

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study

#### **1.1. Background**

English is a universal language for many people in a global era. English is the language which is used by most countries in the world. According to Burns and Coffin (2001), English will be the most appropriate language in the world and the most universally read and spoken in the next century. Furthermore, Harmer (2004) states that English is a common language spoken all through parts of life such as in the arts, sciences, human sciences, travel and the social sciences (as cited in Astrid, 2011, p.176). Therefore, it is important to master English as a means of communication and transferring information in globalization era becomes essential.

However, in order to master English, there are four language skills to cover. Peregoy (2008) states that learning English consists of four basic skills that also occur naturally together in the learning process. They are listening, speaking, reading, and writing. Four skills above explain how interrelationship when students learn English. In conclusion, those four skills determine whether or not someone master a language. According to Harmer (2007), Reading, writing, speaking, and listening are language skills. It is divided into receptive and productive skills. Respective is commonly used for listening and reading while

speaking and writing as productive skill. Those skills are used as the determinant whether someone masters a language or not.

Among the four language skills, writing is considered as one the most important skill. Writing activity can give an important contribution to human life. Writing is a fundamental language skill that is vital to academic success and a basic requirement for participation in civic life and the global economy (Graham & Perin, 2007, p.109). In the same way, Harmer (2007) states that writing is used for a wide variety of purposes and is produced in many different forms. Thus, in the global era, people need to write a letter, proposal, thesis, and paper in English to work in a prestigious company and to study abroad.

Nowadays, writing is an act of using the language to consider the physical and mental activity in the written form. According to Nunan (2003) explains that writing can be defined by a series of contrast: it is both physical and mental activity, its purpose is both to express and impress and it is both process and product. According to Hamp and Heasley (2006), writing is clearly a complex process. Writing is commonly seen as a three-stage process: Pre-writing, writing and rewriting. In writing there are four language components, such as spelling, grammar, vocabulary, and punctuation). Also, Susanto (2007) states that writing is a process of expressing ideas or thoughts in words should be done at our leisure. Writing can be enjoyable as long as we have the ideas and the means to achieve it.

Writing is not an easy skill to be understood because it needs grammar, structure, and vocabulary. Nunan (1999) states that writing is apparently the most problematic thing there is to do in language (as cited in Lestari and Holandyah,

2016, p.48). Many students are not able to write well because writing skill is a problem to be learned. In addition, Harmer (2007) states that students can become very frustrated when they do not have the words or the grammar they need to accurate in writing. The students also have difficulties when they are asked to write about the topics that they are not interested, perhaps in unfamiliar genres, and without the necessary information (as cited in Habibi, Wachyuni and Husni, 2017, p.97). Therefore, writing is not only as the most difficult skill and copmlact activity but also complicated component.

In fact, in line with Peregoy ( 2008) in writing, the student still makes errors not only on generating and expressing an idea, but also on numerous details, such as text structure, sentence style, grammar, punctuation, and spelling. Also, based on the result of international journals that were published by Indonesia, from 2010-2016 the total publication from Indonesia, there were only about 29.624 articles which are indexed by Scopus and by Thomson was only 17.636, compared to scientific publication from Malaysia was about 142.894, and Thailand was about 73.751 (Lukman, 2016, p.30). It could be concluded that the writing circumstance in Indonesia is still far from standard. Hence, writing is not an easy skill to master.

In view of that, experts suggest that teacher takes time each day to provide explicit instruction on mechanical details, asking into consideration English language proficiency and writing development needs that are common (1) to the whole class and (2) to individual and small groups. These detail might include, for example, subject/verb agreement, spelling word related to a theme topic, and

perhaps a new sentence style or text structure. Once taught, these items may then be incorporated into peer editing and self-editing checklist. To conclude with, as some mistakes are still produced by the students in the process of writing, the teacher needs to have a way to solve it.

In learning process, there are many kinds of the writing text, one of them is descriptive text. Based on the English Syllabus in 2013 curriculum (Depdiknas, 2013), descriptive paragraph is defined as characterized by sensory details, which appeal to the physical sense, and details that appeal to a reader's emotional, physical, or intellectual sensibilities. Also, the description of the descriptive text is one of the functional texts that must be mastered by students in learning English (Herizal & Afriani, 2014, p.26). In another view, descriptive text is a text that is used to depict or describe a person, place, or thing in detail.

