

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, purpose of the study, hypothesis, basic assumption, significance of the study, scope and limitation of the study and definition of the key terms.

A. Background of the Study

Teaching English at Senior High School in Indonesia emphasizes on the achievement of standard competence. It requires the students to be able to communicate orally and written based on the curriculum. There are some genres of the text which are required to be master in the end of learning process such as recount, narrative, procedure, descriptive, news item, explanation, discussion, report analytical exposition, spoof, hortatory exposition and review.

In the learning process, it comprises four skills of English- listening, speaking, reading and writing. This study focuses on writing skills. Writing communicates through across the world and time. For the learner, writing skills will not be used much outside the class. It does not mean that they should not be challenged to write, but it should be considered their needs and balance the class time appropriately.

This study focuses on teaching writing for senior high school. The students of senior high school are chosen because they are expected to achieve the informational stage of literacy level. It requires the students have to be able to access knowledge by their language abilities to arrange many sort of sentences. It is aimed to provide successful in high school and college entry.

Writing skill is complex and difficult because for a good writing as follows: grammatical skill which is the ability to write correct sentences, stylistic skill which is the ability to use language effectively, and mechanical skill which is the ability to use correctly those conventions to the written language.

For the students, having a good skill at writing is beneficial in life because writing is the activity to communicate the information indirectly in a good way. It can be known that written language serves range of function everyday like newspaper, magazine, comic, novel, poetry and drama. Writing is a proof to measure the students' ability. It is a device to know the students feedback after learning process. In addition, in the classroom, writing may use as one of techniques to help add variety and interest to the lesson.

In consideration to the importance of writing for the students, it is needed to have many kind strategies to teach writing. There is a strategy to teach writing which is introduced by Aloha. It is sentence variety. He has introduced this strategy to his class in Kansai Gaidai University, Osaka, Japan. A major benefit of sentence variety is that can flesh out problems of the students toward sentence variety.¹ Ahola states that this strategy is able to be applied in any writing class. For this reason, it needs to be explored more that it can be used to the special genre that is descriptive text. The descriptive genre is able to help the students to write the other genres.

¹ S. K. Ahola. Writing with Style. Two Useful Strategies for Students (online)
<http://iteslj.org/Lesson/Ahola-writing-strategies.html>

Sentence variety will be used to teach writing for students in the tenth-grade students. The tenth-grade students are chosen because it is the first time they are introduced for improving descriptive text.

Based on the explanation above, the researcher would like to analyze more about the use of sentence variety to teach writing, under the title "The Effectiveness of sentence Variety as Writing Strategy to Teach Descriptive Text to tenth-grade students of MA Arrahmah."

B. Research Problem

Based on the background of the study, the researcher intended to investigate the effectiveness of technique in teaching writing descriptive text through Sentence Variety Strategy at the tenth-grade students of MA Arrahmah Papar Kediri. This study attempts to answer the following question, "Do student who are taught by using sentence variety have better writing skill than those who are taught conventionally?"

C. Purpose of the Study

Based on the statement of the problem above, the general objective of the study is to investigate whether the students get better writing skill or not by sentence variety strategy.

D. Hypothesis

The hypothesis of this study is:

The alternative hypothesis (H1) = Teaching writing using sentence variety is more effective than teaching writing without sentence variety.

E. Basic Assumption

The researcher uses the following assumption; the students on the tenth-grade students at MAN Arrahmah, especially experimental class and control class have the same characteristic, they are in the same basic skill in English and they are from the same ages and grades.

F. Significance of the Study

It is expected that this research will give contribution to teachers in teaching-learning-process. For teacher, it can be used as consideration in teaching writing. Teachers can continue teaching writing with this strategy. This way is as facilitator to deliver the process to teach writing.

Furthermore, this research aims to enrich strategy in teaching writing. It is true that teaching needs many strategies. Sentence variety is expected to stimulate students to write descriptive text.

G. Scope and Limitation of the Study

The scope of this study is Sentence Variety as writing strategy in teaching learning process of English subject. The Tenth-grade students are taught some of descriptive text. The material that will be treatment in this research is limited in one genre and the researcher will use this strategy to teach descriptive text. This research limits in increasing of the students' writing of the tenth-grade students of MAN Arrahmah.

H. Definition of the Key Terms

To avoid misunderstanding, it is necessary to state the definition of key term. The key term are defined as follow :

1. Writing

Writing is activity involving mind, a process of thinking which requires a selecting and organizing of ideas into coherent and logical whole and will give certain results in the form of written text.

2. Sentence Variety

Sentence variety means variation of the sentences (long and short sentences) in a piece of writing. Due to student limited English proficiency, some EFL writers may write only short sentences. This simple strategy helps students to determine whether their drafts include sentence variety because for stimulate the mind student make descriptive text.

3. Descriptive text

Descriptive text is defined as a text which describes a particular person, place, or thing.