

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Writing is one of the important materials in teaching learning english because it facilitates the students to master the written skill. Writing is a tool for communication and also writing is the productive skill in the written mode. The role of writing as one of communication device between the writer and the text is used to express their thoughts in the written form. In writing, the writer reveals cognition and thoughts in their writing. Then, the writers also can deliver their ideas, meanings, and any other understandings in writing form. Its tool is more complicated than it seems at first, and often seems to be hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

In writing, there are many kinds of genres. Genre-based approaches are concerned with the social purposes of language. Genre-based approaches in focus are generally defined according to social purposes communication. There are many kinds of genre-based approach; recount, persuasive text, report, narration, description, explanation, exposition, procedure, news item etc.

Usually, the writing process begins by finding ideas and developing them into complete writing. Then, writing is also done to write feelings, ideas, expressions in the writing process. To obtain the purpose of writing, students at school must have a

good writing activity Students should know that writing is very important for their education. So, to get the purpose of writing to express their ideas in written form, students must have good writing ability.

Writing skills are different from other skills. In writing, all ideas and thoughts are expressed in written form. In the writing process , the writer should pay attention to several aspects. First, writer need to consider the choice of words in expressing their ideas. Secondly, in writing, the author also considers the word spelling, grammar, and punctuation to produce good writing. Then, another important aspect of writing is unity and coherence. Writing can be called good writing if it has unity among the ideas in it. Then, coherence is the relationship and arrangement between ideas in the paragraph in writing. That aspect is very important to produce good writing

It is known that students are required to have a good learning achievement. This means that writing is important in teaching and learning English that must be mastered by the students. Therefore, students should be able to improve their writing achievement and also learn about the aspects needed to produce good and correct writing,based on the curriculum (K-13 ). In addition, writing makes students active to learn and deliver their ideas into written form. The goal of teaching writing is to make the students are able to have good achievement in writing.

On the other hand in the field, based on the researcher observations of researchers at SMPN 1 X Koto Singkarak. there are many difficulties in writing students found by researchers. Most students have low in writing. Writing

difficulties arise when students write. First, students have difficulty in expressing ideas that must be submitted in writing, that happens because they are low in developing their thinking in writing. Second, students are low in composing sentences well in their writing in a succinct manner. Finally, they also worry about grammar and vocabulary. This is evident when students write, they do not consider correct grammar and proper punctuation. Thus, students should think clearly to make their writing better. They are not forced to make their own writing. It keeps students low in writing. This is the student product in the recount text.

Based on the above problems, teachers must find and apply good and right strategies in teaching writing. It is necessary for students to perform well in writing. Teachers must use effective strategies for the writing process to run successfully. Thus, teachers have a big role in finding and implementing engaging strategies for students to write. For this case, teachers should teach students using various strategies to stimulate students in writing. Some of the strategies that can be used in writing teaching are Quick Write, Identifying, Wordless Picture Books, and POW + TREE Strategy.

Identify strategies directing students to write based on the identification they make about the object to be written. Meanwhile, a wordless picture book is a strategy in which students write based on images without keywords. Meanwhile, the POW + TREE Strategy is a strategy that directs students to put their ideas before writing. Based on students' ideas, they organize ideas of support and then lead the students until they have good writing.

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

Based on the researcher observation in SMPN 1 X Koto Singkarak at eighth grade students, the researcher found the problems related to the students' writing ability. First, the students did not have idea to write to support content. Second, they were lack of grammatical structure. Third, the students could not write well in English. It proved in their spelling. The students still difficult to write in vocabulary. This is very important because the spelling of Indonesian language and English are very different. Fourth, because have little vocabulary, they are still difficult to convey their ideas in written form. It much better if the teachers are able to create the class atmosphere become energetic, active and creative.

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

Based on the identification of the above problem, the researcher focuses on the writing ability to be solved in this research. Here, researcher restricted research on the POW+TREE Strategy to find out whether the POW + TREE Strategy had a significant effect on students' writing skills.

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

The problem of the research is: “Does POW+TREE strategy give significance effect on students’ writing ability in recount text at SMP 1 X Koto Singkarak?”

## **E. Purpose of the Research**

The purpose of this research is to identify whether POW+TREE Strategy gives significance effect on student’s writing ability. In addition, this study also aims to

determine whether students have progress in their writing after teachers use the POW + TREE Strategy in teaching writing or not.

#### **F. Significance of the Research**

By doing this research, researcher hopes that the POW +TREE Strategy contributes to teachers, students, readers, and researchers. First, teachers use to analyze students' difficulties in writing. Second, for the students it is used to provide solutions how to transfer their ideas into written form. Third, for the reader, it is useful to know how to analyze students' writing skills. Fourth, for the researcher, this research will be one of his learning in finding whether the POW +TREE Strategy has a significant effect on students' writing ability.

#### **G. Definition of the Key Terms**

In this research, the writer uses several terms , to avoid misinpretation it is necessary to define them:

##### **1. Writing Ability**

Writing is visible. It is a form of communication created by the hand and appealing to the eyes. Writing is a skill that can be defined as an exploration of any thought or anything to be formed in writing.

##### **2. Recount Text**

Recounts are sequential text that do little more than sequence a series of events. Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is for informing or entertaining.

### 3. POW+TREE

POW+TREE is a strategy that provides young writers with a general plan for writing and tells them how to organize their writing in a nicely structured paragraphs. Thus, the expert supposes that pow tree is a strategy that directs young writers to the plan about what they will write. Then, they organize their ideas into a good writing. Furthermore, the strategy lead the students to structure their writing into good written creation ( Kail and John, 2013:12).

