

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing is one of the English skill should be mastered by any level of the students in learning English. Writing is the process of putting ideas down on paper to transform thoughts into words and give then structure and coherent organization that aim to inform something to help the writer to communicate with the readers (Brown: 2001). It is the special way to communicate because its makes people able to communicate each other in unlimited time and distance. Trough writing, people can catch someone's idea that sometimes cannot tell with spoken language.

Writing is taught through Curriculum 2013 In State Islamic Senior High School. The purpose of writing is reflected in many kinds of genres, this requires the students not only to write for a general purpose but also to write for a specific purpose. The students are introduced to twelve kinds of genres in form of written texts. The models of these written texts have each own difference in their social function, generic structure and language feature. After the students learn all kinds of genres, they are hoped to understand and able to differentiate the texts.

There are five components in writing based on Jacob's theory, those are content, organization, vocabulary, language use, and mechanics. The students will be a good writer if they are knowledgeable, substantive,

thorough development of thesis, relevant to assigned topic, fluent expression, ideas clearly, effective word/idiom choice and usage, effective complex constructions and demonstrates mastery of conventions.

The teacher should do some effort to gain that purpose. First, teacher is demanded to plan appropriate classroom activities that support the learning of specific writing skills effectively at every stage planning, drafting, revising, and editing. Second, to help the students improving their writing skill, the teacher should implement various strategies or techniques in the writing instructions. The last, provide the students with appropriate trainings. Besides, the students also need to train themselves to develop their writing skills. The use of various teaching techniques is necessary to motivate students to learn English, as well as for adjusting the material. To improve the quality of learning, it needs some efforts to make learning more effective.

Based on the researcher, preliminary observation and interview, there were many facts that the researcher found in teaching process of writing at State Islamic Senior High School 1 Padang. First, the teacher taught English to the students based on “Curriculum 2013”. Second, the teacher usually used text book (LKS) as the only one source of learning. Third, in teaching English, the teacher often taught the reading and listening than speaking and writing skills. So, the students got difficulties in writing. Writing is a hard task for the students; they have difficulties to express their thought in a written form, especially in choosing the topic

and the students could not know how to organize their idea and they did not understand punctuation mark and also they could not write right spelling. The last, teachers also have evaluated English score but it was not referring to the four skills of English, such as listening, speaking, writing and reading. The teacher gives English score in general and did not based on the four English skills and each components yet. It can be seen on the following table:

**Table 1.1**  
**Students' English Score of Mid Term of second Semester at Class X of State Islamic Senior High School 1 Padang on Academic Year 2017/2018**

No	Class	Number of Students	Mean Score	Minimum Achievement Criteria
1	IPA <sub>1</sub>	36	46.17	78
2	IPA <sub>2</sub>	35	52.75	
3	IPA <sub>3</sub>	35	44.92	
4	IPS <sub>1</sub>	29	43.94	
5	IPS <sub>2</sub>	28	40.29	
6	IPS <sub>3</sub>	22	41.45	
7	IIK	40	43.55	
Sum		239	313,07	
Mean			44,72	

*Source: English teacher at Class X at Islamic Senior High School 1 Padang*

Based on the table above the result of examination showed that the students mean score at first semester test academic year 2017/2018 was 44,72. While the minimum achievement criteria was 78. It means that the score of students is under minimum achievement criteria. It also indicated

that the students' English score in general is low. There are seven classes, but this research only focus to IPS class they are chosen as population because they have same knowledge and their average score also not much different. As a English teacher must look for the solution to solve this problem. One of the ways is using the various technique or strategy in learning process.

Based on the phenomenon that happened at Class X at State Islamic Senior High School 1 Padang, the researcher was interested to use new technique in this school. The researcher uses Make a Match Technique in students writing activity. Make a Match technique is one of the co-operative learning that encourages students to work together to maximize their own learning and the learning of their peers (Killen 1998). This technique let the students work together to learn and they can share their idea to their teammates. The researcher wants to prove whether with using Make a Match Technique in writing activity give significance different to students writing skill. Based on the researcher observed it found that the English teacher never use this technique.

