

# CHAPTER I

## INTRODUCTION

### A. Background of the problem

Education is one of the important aspects in the life of human beings. In Indonesia, the realization of national education is aimed at making the Indonesian citizen smart with good personality to improve them by accelerating the development of the country. Most of countries in the world use English as their daily communication language, because languages have a big contribution in social life. Without language people will not be able to have harmonious in social interaction. Today, language, especially English in social interaction is very useful to bridge our relationship with the other country. Many activities used English as communication tool such as business activities, scholarship and culture.

In Indonesia English is the first foreign language that taught in secondary school. English must be studied by the students at junior high school, senior high school until university. As a foreign language English not only for students' academic aspect to get good mark but also for communication tool in work world after school.

There are four skills that should be mastered, they are: listening, speaking, reading, and writing. Halliday in Nunan (1985:84) suggests that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met the spoken language. The writing skill becomes very important in the education field, students need to be exercised and trained in order to have a good writing skill.

Writing is a complex skill that need writers ability to use appropriate vocabulary, language use and to express ideas to be written. To got a good writing, the students should had the basic knowledge in content, organizing of ideas, vocabulary, language use, and mechanic. All of them were important aspects that should be considered in order to be able to write well.

Based on the researcher preliminary study at Junior High School 1 Pariaman, the researcher found that many students got difficulties in producing the texts, especially descriptive text. The researcher found some problems related with the failure of students in their writing. Generally, the students could not master and understand how to write well, such as by considering the components of writing; content, organization, and mechanics and so on.

Furthermore, the researcher found that the students were lack of vocabularies. Most of students, they were lazy to bring dictionary when they study English, so that they were difficult to found the meaning of the word. They prefer with the other friends works. As a result, they were not able to made a good sentence or good paragraph by themselves. Beside that, most of the students kept silent and did not do anything if the teacher asks them to write English. When they were asked why they kept silent, they answered that did not understand anything. These cases were causes by their lack of vocabularies, so when they were asked to write, they did not know what should they write.

Furthermore, they still did not understand how to start writing. When assigned to write, they students were confused and they did not know where they wanted to start their writing.

Then, writing was not students' interesting activity. The students say that they did not like writing because it was boring that could make them getting sleepy when they were writing. They like better speaking to their teachers' explanation than writing. When they were in writing activity, they always ask the teacher to translate every word to Indonesian language or English. So it influenced the students writing ability. based on the results of the observation, it was found that most of the students got low scores in their writing as pointed on the table below:

**Table 1.1**  
**Students' Writing Score at Class VII Academic Year 2017/2018**

Total students	Mean score of writing components					Total score
	Content	Organization	Vocabulary	Language Use	Mechanic	
32	17.85	12.23	11.05	10.83	2.84	54.31
<b>Ideal scores</b>	30	20	20	25	5	100

*Source: English teacher of Junior High School 1 Pariaman*

Based on the table above, it could be seen that the students' skill in writing could not reach of Minimal Criterion Completeness (KKM). Generally, the students could not master and understand how to write well, their score was under average. From the table above it could be seen that students class VII of Junior High School 1 Pariaman did not have satisfying result in writing ability. It seems that the students' scores were below the

minimum passing grade in that school, it was 78.0, it was based on school standard.

Furthermore, the evidence that writing ability was difficult for students in the first years of Junior High School 1 Pariaman looked on students task in writing of descriptive text. After evaluating of their writing, it was found that the students didn't have sufficient capability in writing. The students could not generate their ideas.

In fact, researcher could be seen that the students in Junior High School 1 Pariaman had low achievement on writing, especially in writing a descriptive text. The lack of students achievement on writing skill influenced by many factors. The main factor was the students were not interested in learning English. They thought that English was difficult for them especially in writing skill. Beside that another factor that caused students' scores still low was the lack of the desired to learn english they felt that english was bored. They were not motivated because they did not know how to start their writing. Then, they were also still confused to express and organize their writing.

