

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the four competencies in English, writing is an activity that is often done to record an idea or even a message which is also an important skill in language. Since the first writing activities are often done to convey messages and even in documenting an important event in the past. Over time, the ability to write becomes very important along with the progress of science. Another function of writing is to inform, influence and even become a medium of entertainment. Writing can be determined by its form, depending on what it is about, is called exposition, description, or narration.¹

One of text types of writing which taught in senior high school level is descriptive text. Writing descriptive text is a writing which describe a specific person, particular place or certain thing. Descriptive text is often found in various textbook and usually contains important information about an object. The ability to write descriptive text is increasingly important today because the need for information is increasing and information disclosure requires that each individual be able to explain an object properly and correctly. Therefore, the ability to write descriptive text has been taught even from the tenth grade of high school so that students can understand reading. In the form of a description and can even write and convey information properly and correctly. However, on the other hand, learning to write descriptive activities has not yet found an effective way due to the limitations of methods and teaching materials, and there are several methods that can be used to study descriptive text, one of which is the idea web method.

¹Thomas S. Kane, "The Oxford Essential Guide to Writing" (new york: berkley books, n.d.).

Before writing this study, the researcher conducted preliminary study in order to find out the students' problems in writing descriptive text. To gather valid data, the researcher carried out classroom observation, pre-test and interview. Based on the interview with English teacher it reveals that students' aren't interested in English because it's hard to understand, some students' afraid to make mistake because fear of being bullied. in addition, interaction in the classroom also affects the mood of students, therefore a teacher should be able to provide a stimulus to arouse students' interest in learning English.

The last question was about the Minimum Completeness Criteria (*Kriteria Ketuntasan Minimal KKM*) for the writing descriptive texts. The English teacher said that the minimum score should be achieved by the tenth-grade students for writing on descriptive text was 70.

In addition, based on the results of classroom observation, the researcher found that some students' weakness in writing descriptive text are First, some students lack of writing practices because the English teacher seldom to give writing exercises where the more often students get practice in writing, the easier it is to develop writing abilities and skills in writing one of the important things to do is Writing practice. second, some students do not master vocabulary and grammar mastery because of their lack of interest in writing which is one of the reasons they are less aware in learning these two things. According to researchers, vocabulary is a capital that must be maximized before learning English, especially in improving writing skills, therefore there is a need for ways so that students can be more interested in increasing vocabulary Third ,students sometimes feel confused about where they started a piece of writing and lack of knowledge about what is main idea and supporting word therefore some students have difficulties to develop and arrange their ideas to write a text. Fourth, in the classroom some students were passive, low motivation and not interested in learning English lesson. After Researcher made observations, the lack

of a mixed approach between teacher and student is caused by teacher using the talking method means that the learning process is too monotonous, there is a possibility that the three points above can occur because there is still monotony for teachers in teaching, both from the methods and teaching materials. Beyond that many students already claim to be English subjects are difficult, boring so students are not interested in learning English lessons. Fifth, some students need more time to understand the subject matter. It caused by the English teacher never use effective and applicable instructional learning media that can improve students' writing skills on descriptive text. For this reason, researchers tried to recommend a Web Graphic Organizer as a method to be able to improvise students in writing descriptive text.

Based on the result of preliminary study, researchers found some of the difficulties of students in writing descriptive texts including First, some students lack of writing practices because the English teacher seldom to give writing exercises. Second, some students do not master vocabulary and grammar mastery. Third, some students have difficulties to develop and arrange their ideas to write a text. Fourth, in the classroom some students were passive, low motivation and not interested in learning English lesson. Fifth, some students need more time to understand the subject matter. It caused by the English teacher never use effective and applicable instructional learning media that can improve students' writing skills on descriptive text. to overcome the writing problems, the researcher suggest the English Teacher should be able to enliven the learning atmosphere and encourage students to participate actively in learning process by using attractive learning methods in order to boost students' awareness and desire to learn English especially writing.

In brief, based on the previous study and the findings in preliminary study, the researcher has a firm belief that a Web Graphic Organizer is one of effective instructional

media which adaptable and useful to improve students' writing skill gradually. Therefore, the researcher wants to conduct a study with the title **“The Effectiveness of Web Graphic Organizer to enhance Student’s Writing Skill on Descriptive Text” (a Quasi Experimental Study at the Tenth Grade of MA RaudhlatulUlumAnyer).**

B. Identification of Problem

Based on the background of the study, the researcher identifies the students' problems in writing are as follows:

1. Lack of writing practices.
2. Lack of vocabulary and grammatical mastery.
3. Some Students have difficulties to develop and arrange their ideas to write a text.
4. Some students were passive, low motivation and not interested in learning English lesson.
5. The English Teacher needs to use effective and applicable instructional learning media that can improve students' writing skills gradually.

