

CHAPTER I

INTRODUCTION

A. Background of the problem

Writing is one important skill in the process of learning. By writing, the students can express their thought, ideas, and feeling. Furthermore, in Junior High School 2 Pariaman writing was the one difficult skill for students. To get a good writing, the students should have the basic knowledge in content, organizing of ideas, vocabulary, language use, and mechanic. All of them are important aspects that should be considered in order to be able to write well.

Writing skill is different from the other skills. In writing, all ideas and thoughts express into written form. In the process of the writing, the writer must pay attention some aspects. First, they need to consider about the choice of words in expressing their ideas. Second, in writing, the writer also considers about the word spelling, the grammar, and punctuation for producing good written. Then, another aspects which are important in writing are the unity and coherence. A write can be mentioned as a good written if they have unity among the ideas in it. Then, coherence is a relationship and arrangement among the ideas at paragraphs in writing. Those aspects are very important to produce a good writing.

In English, 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 also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to write. If their writing skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in writing, they will have a better chance to succeed in their study.

Furthermore, there are three problems that make writing difficult (Byrne, 1984 in Silpristy, 2008: 2). The first is the psychological problem. It is said that writing is essentially a solitary activity that requires the writer to write on his own without the possibility of interaction or the benefit of feedback from the readers. The second is linguistics problem that deals with linguistics components. The third is cognitive problem. It is stated that writing is learnt through a process of instruction.

These problems are felt by the writer when she did practice teaching at Junior High School Number 2 Pariaman the students had lack of motivation in writing skills. First, The students felt that writing is a boring activity because, they think writing just spend time in the learning process. Second, The students would not confident, when the teacher gave instruction to write, because writing is not a fun activity and the students were lazy to write.

Beside that, The students think writing was very difficult skill and they had lack of vocabulary, so that, when the teacher gave instruction the students to express ideas, most of students kept silent, because they did not know about the write in English, the students spent much time to find the words in dictionary.

Consequently, the students did not have knowledge about English skill in writing and the student had lack of vocabulary in writing.

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' English Score in the first Semester Of 2017 – 2018 Academic Year

No	Class	Total students	Mean Score
1	VIII.1	30	65,36
2	VIII.2	32	64,09
3	VIII.3	31	64,77
4	VIII.4	31	64,77
5	VIII.5	31	64,64

Source: English Teacher's book mark at Junior High School 2 Pariaman

Based on the table above, it can be seen that the students' English ability is low. It means that students' achievement of the four English skills is low which one of those skills is writing skill. From the table above it can be seen generally that students of class VIII Junior High School 2 Pariaman did not have satisfying result in English Subject.

In fact, it can be seen that students of Junior High School 2 Pariaman had low achievement on writing. The lack of students' achievement on writing skill was influenced by many factors. The main factor was low of students' knowledge of five essential elements in writing. Therefore, English is difficult for them especially in writing skill.

Based on the problem mentioned above, writer wants to know the expansion of students' writing ability through the Tell-Show Strategy. 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 Eight Grade Students of Junior High School 2 Pariaman". The main problem to answer in this research is "Does **Tell-Show Strategy** give significant effect of students' writing ability?"

B. Identification of the Problem

In recent years writing has not been given proper attention by most English teachers. It is because of English teaching and learning emphasize is more on grammar, reading, and speaking. So, the teachers spend more time on teaching them than on teaching writing. This makes students hardly practice writing, and as

a result, unable to write. Many students are good in English grammar; they can speak English a little, they can read and comprehend English passages and they can understand English conversation, but they are not good in English writing.

Based on the researcher observation from Junior High School 2 Pariaman, they get some difficulties in writing. There are several reasons why the students cannot write well. First, the students do not know how to transfer and develop their ideas in written form and make a link among the ideas. Second, the students cannot express their ideas or opinion well because their vocabulary is limited. Third, the approach used by the teacher is not interested to the students and not appropriate anymore. So, they are not motivated to write. Then, students have less enthusiastic. They are low spirit to study English especially writing.

This problem can be solved by several ways such as: method, strategies, techniques, activity or procedure and also interesting media. In this occasion, teacher's creativity is needed.

C. Limitation of the Problem

Based on the identification of the problem above, the writer focuses on writing ability to be solved in this research. Here, researcher limits the research on Tell-Show Strategy to know whether Tell-Show Strategy gives significant effect of student's writing ability.

D. Formulation of the Problem

The formulation of the problem is put into question : Does Tell-Show Strategy give significant effect On Students' Writing Ability at Junior High School 2 Pariaman ?

E. Purpose of the Study

The main purpose of this research is to know whether Tell-Show Strategy give significant effect on students' writing ability at Junior High School 2 Pariaman.

F. The Significances of the Research

Through this research, researcher expects that the problem solving that is offered in this study give 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 technique that is expected to help the teacher in teaching writing.

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

G. Definition of Key Terms

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

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.

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)

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.

Tell-Show Strategy : Is an activity of the students write something very simple and then describe it in detail. (Peha, 2003:34)