Based on the problem mentioned above, the researcher wants to know the effect of students' writing skill through the Tell-Show Strategy to the first grade of Junior High School Number 1 Pariaman.

Tell and Show Strategy is an activity of the students write something very simple and then describe it in detail. Peha (2003:34) states there are three reasons why showing is important in writing, those are: (a) showing is more specific than telling: it means that you could explain every single object to the

reader in detail; (b) showing helps reader make picture in their mind: it means that by showing the clear detail to your reader you are supposed them to have the same picture in their mind, if you do not “show” them what you are talking about, they will not get the same pictures in their mind that you have in yours; (c) showing is more interesting than telling: it means that when you describe your objects by showing them in detail, this makes readers more interested in your writing because they want to work harder to figure and make a clear picture about your detail objects.

Based on the background of the problem above, the writer was interested to conduct the research under the title of: “The Effect of Tell-Show Strategy in Teaching Writing at Seven Grade Students of Junior High School1 Pariaman”. The main problem to answer in this research was “Does the effect of Tell-Show Strategy improve students’ writing ability?”

## **B. Identification of the Problem**

Writing is not an easy skill to master. There are some skills should be considered in writing, content, organization, vocabulary, language use and mechanics (Jacobs, 1981: 90). Because of that, the teacher should be able to motivate the students in teaching learning process.

Dealing with background above, the writer identify some problems in writing process. *First*, the students got difficulties in developing ideas and lack of vocabulary. They often got confuse when they were ask to write a text based on a certain topic. They also do not know how to write down the ideas when they found difficulties with the vocabulary.

*Second*, the students were not able to produce their own ideas into a written form because they were lack of grammar. They did not understand about type of tenses that they has to use in a text type. They also thought that writing a text with correct grammar is difficult to be done. Those problems cause them were not interested in writing skill. *Third*, they did not know how to write a written language especially recount text. Especially how to arrange the text in appropriate sequence based on the rhetorical steps or its generic structure that they learn in the school. The effect of this condition, they cheat on the example when they ask to write. *Fourth*, the students were error in grammar, spelling, capitalization, word choice, punctuation, and mechanic.

#### **C. Limitation of the Problem**

Based on the identification problem above, the problem of this research was limited to the effect of Tell-Show Strategy towards students' writing ability in descriptive text of class VII of Junior High School 1 Pariaman.

#### **D. Formulation of the Problem**

Based on the background above, the problem of the current study was formulated as:

1. Does Tell-Show Strategy gave significant effect on students' writing in descriptive text at Junior High School 1 Pariaman?
2. What component of writing ability can be improve students at class VII of Junior High School?

### E. Purposes of the Study

The main purpose of this research could be formulated as follow:

1. To know whether Tell-Show Strategy gave significant effect on students' writing ability at Junior High School I Pariaman.
2. To find out Tell Show strategy can improve students writing ability at clss VII of Junior High School 1 Pariman.

### F. The Significances of the Research

Through this research, researcher expects that the problem solving that is offered in this study gives contribution to the teachers where they may choose and apply one of the various strategies in teaching and learning process to improve students' writing skills. In this case, the teachers should consider about the implementation of Tell-Show Strategy in teaching writing as an alternative strategy that is expected to help the teacher in teaching writing.

In addition, this research would be valuable to the students: *first*, they were motivated to write a good paragraph because it was presented, *second*, they felt enjoy and comfortable to write because they could share their ideas with their friends, *finally*, they would got good result after doing Tell-Show Strategy.

### G. Definition of Key Term

To avoid misunderstanding about the research, the researcher writes some key terms used in the context of this research as the following:

1. Effect is a change of the results when something is done or happens: an event, condition, or state of affairs that is produced by a cause.
2. Writing is the frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward. (Jeremy Harmer, 2004:33)
3. Descriptive text is a kind of monologue text that has function to describe a specific a person, a place, or any other object, and gives information about definitions and characteristics of something, someone, or place to the listeners.
4. Tell-Show Strategy is an activity of the students write something very simple and then describe it in detail. (Peha, 2003:34)

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