

CHAPTER I

INTRODUCTION

A. Background of the Problem

The purpose of teaching writing at Senior High School to get mastered in learning especially for foreign language learners. According to (Linse:2005) writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. 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.

According to Nunan (2005:98), 'writing is the mental work of inventing idea, thinking about how to express them, and organize them into statement and paragraph that will be clear to the readers'. In writing, the writers should have ability in creating the product of writing by organizing the ideas as good as the writers can. Writing is one of the language skills that should be mastered by students. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspects of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text. Leo

(2013) stated writing can be very enjoyable as long as we have the ideas and the means to achieve it.

In education world, writing has many kinds of text genres such as descriptive text, recount text, narrative text, and also procedural text. It means that they are not only demanded to have ability in comprehending the text and the structure when they are reading but also writing those texts.

Among many kinds of genres, one that is being taught in Class X of Senior High School level on second semester is Descriptive text. Descriptive text is the kind of text that has been taught in this grade. Descriptive text is the kind of text with purpose to describe a particular person, place, or thing. Moreover a descriptive text consist of two generic structures, they are identification and description. Identification is defined as phenomenon to be described. While description describes parts, qualities, characteristics.

Furthermore, besides writings' process, there are five components that should be understood by English students, such as content, organization, vocabulary, language use, and mechanic (Jacobs:1981). If the students want to make a good writing, they have to know the writing process and writing component before.

Students can indicate the seriousness learning English related write simple descriptive text about people. Students can show caring behavior, confidence and responsibility in carrying out related communication simple descriptive text about people. Student can identify social functions, text structure, and linguistic elements in a simple descriptive text about people.

Students can respond meaning in descriptive text, oral and written, simple, about people. Students can compile descriptive text simple oral and written about (Curriculum 2013).

Based on the observation and interview done by the researcher at Senior High School 1 Gunung Talang, Solok. students still get difficulties in writing. It has been found in students at Senior High School 1 Gunung Talang Solok, at level X, the writer found there are some problems in teaching English.

Table. 1.1 Students' English Score Class X:

Class	Reading		Speaking		Writing		Listening	
	Total Score	Mean	Total Score	Mean	Total Score	Mean	Total Score	Mean
X IPS 1	3159	87.75	2110	58.61	2075	57.64	2286	63.5
X IPS 2	3074	87.83	1945	55.57	1808	51.66	2416	69.03
X IPS 3	2934	83.83	2050	58.57	1763	50.37	2243	64.08
X IPS 4	2833	80.94	1903	54.37	1676	47.88	2084	59.54
X IPS 5	2483	68.97	1769	49.14	1951	54.19	2013	55.92
Total	14483	81.86	9775	55.25	9273	52.34	11042	62.41

Source : English teacher of Senior High School 01 Gunung Talang, Solok.

Based on the table above, it can be seen that the students score at first semester academic year 2016/2017 are Reading 81.86, Speaking 55.25, Writing 52.34, and Listening 62.41. While the minimum achievement criteria is 75, it means that the score of students is under minimum achievement criteria. It was indicated from the following score, Speaking 57,67, Writing 50,12, and Listening 65,2. The score that researcher got from English teachers is integrated, to get students' score in each skill of English. Researcher is focused on students writing.

During the teaching process done by researcher, researcher has given a test on descriptive text to students to get their writing score to know their primary ability in writing which unfortunately unsatisfied.

Table 1.2
Students' Mean Score on Writing Test (Preliminary Observation) In Senior High School 01 Gunung Talang, Solok

Total students	Mean Score Of Writing Components					Total Score (100)
	C (30)	O (20)	V (20)	L.U (25)	M (5)	
35	17.74	12.94	12.74	13.08	2.2	57.85

Source: Student's Score of Writing Test at class X IPS 2 of SMAN 01 Gunung Talang, Solok

*Note: C = Content V = Vocabulary M =Mechanics
O = Organization L = Language Use*

From the table above, it was found that the mean score of students was 57.85. The highest score of student was 75 and the lowest score of students was 45. The data above shown that there was no students who got score higher than criteria minimum score.