Previous researcher have proved that Make a Match Technique is affective technique to improve students writing skill, they are; Mahmudatin Arifah, Kusumarasyati, Fatriani, and Lely. However, those researchers haven't analyzed component of writing, because of that the research not only focus on the effectiveness of technique but also pay attention about the component of writing.

Based on the background of the problem above, the researcher is interested to conduct the research with the title: **“The Effect Of Make a Match Technique towards Students’ Writing Skill in Descriptive Text at Class X of State Islamic Senior High School 1 Padang”**. Through this research, the researcher wants to investigate whether Make a Match Technique contributes to students’ writing skill or not. The main problem to be answered in this research is “Is there any significant difference between the students who are taught by Make a Match Technique and students who are taught by conventional technique at class X of State Islamic Senior High School 1 Padang?”

#### **B. Identification of the Study**

Based on the background above, it can be underlined that there are some problems related to students’ writing skill at Islamic Senior High School 1 Padang as follow: (1) The English teacher seldom taught focus on writing skill. (2) The teachers haven’t analyzed students writing skill based on component. (3) The teacher gives score in general. (4) The student difficulties to express their thought in a written form, especially in choosing the topic and the students could not know how to organize their idea and they did not understand punctuation mark and also they could not write right spelling. (5) The English teacher does not use Make a Match Technique in teaching writing yet.

To help the students improving their writing skill, the teacher should implement strategies or technique in the writing instructions and

provide the students with appropriate trainings. Besides, the students also need to train themselves to develop their writing skills.

Actually, there are several techniques or strategies that can help the students to solve their problem in writing. One of the technique can be used is Make a Match Technique which that technique can help the students to improve student's skill on writing.

### **C. Limitation of the Study**

Based on the identification of the study above this research is focuses on finding the effect of *Make a Match* technique towards students' writing skill in descriptive texts at class X at Islamic Senior High School 1 Padang. This research is focused on describing people.

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

Based on background and limitation of the study above, the researcher formulated the problem of this research as follow:

1. Does make a match technique give significant effect towards students' writing skill in descriptive text at class X at Islamic Senior High School 1 Padang?
2. What are the components of students' writing skill can be affected by make a match technique at class X at Islamic Senior High School 1 Padang?

### **E. Purpose of The Study**

Considering the background and formulation, the purpose of this Study generally:

1. To find out whether or not make a match technique gives significant effect to students' writing skill in descriptive text.
2. To find out the components of writing skill can be affected by make a match technique in teaching descriptive text.

### **F. Significance of the Study**

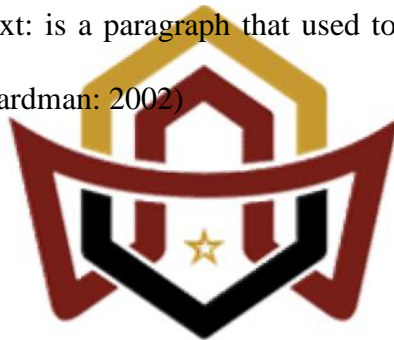
This research is expected to give a contribution to teachers, students, further researchers and material designers. Sometimes, the writing class become a bored class because its difficulties. In many times, the students feel confuse when their teacher asked them to write.

This research will motivate the students to write a good text and feel comfortable and enjoy starting writing and they will get good result after learning and using make a match technique. More important is this research will give encourage the others teachers to use this technique in their teaching and learning process of writing because this technique can make them enjoy in learning English. For the other researchers, this research is expected to be used as an additional source especially for those who conduct a research on the students' writing skill in learning descriptive text. And for the material designers, this study can be used as the reference in making the interesting teaching materials by using make a match technique.

## G. Definition of Key Terms

To avoid miss understanding about the terms used in this study, the researcher defines operationally as follow:

1. Writing: a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith: 2002).
2. Make a Match: a kind of learning technique that is played by two groups. One group brings questions and another brings answer cards. And they have to find their matches. (Suprijono: 2010).
3. Descriptive Text: is a paragraph that used to describe what something looks like. (Boardman: 2002)



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