

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of the Research

In Indonesia English is the first foreign language, study from the Elementary level to university level. English is also intensively used in international communication, in written as well as in spoken communication. In addition, many books of science, technology, arts, and other published materials issues are written in English.

In English language, there are integrated skills to be mastered such as; listening, speaking, reading, and writing. As Haycraft (1978:8) states that there are various skills in the mastering of a language, namely: *respective skills*, listening (understanding the spoken language), reading (understanding the written language), and *productive skills*-speaking and writing.

Writing as one of the four basic skills in learning holds an important role in daily communication. Everyday people use writing from simple to complex as a way to convey their ideas, opinions, experiences, events and histories such as writing letter, notes, shopping list, checks or even writing using electronic media.

Without having good knowledge in writing, it is so difficult to be able to convey the ideas to the readers.

Writing involves the application of grammar and the sentence patterns, vocabularies or diction and cross-cultural understanding. And besides that, it can be said that writing ability is not only someone's ability of applying tenses to

express their ideas in the form of written representation but also to know the content or the message that will be given to the reader. To be able to write, someone has to know the technical writing such as spelling, punctuation, and capitalization. Thus writing involves the active thinking about ideas that will be developed to be a good and interesting writing. As what Nunan (1999:271) states that in terms of skill, producing a coherent, fluent, extended, piece of writing is probably the most difficult thing there is to do in language.

Referring to the Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan 2006: KTSP) or (Curriculum 2006) that the students should have written and spoken ability in communication. The ability to communicate is the ability to understand and produce the spoken and written text realized in the four language skills.

But in fact, the students who have learned the foreign language for years are not successful as the government's expectation, especially in writing skills. Most of them cannot write well. They always make mistakes in writing. It is shown that many students are not very good in writing.

These phenomenons show us that writing is still being the most difficult skill in language learning. As what Oshima and Hogue (1981) say that writing is the most difficult skill in language learning. In addition, Shumin (2002) in his research found that there is no doubt that writing is the most difficult skill for students to master, the difficulty lies in the generating and organizing ideas.

The list of score found by the researcher in SMP Swasta Dwitunggal Tanjung Morawa can be shown through in the Table 1.1 below:

**Table 1.1**  
**Writing Achievement Score of Grade VII Students of**  
**SMP Swasta Dwitunggal Tanjung Morawa 2012/2013**

Semester	Average Score of Language Skills			
	Listening	Speaking	Reading	Writing
First	60	60	65	58
Second	62	65	67	60

*Source: Monthly Semester Score in SMP Swasta Dwitunggal Tanjung Morawa 2012/2013*

These situations can be caused by many aspects. First, it comes from the students such as the motivation to study, the attitude of the students and the IQ. Second, it comes from the environment such as the condition of the class and the facility of the class. Many schools in Indonesia are under quality of the international school, so it also influenced the quality of the students in their study. And the last comes from the teacher such as the quality of the teacher, the strategy or procedure that is use in the class. Those aspects can influence the quality of the students in writing. Many teachers just give the task to the students to write without giving any motivation that make the students interested, so it is makes them lazy to study. Djamarah (2002) asserts that motivation is an energy change within the person characterized by effective arousal and anticipatory.

The types of writing or text is technically called genre. A genre can be defined as a culturally specific text type which resulted from using language

(written or spoken) to accomplish something (Gerrot, 1994:14). There are four types of writing; they are exposition, argumentation, description, and narration. Descriptive paragraph intends to create in words a picture of a person, place, object, and events stated by Wyrick (1996:191). Based on the problem above the writer tries to find out the effective teaching strategies and students' motivation on students' achievement in writing descriptive paragraph.

There are several ways to teach writing achievement. Even though there are many ways or theories in teaching and learning to increase students' comprehension but not of those theories and ways are successes. This thesis would find out the effective way to learn writing achievement for students in Junior High School. The picture word inductive models and peer review strategies are the most interest to the writer because those two teaching strategies represent what the teacher's want and student's need. The students' motivation was chosen by writer because this style was easy applied by the students.

