CHAPTER I

INTRODUCTION

This chapter introduces Background of the Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Significance of the Study, Definition of Key Term, and Outline of the Study.

1.1 Background of the Study

English is an international language that has been used by people all over the world. There are four skills of English, they are listening, speaking, reading, and writing. Brown (2004) states that "Writing is a method of communication, and it can be used in establishing and transferring the information, expressing feeling, responding, entertaining, and convincing the reader". It means that the students can communicate to the reader by establishing, transferring and expressing their feelings, thought, ideas and opinions in written form.

Learning a foreign language especially for writing descriptive text, the students have some problems. Those are facing the new system of learning, learning vocabulary, having difficulties to arrange the words become sentences (Ramelan, 2003).

Descriptive text is one of the genres in writing. It is taught by the teacher in order to make students be able to describe themselves and their surroundings. In teaching learning process, teachers need to apply special strategies. Therefore, the learning process can be interesting, enjoyable and comfortable and students can catch the lesson easily.

The teachers can use many strategies in teaching writing. One of the strategies is AR strategy. AR strategy is one of strategies that are used to teach in writing descriptive texts. AR strategy is a multipurpose strategy that helps the students in organizing the information to become sentences. This strategy was introduced to the eighth grade students of SMP Al-Fattah Semarang in the academic year of 2016/2017.

1.2   Reason for Choosing the Topic

Writing is a difficult skill for students. Most of students think that learning a writing skill is a complicated matter. They have the difficulties in their writing including arranging the words becoming good sentences, arranging the sentences becoming good paragraphs, and having a lack of grammar. There are some ways to organize the ideas, explore their writing, and arrange the words well.

Based on the reason above, the writer chose AR Strategy in teaching writing descriptive texts at the eighth grade students of SMP Al-Fattah Semarang in the academic year of 2016/2017.

1.3   Research Question

The research question investigated in this study was:

Is the use of AR strategy effective to improve student's ability in writing descriptive texts at the eighth grade students of SMP Al-Fattah Semarang in the academic year of 2016/2017?

1.4   Objective of the Study

The objective of the study was as follows:

To find out whether AR strategy was effective to improve students' ability in writing descriptive texts at the eighth grade students of SMP Al-Fattah Semarang in the academic year of 2016/2017.

1.5 Hypothesis

Based on objective of the study, the hypotheses were:

H1 : There is a significant difference between the students who are taught by using AR strategy and without using AR strategy.

H0 : There is no significant difference between the students who are taught by using AR strategy and without by using AR strategy.

1.6 Limitation of the Study

This study focused on using AR strategy for improving student's ability in writing descriptive text. This study was conducted on the eighth grade students of SMP Al-Fattah Semarang in the academic year of 2016/2017.

1.7 Significance of the Study

The writer expects that the final of this study could be used as additional information for the following:

1) The Teacher

The teacher in providing better strategy in teaching writing descriptive texts could apply this strategy. It makes the students easy in catching the material and making descriptive texts.

2) The Students

This study gives benefit for students to improve their writing ability in descriptive texts, By using AR strategy, the students can be motivated in learning English. AR strategy can make the students be able in recalling, remembering, organizing the ideas and arranging the words well. Beside that the students are motivated in learning writing descriptive texts.

3) The Writer

This study will improve the writer's knowledge about how to improve students' ability in writing descriptive texts through AR Strategy. Therefore, the writer gets the better information about AR strategy in improving students' ability in writing descriptive texts.

4) The Next Researchers

After the next researcher read this study, they are expected to understand about this study and become inspiration. Therefore, the next researcher can make this study as the references in conducting the study in improving students' ability in writing.

1.8 Definition of Key Terms

1. Writing

According to Byrne (1979), writing is an activity which is arranging the words become sentences.

2. Descriptive Texts

Descriptive text is a kind of the text to describe something, someone, or place. Descriptive text also describes about animals, fruits, etc. There are two main parts in descriptive text. They are identification and description (Mukarto, 2007)

3. AR Strategy

AR strategy is a visual strategy that stimulates the students by encouraging, recalling, discovering the new words. (Boom & Fine, 2007).

1.9 Outline of the Study

This study is divided into five chapters as follows:

Chapter I covers Introduction. It consists of Background of the Study, Reason for Choosing the Topic, Research Question, Object of the Study, Hypothesis, Significances of the Study, Limitation of the Study, and Definition of Key Terms.

Chapter II discusses Review of the Related Literature. It consists of Writing Descriptive Text, Understanding of Descriptive Text, Concept of AR Strategy, and Review of Previous Study.

Chapter III covers Research Method. It consists of Research Design, Subject of the Study, Variables, Instruments of the Study, Validity of the Test, Reliability of the Test, Procedure of Data Collection, and Procedure of Data Analysis

Chapter IV consists of Finding and Discussion. It consists of School's Profile, Description of Respondents, Validity and Reliability of Instrument, Data Collection of Experimental and Control Group, Comparison of Post-test Result in Control and Experimental Class, Comparison of Pre-test and Post-test in the Experimental Class, Comparison of Pre-test And Post-test in Control Class, and Discussion of Research Finding.

Chapter V presents Conclusion and Suggestion.