## CHAPTER I
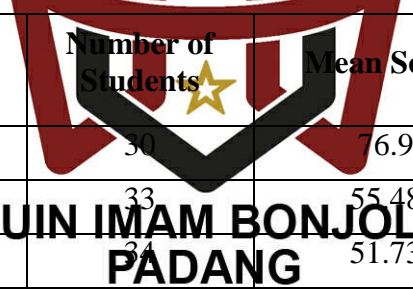
## INTRODUCTION

### A. Background of the Problem

Writing is the most complicated skill that has to be acquired by the learner in English learning.Because, it requires the writers to involve higher cognitive competence such as the capability to analyze, construct, edit and revise ideas to produce a qualified writing. Therefore, the writing instructors must be able to facilitate the learners with conducive learning that expand their views about certain matters, challenge them with extra rewards and show them the appropriate procedures in developing their writing competence. Writing competence that involves in the process of analysis and synthesis can be called as whole brained activity that reads everyone to critical thinking. So, writing is the most complex activities that has to be acquired by every language learner. Because of this reason teaching writing, absolutely, must be applied with wholehearted by the classroom practitioners. Teaching writing is not a trivial thing to do. It is not an easy task to make the students competent in producing a qualified writing.

Based on the researcher, preliminary observation and interview, there were many facts that the researcher found in teaching process of writing at State Islamic Senior High School 1 Padang. First, the teacher taught English to the students based on "Curriculum 2013". Second, the teacher usually used text book (LKS) as the only one source of learning. Third, in teaching

English, the teacher often taught the reading and listening than speaking and writing skills. So, it makes the students less opportunity to improve their skill in speaking and writing. Writing is a hard task for the students; they had difficulties to express their ideas thought in a written form, especially in choosing the topic and developing their ideas. The last, teachers also have evaluated Englishscore but it was not referring to the four skills ofEnglish, such as listening, speaking, writing and reading.The teacher gave English score in general and did not based on the four English skills and each components yet. It could be seen on the following table:

**Table 1.1 Students' English Score of MID Term ofSecondSemester at Class X of State Islamic Senior High School 1 Padangon Academic Year 2017/2018**

| No | Class | Number of Students | Mean Score | Minimum Achievement Criteria |
|----|-------|--------------------|------------|------------------------------|
| 1 | $MIA_1$ | 30 | 76.9 | |
| 2 | $MIA_2$ | 33 | 55.48 | |
| 3 | $MIA_3$ | 34 | 51.73 | |
| 4 | $IIS_1$ | 29 | 50.79 | 78 |
| 5 | $IIS_2$ | 30 | 44.07 | |
| 6 | $IIS_3$ | 30 | 51.1 | |
| 7 | IIK | 31 | 69.68 | |
| Sum | | 217 | 339.75 | |
| Mean | | | 57.10 | |

*Source:English teacher at Class X at Islamic Senior High School 1 Padang*

Based on the table abovethere were seven classes, this research only focus to IPA class. The table showed that the students mean score at second semester test academic year 2016/2017 is 57.10. While the

minimumachievementcriteria was 78. It means that the score of students was under minimum achievement criteria. It also indicated that the students' English score in general was low. As a English teacher must look for the solusion to solve this problem. One of the ways was using the various technique or strategy in learning process.

Generally, the students producted written work related to the topic given. The topic was the describe my idol. It means that the students' content of writing should talk about describe my idol. It can be seen from students' writing, they told about describe my idol, but the students' have limited knowledge of subject and lacks detail. Organization related to the generic structure of the text. In writing, the students' writing was logical, but incomplete and coherence. It can be seen from students' writing.

Researcher also found that many students' had limited vocabulary. They did not have enough vocabulary to write the text. The teacher asked them to bring dictionary, but not almost of them did bring dictionary. It caused they were lack of vocabulary and difficult to find out meaning of the word. (Example: *She is beatifu girl incorrect, correct She is beautiful girl).* The students' also had weaknesss in language use, they have mistakes in tense, and pronoun, grammar. It can be seen in studets, writing ( Example: *she is animal the making my self happy when my self sad, cry.* Incorrect sentence and correct sentence *it is the animal make me happy when I am sad).*The students' also weakness in mechanics. Students' writing is found

error in spelling, punctuation and capitalization (Example: *she.*
*isanimal*incorect, correct *It is animal*).

Based on the phenomenon that happened at Class X at State Islamic
Senior High School 1 Padang, the students still face the difficulties in writing.
the researcher was interested to use newstrategy in this school. The researcher
usedDraw Label Caption strategyin students writing activity. This strategy
let the students interested to learn and they can share their idea to their
teammates.The researcher wants to prove whether with usingDraw Label
Caption strategyin writing activity gave significant different to students
writing skill. Based on the researcher observed it found that the English
teacher never use thisstrategy.

Previous researcherhave proved thatDraw Label Caption is affective
strategy to improve students writing skill.Based on the background of the
problem above, the researcher interested to conduct the research with the title:
"**The Effect of Using Draw Label Caption StrategyToward Students'**
**Writing Abilityat Grade X Students of Islamic Senior High School1**
**Padang"**. Through this study, the researcher wants to investigate
whetherDraw Label Caption strategy contributes to students' writing skill or
not.

## B. Identification of the Problem

Based on the background of the study above, it could be underlined
that, there are some problems related to students' writing skill of grade X.
The students have some problems in writing ability, there are problem faced

by students in Islamic Senior High School 1Padang in writing skill they are: lack of vocabulary, they get difficult to find the topic, main idea, and addition, the students have problem about grammatical and donot know write in good organization, mechanics, content and the students also have low spirit in studying writing as indicated by their activities in teaching and learning process.

## C. Formulation of the Problem

*Does Draw Label Caption strategy gave significant Effect in Students Writing Ability at Grade X of Islamic Senior High School 1 Padang?*

## D. Limitation of Problem

Besed on the identification of the problems above, it is impossible for the researcher to study all that stated problems because of the limited time. Therefore, this research was focused on the effect of Draw Label Caption strategy to students writing score at Grade X students' of Islamic Senior High School 1 Padang.

## E. Objective of the Problem

The objective of this study is to find out weather Draw Label Caption Strategy gives different result on students' writing ability.

## F. Significance of the Studies

The finding of the research is useful in some ways.

1. Theoretically

a. The research can be used as reference for anybody else who has the same interest in the same field.

b. The research can be useful as the references in choosing strategy in teaching writing.

2. Practically

a. For the researcher, the research can give a practice in developing her knowledge and skill in problem-solving processes.

b. The finding of the research can be used by teachers as a reference to improve their strategy in teaching writing and to find the most suitable strategy for improving the students' score in writing.

c. The finding of the research can be a useful input for the students to improve their skill and to learn English especially witing skill.

d. For other researchers, this research can give general knowledge how to improve students' writing score in writing.

**G.    Definition of Key Terms**

Draw Label Caption   : According to (Peha: 2003) they define Draw Label Caption strategy is strategy that can be used in this research, that consist of three-steps.

Writing skill        : the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed (Nunan: 2003).