The Picture Word Inductive Model (PWIM) is a teaching strategy developed by Emily Calhoun (1999). The PWIM uses pictures containing familiar objects to help students develop their sight reading skill and writing vocabulary. The students learn to write sentences and paragraphs. This model includes both explicit instruction and concept formation lessons and is a multidimensional approach to literacy development, one which encourages the use and integration of all actions and strategies emphasized in every child works. The PWIM requires continuous modelling of reading and writing by the teacher. It can also be used to

teach students how to use observation and analysis in their study of everything around them and the world, as well as support their comprehending and composing efforts.

Hairston (1986:116) states that the flexible and adaptable quality of writing that makes it so powerful is that when people have written something that they are not satisfied with, they have a chance to revise it. In the context of education, the most common way of correcting students' writing that has been done is to return it to the students with a great deal of underlining, crossing out, question marks and occasional tick, (Harmer, 2004:110).

Fujieda (2007) explains that peer review strategy is a way to get feedback from participants valued peer feedback. PR can be used by students to respond their friends' writing and give comment whether students make mistakes. PR strategy can be applied in group. Working in group can be productive and congenial part of writing process in which it can increase the possibility that students will look at problems from several perspectives. In PR strategy, students not only get feedback from their teacher, but they also give feedback to their classmates. It has twofold functions in which students learnt to be a good writer and better reader. Furthermore, in peer reviewing strategy students are divided into several groups that help teacher to evaluate their works easier.

In this study the writer focuses on the effectiveness of PR in improving students' descriptive writing ability. The writer expects that this research can give some contributions to the students, teachers and the process of teaching and

learning English. First, it can be used as a measurement in improving descriptive writing ability through students reviewing. Second, this research provides students' responses about PR strategy that can be applied in writing descriptive class. Last, this research can be used as a reference in improving students' descriptive writing ability through students review.

The PWIM and PR are teaching strategies. These teaching strategies will be applied in the students' motivation to discuss the effect of those activities on students' writing achievement. The writer focuses on the research because she would like wants to prove that PWIM and PR strategies are suitable to the students' motivation and will affect significantly on student's writing achievement. So, on the next chapter writer will explain about the application of those activities on students' writing achievement.

## **1.2 The Problems of the Research**

Based on the background of the research, this research will investigate the use of PWIM and PR strategies and students' motivation in English classroom.

The problems of the study can be formulated in the following questions:

1. Do PWIM and PR significantly affect the students' achievements in writing descriptive paragraph?
2. Does students' motivation significantly affect their achievements in writing descriptive paragraph?
3. Are there any interactions between teaching strategies and students' motivation on the students' achievement in writing descriptive paragraph?

### **1.3 The Objectives of the Research**

In carrying out the research, it is necessary to state the objective of this study clearly. Otherwise, this research will be useless and only wasting the time.

So the objectives of the research are:

1. To examine whether PWIM and PR significantly affect the students' achievements in writing descriptive paragraph
2. To examine whether students' motivation significantly affect their achievements in writing descriptive paragraph
3. To examine whether there is any interaction between teaching strategies and students' motivation on the students' achievement in writing descriptive paragraph.

### **1.4 The Scope of the Research**

This research is to discuss the effect of the teaching strategies and students' motivation on students' writing achievement. The PWIM and PR strategies are applied to be the teaching strategies in the classroom. And students' motivation is chosen as impeller students in applying teaching strategies. All of those strategies and students' motivation will be applied to investigate students' writing achievement.

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

There are two kinds of the finding of the research, they are theoretically and practically:

Theoretically:

1. The results of the research will enrich the theory of teaching how to teach and learn writing.
2. The results of this research can be used as references for those who are interested in conducting a further in depth study.

Practically:

1. It can help teacher to be more creative and innovative in applying various strategies so that be students are interested how to write on writing well.
2. Information for the students increasing their imagination about writing descriptive paragraph.
3. Students' motivation should be investigated and accommodated by the teacher before the teaching and learning processes.