writing, they are able to express their ideas, information, experiences, thoughts, and feeling. Beside vocabulary, spelling and punctuations, grammar is one of component in writing that should be applied by the students. If someone can use these components well, she/he would be mastered in writing. On the other hand, there are some problems that gotten by the students in teaching writing. First, the problem came from the students. They only get less information about a topic from particular hand book, so that when they are asked to compose a text they can get idea easily, but difficult to explore it into correct components of the text. For example they only compose a text by determining a topic but when they come into supporting sentences, they do not have any idea, it caused the students stopping their composing activity.

Another problem came from teacher. The teacher just asked the students to write a certain kind of texts, gave them topics, and let them write without guiding them. Then, the teacher did not give more explanation about what the students have written.

Furthermore, the teacher emphasized on grammar and punctuation rather than decisions about the vocabulary used, content, and the organization of ideas, as a result, the students' writing was not well. So, the writer combine two strategies that material being taught to the students and get better result. Moreover, even though writing is an essential skill to acquire by students, they still have difficulties in mastering it. In this case, it is quite difficult to master writing, especially for EFL students in Indonesia, since there are some differences between Bahasa and English such as structural and grammatical terms and styles. In addition, the students need an ability to translate or transform the meaning from Bahasa to English context in order not to make the result of the writing awkward, and to enable the text make sense when it is read by people especially native speakers.

Based on the researcher's preliminary research by interview with the teachers and students in SMKN 1 Kutalimbaru, there are a number of crucial issues concerning the teaching and learning of writing. First, the problem came from the students. They only get less information about a topic from particular hand book, so that when they are asked to compose a text they can get idea easily, but difficult to explore it into correct components of the text. For example they only compose a text by determining a topic but when they come into supporting sentences, they do not have any idea, it caused the students stop their composing activity.

Some of the important factors which may affect the learning process are as follows: (1) Intellectual factor. The term refers to the individual mental level. Success in school is generally closely related to level of the intellect. Pupils with low intelligence often encounter serious difficulty in mastering schoolwork. Sometimes

pupils do not learn because of special intellectual disabilities. (2) Learning factors. Factors owing to lack of mastery of what has been taught, faulty methods of work or study, and narrowness of experimental background may affect the learning process of any pupil. (3) Physical factors. Under this group are included such factors as health, physical development, nutrition, visual and physical defects, and glandular abnormality. (4) Mental factors. Attitude falls under mental factors attitudes are made up of organic and kinesthetic elements. (5) Emotional and social factors. Personal factors, such as instincts and emotions, and social factors, such as cooperation and rivalry, are directly related to a complex psychology of motivation. It is a recognized fact that the various responses of the individual to various kinds of stimuli are determined by a wide variety of tendencies. (6) Teacher's Personality. The teacher as an individual personality is an important element in the learning environment or in the failures and success of the learner, and (7) Environmental factor. Physical conditions needed for learning is under environmental factor. One of the factors that affect the efficiency of learning is the condition in which learning takes place. This includes the classrooms, textbooks, equipment, school supplies, and other instructional materials.

Another problem came from the teacher. The teacher just asked the students to write a certain kind of texts, gave them topics, and let them write without guiding them. Then, the teacher did not give more explanation about what the students have written. Furthermore, the teacher emphasized on grammar and punctuation rather than discussed the vocabulary, content, and the organization of ideas, and as a result, the students' writing was not well organized.

Assessing is the process of collecting, analyzing and recording information about student progress towards achievement of syllabus outcomes. An important purpose of assessment is to design appropriate learning programs for all students. Ramsden (2003: 177) states that assessment is about several things at once. It is not about simple dualities such as grading versus diagnosis. It is about reporting on students' achievements and about teaching them better through expressing to them more clearly the goals of our curricula. It is about measuring student learning; it is about diagnosing misunderstandings in order to help students to learn more effectively.

The biggest challenge in assessing the students' writing is derived from the difference in cultural backgrounds between the students' mother tongue and English, so it is possible to know the production of their writing does not 'sound' well in appropriate culture of English. Several problems also occur when the teachers have big classes to teach and the result of teaching writing to the students may be defeated. In this case, time also being a big challenge for the teachers to have the students' writing improves because to accomplish a good composition in English, it needs complex steps such as brainstorming, prewriting, drafting, and editing. However, new strategies in teaching writing are needed to develop the students' writing outcomes.

The writing strategy using Prepare, Organise, Write, Edit/Rewrite (POWER) as NSW Department of Education and Training (2007: 95) said that the purpose of teaching POWER strategy is to provide explicit instruction to students on how to write, in this example, an effective factual paragraph, keeping in mind the characteristics of students with writing difficulties and the principles of effective instruction.

The previous research on the use of POWER towards high school students was performed by Mukhtar (2014). In his research, he combined the POWER strategy and collaborative writing strategy. The result was students were more motivated and more enthusiastic in learning writing, and the goal of writing itself was achieved when the teachers used the two strategies.