C. Limitation of The Study

Due to the researcher has many problems in conducting this study, so this study only concerns to investigate the effectiveness of Idea Web Graphic Organizer to enhance student's Writing skill on Descriptive text.

D. Research Questions

Based on limitation of the problems, the researcher proposes three research questions as follows:

1. How is student's writing skills on descriptive text at the tenth grade students of MA Raudhlatul Ulum Anyer before treatment?

2. How is the Implementation of Web Graphic Organizer to enhance student's Writing skill on descriptive text?
3. How is the Effectiveness of Web Graphic Organizer to enhance student's Writing skills on descriptive text?

E. The Aim of study

Based on statements of the problems, the objective of this study can be described as follows:

1. To observe students' writing skills on descriptive text at the tenth grade of MA Raudhlatul Ulum Anyer before giving treatment.
2. To investigate the implementation of Web Graphic Organizer to enhance student's writing skill on descriptive text.
3. To examine the effectiveness of Web Graphic Organizer to enhance students' writing skill on descriptive text.

F. Significance of the study

In general, this study has two significances namely: theoretical and practical significance. On the one hand, theoretically this study wants to prove whether web graphic organizer has significant effect to improve students' writing skill on descriptive text gradually. Besides, this study can also enrich treasure of knowledge especially dealing with teaching writing on descriptive text to EFL at senior high school level.

On the other hand, practically for teacher this study discloses the students' writing skills on descriptive text at the tenth grade of MA Raudhlatul Ulum Anyer and it may also be used as real evidences in order to improve the quality of teaching and learning processes by selecting effective instructional and attractive learning method that in accordance to

learning outcomes. For other researchers, however, this study reveals several factors or variables that may affect students' writing skills on descriptive text.

G. Previous study

Based on the investigation, the researcher found three previous studies which have discussed similar issues toward this study.

The first previous study by Anggraeni with the title "*The Effect Of Applying Web Graphic Organizer On The Students' Achievement In Writing Descriptive Text*" The study deals with the Effect Of Applying Web Graphic Organizer On The Students' Achievement In Writing Descriptive Text. The objective of this research were to know how far the significant effect of applying web graphic organizer strategy, to find out the students' creativity taught by applying web graphic organizer strategy is higher than conventional method and to find out the students' difficulties of applying web graphic organizer on the students' writing in writing descriptive text. The instrument of this research was written test. The test given to the aimed to collect the data in writing descriptive text. Final result was $T_{test} > T_{table} = 10 > 2.021$. So H_0 hypothesis was rejected and H_a hypothesis was accepted. It means there was significant effect of applying web graphic organizer strategy on the students' achievement in writing descriptive text. The students had difficulties to understand the instruction so that the teacher had to repeat it three times even four times. Different from this previous study, this research focuses more on the effectiveness of a medium to improve students' writing skills. Meanwhile, the similarities with this study are there is significant effect.

The second previous study by Maslihah and sititarwiyah with the title "*Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizers*" This study was a classroom action research. The data were obtained through documentation, observation, and test. It was conducted in three cycles with the 24 eighth grade students of MTs Nurul

Islam Juwangi in the academic year of 2016/2017. The result of this research showed that students' ability was improved in each cycle after they were taught using graphic organizers. They were better in their descriptive text writing concerning content, organization, vocabulary, language use, and mechanic

The third previous study by Marija Ropič, Metka Kordigel Aberšek with the title "*Web Graphic Organizers as an Advanced Strategy for Teaching Science Textbook Reading Comprehension*" This paper presents the results of the 5 months experiment in which the influence of using a web graphic organizer in the science literacy curriculum was observed. The interest of the study was focused on the quality and quantity of learning/understanding the explicatory text description from the science textbook. The experiment included students at the age of 8-9 years. The results show the effect of using the web graphic organizer on students' competence to find out what in the science textbook text is important, on the level of text comprehension and on the competence of comparing new information with the previous knowledge.

However, from the previous studies, unfortunately, there is no researcher who have conducted study which concerned to investigate the effectiveness of using Web Graphic Organizer in enhancing students' writing skill on descriptive text at the Tenth Grade of Senior High School. Therefore, the researcher firmly believes that this study needs to investigate comprehensively and in depth.

H. Organization of Writing

The researcher arranges this study into five chapters and every chapter has some sub-chapter that will be explain in this chapter.

1. Chapter 1 is Introduction. This chapter has some sub-chapter, they are background of the study, the identification of the problem, statements of the problem and the objectives of the study, significant of the study and organization of writing.

2. Chapter II is Theoretical Review. This chapter discusses three main issues of this study, namely writing, web graphic organizer deascriptive text.
3. Chapter III is Research Methodology. This chapter consists of research method, time and setting, population and sample, data collection technique, data analysis technique and Hypothesis.
4. Chapter IV is Result and Discussion. This chapter consists of findings and discussion.
5. Chapter V is Conclusion and Suggestion. This chapter sums up the final conclusion and offers some suggestions for some parties.