

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is very essential skill in learning English, because it facilitates the students to master the written skill. By writing, the students are admitted to express their ideas in written form. Writing is also defined as a product from the writer's knowledge of grammatical and lexical achievement. Writing is a significant skill which is important for the students to be achieved in learning English. Writing is a production of the writer's ideas into written form. 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.

Writing is a language skill needed for improve the quality of learning, with the mastery of skill writing. It is expected that students can express their ideas, thoughts, and feeling he had after undergoing a learning process in various types of writing, both fiction nonfiction. The students often make errors grammar, such as errors in the choice of tenses, nouns, pronouns and vocabulary. It was happen because they are rarely done in writing exercise. In learning language, writing helps the students reinforce the grammatical structure, idioms, and vocabulary.

Writing is not natural, it needs to be learned because it should convey the message to the readers, Nunan (1989:36). To make writing to be communicative is not easy, it considers some aspects such as content, organization, language use and mechanics. Writing is the most complicated and difficult subject because the students have to master several rules such as the choice of word, spelling, grammar, and the punctuation, Brown (1994:320).

Writing skill is very important for this time, and no one can obtain success without having this ability. Writing is one of the most difficult aspects of language skills. The ability to write involves specific skills, such as; the use of punctuation, structure of sentence, vocabulary, and organization of paragraph. In writing process, learners will always deal with the process of putting ideas into words, then putting words into sentences and putting sentences into paragraphs until they can create a piece of writing. In order to have a good quality of writing, there are some special considerations that have to be taken into account by the writers.

Writing skill is different from the other skills. In writing, all ideas and thoughts express into written form. In the process of writing, the writer must pay attention to 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 writing 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.

Generally, the process of writing is started by finding the ideas and developing it into writing completely. Then, writing is also done to write down their feelings, ideas, expression in the process of writing. For getting the goal of writing, the students in the school should have good writing activity. The students must know that writing is very important for their education field. Thus, for getting the goal of writing to express their ideas in written form, the students should have good writing ability

When the students write they also have change to be adventurous with the language, to go beyond that have just learned to say, to take a risk. In other words, they become involved with the language. In the teaching atmosphere becomes very boring and stiff because the students only and write down what they heard. Talking about writing, we may have assumption that this skill is the last skill possessed by someone compares to the other skill. In detail, we may have assumption that the first skill possess or the first process undergone by someone is listening because this process is experienced by someone from the early time before she is able to speak at all.

Sometimes, the students could not write their ideas in paper. There are many aspect making the students could not writing, they are learnt writing without using aspect of writing, they were just asked to write based on topic

that had been prepared in the text book without checking their ability in mastery aspect of writing they think learning English is difficult especially in writing, or probably they not understand what should they do.

Based on 2006 KTSP curriculum, the standard competence of writing understands the meaning of the texts monologue/essay form of report, descriptive, and analytical exposition accurately, smoothly, and acceptable in the context of daily life and access to science, furthermore, the basic competence of writing in the curriculum emphasize that writing is understand and respond to the meaning of the text monologue/essay that variety of written language accurately, fluently, and think in text form.

Researcher has found some problems which related to writing skill in Senior High School 1 VII Koto Sungai Sarik. The students' writing skill is still low and so far from the target of score where the students' average score is (62,2 %), meanwhile the successful minimal criteria (KKM) are 78. Beside the observation, students got handicap in writing also looked on analysis of document teaches to learn. The table below is evidence that writing ability is difficult for students in Senior High School 1 VII Koto Sungai Sarik.

Table 1.1
Students' Mean Score of Mid Term

No	Class	Total of Students	Mean	Mac
1	XI IPA 1	26	68.92	78
2	XI IPA 2	24	63.41	
3	XI IPA 3	25	59.28	
4	XI IPA 4	24	55.04	

Mean	61.66
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Based on discussion with English teacher grade XI IPA 1 at Senior High School I VII Koto sungai Sarik that students writing scores are still relatively low.

Relation to the fact above, the researcher tried to use a strategy to make the students more interested and enjoy in writing lesson and to improve students writing ability. In this research, the writer used Pow Tree Strategy. Pow Tree is a strategy that helps the students to write opinion essays.

Based on the background of the problem above, the researcher was interested to conduct the research under the title of: **“The Effect of Pow Tree Strategy Towards Students Writing Skill in Descriptive Text at Grade XI State Senior High School 1 VII Koto Sungai Sarik”**

B. Identification of the Study

Based on the fact the researcher found from the data and interviewed with English teacher at Senior High School 1 VII Koto Sungai Sarik that the students found difficulties in writing lesson because:

1. The students do not know how to start writing.
2. The students are difficult to write by using components of writing.
3. The students are also worry about grammar and vocabulary.
4. Many students were lack in grammatical.
5. Because limited vocabulary, students still difficult to convey their ideas in written form.

6. Class atmosphere was the next problem of student cannot write well

Therefore, the researcher was interested to use a strategy that can help students to write and interest to implementation Pow Tree Strategy in which help students to develop new ideas and have good writing.

C. Limitation of the Study

The researcher focus on three problem:

1. The students do not know how to start writing
2. The students are difficult to write by using components of writing
3. The students are also worry about grammar and vocabulary

To improve students writing skill, researcher was interested to conduct the research the implementation of Pow Tree Strategy in teaching writing especially in writing Descriptive text at Senior High School 1 VII Koto Sungai Sarik at class XI.

D. Formulation of the Problem

The problem of this research is formulated as follows: “Does Pow Tree Strategy Give Significance effect on Students Writing Skill in Descriptive Text at grade XI Senior High School I VII Koto Sungai Sarik?”

E. Purpose of the Research

The purpose of this research is to identify whether Pow Tree Strategy gives significance effect on student’s writing skill. Then, this research also aims to find whether the students can improve their writing after the teacher uses Pow Tree Strategy in teaching writing or not.

F. Significant of the Research

By doing this research, writer hopes Pow Tree Strategy will give contribution to the teacher, students, and writer.

The reader : It will be useful for the reader to know the effect of Pow Tree Strategy toward writing ability in Descriptive text.

The Teachers : The teacher, especially the English teacher will get information and description about the effect of Pow Tree Strategy toward students' writing ability in Descriptive Text.

The Students : After the students are researched, they have motivation, information and knowledge in writing Descriptive text by using Pow Tree Strategy to plan and write.

The writer : By conducting the study, the writer knows the effect of Pow Tree Strategy towards Students' Writing Skill on Descriptive Text.

G. Definition of Key Terms

Effect : Result of consequence of an action

Pow Tree : Pow Tree is a strategy that helps the students to write opinion essays, Westwood (2008:75)

Descriptive text : Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.