The 3-2-1 strategy besides for reading comprehension is also can be used in writing. The previous research on the use of 3-2-1 strategy was performed by Marlina (2013). In her research she focused on comprehension towards the high school students. Her research showed that there was a significant difference on students reading comprehension achievement who are taught by using 3-2-1 strategy than who are taught by using teacher's strategy. Based on her research, it showed that 3-2-1 strategy has increased the score in students reading comprehension ability to the tenth grade students of SMA.

The 3-2-1 strategy can also combined with other strategy as what Sari (2015) conducted in her research. Her research tried to identify whether there are differences in teaching reading by using Anticipation Guide Strategy and 3-2-1 Strategy showed that the combination by using Anticipation Guide and 3-2-1 strategy. From the previous researchers, the writer concludes that the 3-2-1 strategy can improve the students' achievement in reading and writing.

Based on the explanation above, POWER strategy and 3-2-1 strategy have the similarities. Both strategies are straightforward, easy to explain and understand. The two strategies also also increase students' motivation, help them to write quickly, encourage their activities, build their confidence and the students can produce their writing easily.

Teaching writing cannot stand alone to improve the students writing achievement. It should be integrated with students' style in learning. Fleming (2012: 1) states that the term learning styles refers to individuals' characteristics and preferred ways of gathering, organizing, and thinking about information. The author suggests that Visual, Aural, Read/write, and Kinesthetic (VARK) are the sensory modalities that are used for learning information. When the students are learning, these four modalities reflect their experiences.

Based on the researcher's preliminary research in SMKN 1 Kutalimbaru, by interviewing the teachers and the students, the teachers did not pay attention to the students' style in learning. The teachers felt that all the students have the same way in learning. The students just need a clear explanation from the teacher and more assignments. Each student has a different way in learning, and that is why their preferences in answering the questions are different.

From the explanation above, the researcher assumes that POWER strategy and 3-2-1 strategy are interesting to be used in teaching the students based on their learning styles. Moreover, the students who have different learning styles can be classified into Visual, Aural, Read/write, and Kinesthetic. So, the teachers will be focus on the students' preferences so that their achievements in writing will be improved by using POWER strategy or 3-2-1 strategy.



## 1.2 The Problems of the Research

The problems of the research are formulated as the following:

1. Is the students' writing achievement taught by using POWER strategy significantly higher than that taught by using 3-2-1 strategy?
2. Is the writing achievement of students with Read/Write style higher than those with Kinesthetic learning styles?
3. Is there any significant interaction between teaching POWER and 3-2-1 strategies and learning styles on the students' achievement in writing?

## 1.3 The Objectives of the Research

The objectives of this research are:

1. to find out whether the students' writing achievement taught by using POWER strategy is significantly higher than that taught by using 3-2-1 strategy,
2. to find out whether the students with Read/Write style get higher writing achievement than those with Kinesthetic learning styles,
3. to find out whether there is any significant interaction between teaching POWER and 3-2-1 strategies and learning styles on the students' achievement in writing.

## 1.4 The Scope of the Research

The students' writing achievements are influenced by internal and external factors. The internal factors are from the students, such as motivation, learning style, interest, self efficiency etc. meanwhile the external factors are from the students' environment, such as teachers, materials, society, the teaching strategy etc. in line with



this, the researcher underlies that the teaching strategies were studied in this research. It is limited on the effect of POWER and 3-2-1 strategies on the students' writing achievements based on the students' learning styles. It means that by knowing the students' learning style (VARK), and applying the teaching strategies (POWER and 3-2-1), the researcher describes the effect of POWER and 3-2-1 teaching writing strategies and learning styles (Visual, Aural, Read/write, and Kinesthetic) on students' writing achievements. In this case the researcher selected the Read/Write and Kinesthetic styles.

### **1.5 The Significance of the Research**

The findings of this research are expected to theoretically and practically significant for students, teachers, and other researchers.

Theoretically, the findings of this research are expected as follows:

- For students, they will be able to improve their writing skill in English. From knowing and understanding the POWER and 3-2-1 strategies, they will have another choice in improving their writing skill especially in writing narrative paragraph,
- For teachers, it is useful for using a better strategy in teaching writing and understand the teaching writing through POWER strategy and 3-2-1 strategy. There are many strategies offered by the experts but POWER and 3-2-1 strategies can be another alternative strategies in improving their teaching skill in writing especially in writing narrative paragraph,
- For other researcher, as the reference for other researchers to conduct a research in writing. The POWER and 3-2-1 strategies can be another consideration for them in

determining a topic or a problem that related to writing skill by using a useful strategy.

Practically, the findings of this research are expected as follows:

- For students, it is expected to take benefit from being taught with POWER and 3-2-1 strategies.
- For English teachers as alternative teaching strategies in teaching English. Basically, the using of various strategies in teaching learning process especially writing will increase the students' ability in certain subject, in this case writing. Also it will give broad description for the teachers about the effectiveness of the application of alternative teaching strategies in teaching English, and
- For other researchers, this can be another alternative examples for their researches.