Having good descriptive writing is very important for a student. The descriptive writing would let the students employ the five senses. It will improve the students understanding towards writing English easily (British Broadcasting Council, 2011, p.80). In accordance with the syllabus of English language lesson, a descriptive paragraph is one of the materials are given and compulsory discussion in the process of English language teaching (Depdiknas, 2013, p.127). Therefore, descriptive writing is very vital to teach to the students.

After having an observation at SMP Adabiyah and did an informal interview with the English teacher of SMP Adabiyah Palembang. It was found that the students got difficulties in learning writing because they got difficulties to find the words or vocabularies that they would like to arrange as a sentence. They were

difficult to express their ideas and write them down. Then sometimes the students got confused to poor their into written form. To end with, the students still got difficulties in the writing process.

In addition, based on a preliminary study at SMP Adabiyah Palembang, the students still had problems in writing, especially descriptive writing. The informal interview with students revealed that the writing was very difficult compared to another skills for the students because writing must apply grammar. Also, they got confused about applying the tenses in writing. Then, some students expressed that they had a lack of vocabulary knowledge and they got stuck to develop the idea to complete a writing task.

To solve the students' problem encountering their writing achievement, Idea Details Paragraph strategy was suggested. The strategy offered is IDP (Idea Details Paragraph). IDP strategy is a new strategy that is used in teaching writing skill. IDP is an interesting strategy created by Peha (2010). It is very famous in the United States. This strategy focuses on the student's creativity. Consist of two steps. Each step provides some charts to make student would not get bored when the teaching-learning process. I really hopes from this strategy gives some contribution to the English learners in developing their skill, especially in teaching descriptive writing paragraph. Students can find writing easier and get some new knowledge improvement in writing skill. IDP makes the students enjoy the subject and the students are able to improve their writing skill, especially in writing descriptively.

Some researchers have conducted the research in relation to the use of IDP to Descriptive Paragraph. Wirabawa in (2017) found that there was a significant effect of using IDP strategy toward students descriptive writing the second year students at SMA Negeri 1 Sukasada Singaraja. Besides, Octavianti (2014) found that the effect size of treatment was 1.17, and it was categorized as large ( $ES > 0.8$ ). Thus, teaching procedure text writing by using Idea-Detail technique was large effectively in increasing students' writing achievement.

Finally, taking into consideration what has been documented above, I am interested in conducting research entitled "The Use of Idea Details Paragraph (IDP) Strategy in Teaching Descriptive Writing to the Eighth Grade Students of SMP Adabiyah Palembang".

## **1.2. Problems of the Study**

Based on the background above, the problems of the study are formulated in the following questions:

1. Was there any significant difference on the eighth-grade students' descriptive writing between those who were taught by using Idea Details Paragraph strategy and those who were not at SMP Adabiyah Palembang?
2. Was there any significant difference on the eighth-grade students' descriptive writing in poor, average, good and excellence categories who were taught by using Idea Details Paragraph strategy than those were at not at SMP Adabiyah Palembang?

### **1.3. The objectives of the Study**

From the problems above, the objectives of the study are:

1. Whether or not there was a significant difference in the eighth-grade students' descriptive writing between those who were taught by using Idea Details Paragraph Strategy and those who were not at SMP Adabiyah Palembang.
2. Whether or not there were significant differences on the eighth-grade students' descriptive writing in poor, average, good and excellence categories who were taught by using Idea Details Paragraph and those who were not at SMP Adabiyah Palembang.

### **1.4. The significance of the Study**

This study is expected to give a contribution to the development of education. There are some benefits of this study for students, the teachers, future researcher, and the researcher herself. For the students, it is expected that the IDP strategy will make them more interested in descriptive paragraph writing. After that, for the teacher, the result of this study will be valuable information for the teachers of English to know how far the progress of their students' ability after being taught through Idea Detail Paragraph (IDP). For the next researchers, this study also hopes to be one of the references for other researchers to get valuable information about how IDP is operated in developing the student's descriptive writing. Besides, the researcher will also get a meaningful experience to conduct experimental research. Besides, as a future teacher, IDP will enlarge their knowledge on how to improve her future students' descriptive writing.

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