The table shows that the students' achievement in writing skill at class X IPS was still low. The data describe that the students have some problems,

- 1) *First*, students' lack of capability in learning English especially in writing.
- 2) *Second*, students do not know how to start writing. The students cannot give ideas, opinions, or thoughts since they are not familiar with vocabulary and structural rules. In this problem, students often

make mistake in finishing the task and cannot write good sentences especially in descriptive text. For the students, writing is difficult because it is complex subject that involves organization of thought, the usage of English language and imagination. This condition affect the students' achievement in writing descriptive text.

- 3) *Third*, the problems come from the teacher as follow her strategies that uses in teaching writing was monotonous, her strategies in teaching writing seem difficult to facilitate and practice which uses in learning process). In addition, the minimum feedback from the teacher towards the students' writing may lead the students continually made mistakes.

To overcome the problem above, it is necessary to change the teaching and learning proses including student learning activity and technique of evaluation, for the research, this Hero Quest Strategy was implemented.

According to Hanson (2009), Hero Quest is a strategy that extends students' writing ability. The students identify a "hero" or favorite character. With colored marker they draw a graphic representation of their hero and apply pertinent characteristics and qualities. Hero quest is a powerful tool for mapping writing plan or outline quickly. Using in the language arts classroom, it is graphic orientation is especially helpful for visual students. Hero Quest Strategy is interisting and can help them to be competence in writing, since this strategy can improve their writing ability, motivation and attention to be more active and creative in writing learning process.

Related to the explanation above, this research is focused on “The Effect of Hero Quest Strategy toward Students’ Writing Ability in Describing People at Senior High School 01 Gunung Talang, Solok”.

B. Identification of the Problem

Based on the observation, there are some problems that find in teaching and learning process of English in Senior High School 01 Gunung Talang, Solok at class X, they are identified as follow:

First, students’ lack of capability in learning English especially in writing. *Second*, students do not know how start to write. *Third*, the problems come from the teacher (her strategies that uses in teaching writing was monotonous, her strategies in teaching writing seem difficult to facilitate and practice which uses in learning process). In addition, the minimum feedback from the teacher towards the students’ writing may lead the students continually made mistakes.

By these problems, this study focuses on help students in constructing students self confidence by active learning and create the comfortable class in study by giving students more time to practice in writing to engage all students to be active and creative. In solving these problems, there is one of the strategy can be used to improve students’ ability in writing which is called Hero Quest strategy. This strategy is useful for the students in order gives significant effect toward students’ writing ability.

C. Limitation of the Problem

Concerning the identification of the problem above, the researcher limits the problem of this study on how well the teacher present descriptive in the class. Researcher use two classes, experimental and control groups. Researcher had decided that introducing descriptive text the teacher use hero quest strategy in experimental group and control group did not use it. This study is to know how far use hero quest strategy increase students' writing ability in describing people at Senior High School 01 Gunung Talang, Solok.

D. Formulation of the Problem

Based on the phenomena, the problem this reseach is formulated as follow: "Does Hero Quest strategy gives significant effect toward students' writing ability in describing people at senior high school 01 Gunung Talang, Solok?"

E. Purpose of the Study

The purpose of this research is to find significant effect toward students' writing ability in describing people at class X Senior High School 01 gunung talang, solok between who are taught by using Hero Quest Strategy and the students taught by using conventional one.

F. Significances of the Problem

This study is expected to give some information and contribution as follow:

1. For students, the result of this study will make them have motivation in learning writing especially descriptive text, and after knowing this strategy, the writer expected that the students will have many ideas in writing by using hero quest strategy.
2. For teachers, this result of research can use by teachers as a feedback on the teaching activities and they can increase their strategy in teaching learning program well. Beside that teachers also can use the result of the research as an alternative way to teach writing in the class to welcome students' brain especially in teaching descriptive text.
3. For Further reading, become a useful and good reference for those who want to stand for the same topic.

G. Definition of Key Terms

To avoid miss understanding, it is necessary to define the term used in this study:

1. Effect is change that something cause in something or someone else (Oxford Advance Learner's Dictionary (2000)).
2. Writing ability The skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.
3. Hero Quest is a strategy that extends students' writing ability. This is a strategy used by the teacher to improve students' writing ability on descriptive text.



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