

CHAPTER I INTRODUCTION

A. Background of Study

Writing is one of English subject matter that is taught to the students at all level of school. Writing helps the students to improve their general language skills in English like speaking, listening and reading, because writing helps them to think in English and to build their vocabularies, then pouring their idea in written language form. Someone can write well whether regarding active in listening and active in reading. Therefore they can develop language that they have over writing, in other words by writing they can also develop their skill in speaking or pronunciation.

The purpose of teaching writing at Junior High School is to provide students to understand and create various kind of short functional text, monologue, and essay in the form of procedure, descriptive, recount, ,narrative, report news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review (*Basic Competencies of 2013 Curriculum*). In addition The students will learn how to write well, and understand the characteristic include generic structure and language features of the text. The objective of the teaching writing in a foreign language is to get learners to acquire the abilities and skill they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language.

One of the way to gain purpose teaching writing is implementing some techniques, one of technique is Idea Details Strategy. Idea Details Strategy is a strategy where the student's can develop their idea to write sentences into paragraph detaily (Peha: 2003). The characteristic of Idea Details strategy are *first*,Idea Details Strategy using colums and the last one Idea Details strategy students ask to develop their idea to complete the sentence.

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, through 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 strategy 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 with english teacher, there were many facts that the researcher found in teaching process of writing at State Islamic Junior High School Padang Panjang. *First*, English teacher used technique writing usually, peer correction and pair work. *Second* based on interview with a few students they had no motivation with writing skill, *Third* English teacher often ask student write paragraph based on internet/ website. . 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 Junior High School Padang Panjang on Academic Year
2017/2018

NO	Class	Number of Students	Mean Score
1	VIII A	32	68.50
2	VIII B	35	72.60
3	VIII C	35	67.74
4	VIII D	32	76.41
5	VIII E	32	76.48
6	VIII F	35	75.05
	SUM	201	436.78
	MEAN		72.79

Based on the table above the result of examination showed that the students mean score at first semester test academic year 2017/2018 was 72.79. 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 six classes, chosen as population because 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 VIII at State Islamic Junior High School Padang Panjang, the researcher was interested to use new strategy in this school. The researcher uses Idea Details Strategy in students writing activity. Idea Details Strategy is one of the simple ways to teach writing for students. according to peha (2003) the idea-details strategy can help students to state their ideas and also help them to organize their writing in a good paragraph. the idea-details strategy also can stimulate students to write by filling the details for each main idea that the students make using columns idea and details to develop and organize their idea. The researcher wants to prove whether with using Idea Details Strategy in writing activity give significance effect to students writing skill. Based on the researcher observed it found that the English teacher never use this strategy.

Previous researcher have proved that Idea Details Strategy is affective strategy to improve students writing skill, there are Natalia in 2011 and Apri

Dwi Yohana. However, those researchers haven't analyzed component of writing, because of that the research not only focus on the effectiveness of strategy 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 Idea Details Strategy Towards Student’s Writing Skill on Descriptive Text at Class VIII of State Islamic Junior High School Padang Panjang”**. Through this research, the researcher wants to investigate whether Idea Details Strategy contributes to students’ writing skill or not. The main problem to be answered in this research is “Is there any significant effect between the students who are taught by Idea Details Strategy and students who are taught by conventional technique at class VIII of State Islamic Junior High School Padang Panjang?”

B. Identification of The Problem

Based on the background above, it can be underlined that there are some problems related to students’ writing skill at Islamic Junior High School Padang Panjang as follow. (1) Students had no motivation in writing skill (2) English teacher often ask student write paragraph based on internet/ website. (3) The teacher gives score in general. The teachers haven't analyzed students writing skill based on component. (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 and also they could not write right spelling. (5) The English teacher does not use Idea Details Strategy 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 strategy can be used is Idea Details Strategy which that strategy can help the students to improve student's skill on writing.

C. Limitation of the Problem

Based on the identification above, the problem of this research was limited to find the effect of Idea Details Strategy towards students' writing skill in descriptive text at class VIII of state Islamic Junior High School Padang Panjang

D. Formulation of the Problem

Based on the background, identification, and limitation of the problems above, the research formulates the problems as follow:

1. Does the Idea Detail strategy give significant effect towards students' writing skill at class VIII State Islamic Junior High School Padang Panjang?
2. What components of student's writing are mostly improved after using Idea Detail strategy in teaching writing at class VIII State Islamic Junior High School Padang Panjang?

E. Purpose of the Research

To find out Idea Detail strategies give significant effect especially in writing Descriptive text at class VIII State Islamic Junior High School.

F. Significance of the Research

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

1. Idea Details strategy is to improve learning process especially in writing skill
2. For students, the result of this study will make them aware of their skill to write especially Descriptive text, and after that they will study hard to write descriptive text well.
3. For the writer it self, to add the knowledge about research science theory and practice.
4. As requirement for the writer to obtain S.1 degree at the Department of English Tadris Faculty of Islamic Education and Teacher Training in UIN

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G. Definition of Key Terms

To avoid misunderstanding, the writer presents the following definition of the key terms:

1. Idea Details strategy : is a strategy where the students create sentences detaily by using table.(Peha :2003).
2. writing is a skill that was the exclusive domain of scribes and scholars in educational or religious institutions. (Brown : 2004).

3. Descriptive text: basically aimed at giving information to the readers about characteristic features of a thing, person, or animal. Descriptive texts often use neutral and objective language.(Joko Priyana: 2008)



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