

CHAPTER I

INTRODUCTION

1.1 The Background of Study

In Indonesia, English is taught as a foreign language. There are 4 skills in English that must be master, namely listening skills, reading skills, speaking skills, and writing skills. Reading and listening are often referred to as receptive skills or passive skills because they were used to improve language comprehension. Speaking and writing sometimes refer to as active skills or productive skills because they were used to produce language well. One of the mandatory skills that must be taught to students starting from elementary, junior high, to high school is the ability to write. Writing skill is a particular abilities that can help the students put their ideas in words or sentences with meaningful form and including the messages.

According to Muhammad (2007:1), Writing can be defined as an activity of conveying messages (communication) using written language as a tool or medium. Writing is a symbol or symbol of language that can be seen and agreed upon by the wearer. Students must be able to write because it is proof that they understand what they receive from a lesson. And students can express their ideas, thoughts and opinions in written form.

Writing is one of the English language skills that have an important role not only in formal situation but also informal one, sometimes students cannot verbalize their opinion, ideas or feelings but they can express them through

writing (Yulianti, 2017). Writing has become an important skill for future life because it is required in various aspects such as science, technology, and others. Writing should become familiar in students daily life, because they do writing in order to complete many tasks of their studies.

Writing means as product or process (Nunan, 2003). Writing is consider as a complex process because it goes through different stages to reach its final format (i.e., prewriting, writing, and editing). Besides, it involves mental processes, thinking and rethinking to produce sentences.

Troyka in Lauri (2011:12) states that writing is a way to communicate a message to a reader for a purpose. The purpose of writing are to express one self, to persuade, to provide information, and to create a literary work.

Writing also defined as products (essays, formal reports, etc). And the students should be able to write some kinds of text with correct organization, appropriate vocabulary and grammar, and good mechanic of writing (punctuation, spelling, and capitalization). Writing enhances the ability of the students to generate their ideas, to communicate on word to another, sentence to sentence, paragraph to paragraph and to increase the awareness of using grammar and to use words.

In point of fact, students continued to fail in writing. They still lack writing skills. This case based on the preliminary observation by the researcher with help of the teacher at SMP Yabes School Medan, which revealed that the students did not achieve the minimum standard score of 80; only 14% of students achieve a score between 80 and 100, while 86% of students scored between 10-79.

This indicates that the students still had low writing skill scores, particularly when it came to writing descriptive text

Relate to the statement above, the researcher who had been doing PLP at Seventh grade SMP Yabes School Medan after two months and found problems that the students still had difficulty writing in English, especially in getting started and expressing their thoughts and ideas. They tend to spend much time only to think about what should be written for the introduction sentence and longer time to express and organize their ideas into a good order of writing. The students still have many difficulties when they are asked to write. Sometimes when they want to write, the students get difficulties to express their idea, and they cannot organize it. They still low ability in writing.

The researcher applied this technique to the teach of student in writing descriptive text, by using spidergram, which focused on the product or final outcome, such as; patterns of organization, spelling, punctuation, grammatical strucure. The spidergram is a method for taking notes before writing. According to Buzan (2007: 4), spidergram is a good way to get new idea and an easy way to get information from the brain. Using spidergram, the natural work of our brain can be involved from the beginning. This indicates that it will be simpler to recall the information now and in the future. Spidergram brings information into the brain and out of the brain at the same time. The students require a method that can support their work and interest.

The research believes that this technique can help the students to teach materials, use engaging teaching technique, and administer learning assessments in order to successfully teach writing skills to junior high school students. In addition, applying Spidergram Technique was one way to assist the instructor in teaching writing. The Spidergram Technique is one interesting method used. The integrate Spidergram Technique uses themes as the foundation for learning. This learning model brought together a variety of disciplines or subjects related to the same idea (Forgaty: 991).

Based on the explanation above, the writer carried out a research under the title “Improving students’ writing descriptive text by using Spidergram Technique at grade seventh SMP Yabes School Medan”

1.2 Problem of the Study

In relation to the background above the researcher formulates the following problem statements.

“How did the spidergram technique improve the students’ writing descriptive text at seventh grade SMP Yabes School Medan?”

1.3 The Objective of the Study

The objective of the research is to find out how the spidergram technique improve the students’ in writing descriptive text at seventh grade SMP Yabes School Medan.

1.4 The Scope of the Study

The researcher was realized that there are many technique to teach writing descriptive text, but in this research, the researcher was focus on improving students’ writing descriptive text by using spidergram. The participants of this researcher at seventh grade students of SMP Yabes School Medan.

1.5. Significance of the Research

The results of this study was expected to be useful theoretically and practically. Theoretically, those was the valuable references in improving the researcher knowledge,

especially about writing. Then, practically, those significantly give a contribution to the teacher, student, school, and other researchers as elaborated below:

The research and findings would be highly valuable for:

1. The teachers in giving an alternative and attractive media to be apply in the classroom.
 2. The students in developing students writing skill especially in writing text.
 3. The researcher in knowing whether the use of Spidergram Technique help the students to improving their writing skill in order to achieve the objective of teaching learning.
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