

## CHAPTER I INTRODUCTION

### A. Problem Background

People use spoken language as a communication tool in society, beside that spoken language is used to convey their message to others and used to introduce their social identity to others. Everyday people communicate with each other using spoken language, in communication people can convey or express what in their minds to others. Communicating with other people not only using spoken language but also written language. Spoken language and written can be used in communication to convey their ideas, opinions, and feelings to others. In the digital era, writing is one type of communication used by people. By writing, people can easily communicate and interact with anyone and anywhere, even though it is not directly related to that person, and with writing people can convey ideas and get information from other people. Some media are applied by people in communicating such as Whatsapp, Email, FB, Instagram, and so on.

The use of media is not only for communication among people but in learning English at Vocational High School, media can make students do more effective learning activities such as observing, demonstrating and so on. Because the purpose of learning English in Vocational High School is to train students to communicate both verbally and writing. There are some important English skills that students must be understood well to comprehend English. Those skills are reading, writing, listening, and speaking. All of the skills have related each other. The two skills are receptive skills, reading and listening, meanwhile the balance are produce skills, writing and speaking. The researcher will focus on writing skill. Writing is an important skill that needs to be learnt by the students. Having good writing skill give some benefit for them in the future life. In order to achieve the purposes, the students should be able to communicate well in written language. A good written indicate by five aspect there area, content, organization, vocabulary, language use and mechanich. In vocational high school level, for writing skill students have to understand how to use the language forms from each genre.

According to Susantoleo (2010) writing is a process of expressing ideas or thought in words should be done at leisure. Based on this explanation, the researchers concluded that writing is a way for someone to convey or share ideas and information with others. In learning English at Vocational High School,

there are types of text that must be mastered by students, such as: descriptive, narrative, report, anecdote, argumentative, and so on. In this study, researchers focused on writing skills. Based on the type of text, the researcher chose descriptive text in this research.

Dealing with it, descriptive text is a text that describes a character, place or something else. Some aspects that must be achieved for tenth-grade students in the text by following the indicators specified in the 2013 curriculum syllabus consisting of 1) students who can access social functions, text structures, and languages that cannot be understood in the text 2) students can search for available meanings in descriptive text, 3) can organize and communicate description text based on the topics they discuss.

**Table 1.1 Pre-survey data writing score of students at tenth grade at SMK Muhammadiyah 3 Metro**

No	Class	Score Scale		Number of Students'
		$\geq 75$	$\leq 75$	
1	TKR	10	20	30
2	TAV	3	8	11
3	TKJ 1	11	22	33
4	TKJ 2	11	15	26
5	KEP 1	15	20	35
6	KEP 2	11	24	35
7	KEP 3	13	21	34
8	FAR 1	15	15	30
9	FAR 2	10	25	35
10	FAR 3	12	18	30
11	FAR 4	15	17	32
12	TLM	5	17	22
13	PHT	3	5	8
14	TBG	8	10	18
Total		152	227	379
Percentage		40%	60%	100.%

Sources: Based on teacher's data of SMK Muhammadiyah 3 Metro

The English teacher in SMK Muhammadiyah 3 Metro said that criteria minimum mastery (KKM) score for English Subject at the school was 75. From the data on table 1, it can be seen that from and twenty-nine students of tenth grade of SMK Muhammadiyah 3 Metro there are 227 students got score that was below the criteria minimum mastery (60%) get score under 75. Because the criteria of minimum mastery (KKM) score of English subject at that school is 75. It, indicate that most students still face difficulties in writing descriptive text.

Based on the results of preliminary observations at school and the value data provided by the teacher, the researcher found some students problem in writing; 1) some students do not understand descriptive texts, 2) students do not understand and do not know the rhetorical structure in writing descriptive texts correctly, it happen because there was not enough practice and exposure about the text type being learnt, 3)students have difficulty understanding language features or grammatically in descriptive text, it happen because student need a long time to explore their idea, because they have limited range in vocabulary, they could not arrange the sentence well, they just combined the sentence without considering the main idea and supporting details. They could not make well organize paragraph . They did not how to start making the next aragraph in order that the paragraph are coherent, most of their sentence in a paragraph were not releated to each other. In addition, many students got difficulties to make correct sentences. There were many grammatical errors in ther writing.

To cope with this problem, the researcher offers the graphic organizer as a technique in teaching descriptive text. According to Anggraeni & Pentury (2018) Graphic organizer is a great creative media for comparing and contrasting text or story and will be used easily in every kind of topic to help the pupils know the various distinctions between the texts or stories. By using a graphic organizer, students are expected to be able to identify vocabulary that fits the topic, and they can apply it to a sentence which students then apply to a paragraph. Besides, with Graphichs Organizer they will have a lot of vocabulary related topics, which are then included in their paragraphs. By graphic organizer, the students can decide the first step they must do to write something.

From this understanding, the researcher concludes that graphic organizer is one of the effective visual media in teaching because it can make it easier for students to describe or convey their ideas into writing and the graphic organizer

makes students more interested and makes it easier for them to write descriptive texts.

Based on the explanation above, the researcher would like to do a research on using graphic organizer media for the experimental class and use textbook media for the control class, to know whether graphic organizer is an effective way for teaching writing or not. The researcher use tittle "The Influence Of Using Word Web Graphic Organizer Toward Students' Writing Descriptive Text At The Tenth Grade Of Muhammadiyah 3 Metro".

### **B. Problem Identification**

Based on the background of the study, in this research, several factors that influence students' writing in high school such as:

1. The students' do not understand about descriptive text.
2. The students' find it difficult to understand the rhetorical structure of descriptive text.
3. The students have a limited range of vocabulary, difficulty in organizing ideas, and language features of descriptive text.

### **C. Problem Limitation**

The limitation of this research is the influence of using word web graphic organizers on students' writing abilities in descriptive paragraphs at tenth grade of SMK Muhammadiyah 3 Metro

### **D. Problem Formulation**

Based on the problem identification above, the formulation of the problem in this research would be is there any significant Influence of Using word web graphic organizer Towards Students' Descriptive Writing Ability at the Tenth Grade of SMK Muhammadiyah 3 Metro in Academic Year 2020/2021,?

### **E. Research Objective**

In line with the formulation of the problem above, the objective of the research would be to know whether there is a significant influence of using word web Graphic Organizer toward students' writing ability in the descriptive text at the tenth grade of SMK Muhammadiyah 3 Metro in Academic Year 2020/2021.

**F. Research Scope**

1. This research is an experimental research
2. The subject of research are students in the tenth semester of SMK Muhammadiyah 3 Metro
3. The object of the research is GO.
4. The place of the research at SMK Muhammadiyah 3 Metro
5. The time of this research is conducted at the tenth semester of SMK Muhammadiyah 3 Metro Academic Year 2020/2021.

**G. Research Benefit**

The researcher hopes that this research gives some benefit on how to teach writing descriptive to the student at tenth grade in SMK Muhammadiyah 3 Metro. The benefits of the research are:

**1. For the teacher**

- a. To provide information about learning techniques that might improve the way teachers teach students' writing abilities that can be applied in other texts.
- b. Graphic organizer as an alternative technique in teaching and learning activities that have an impact on student writing.

**2. For students**

- a. To help stimulate students' ability to write descriptive text using a graphic organizer.
- b. Graphic Organizers help students in writing descriptive text.

**3. For Other Researchers**

The benefits of the results of this study are for other authors who have an interest to make research on the same topic.