

CHAPTER I

INTRODUCTION

In this chapter, you will find the study's context, problem identification, problem formulation, study objectives, and the importance of the study discussed.

1.1 Background

English is a global language essential for international travel. In Indonesia, students begin learning English from elementary school through university. English proficiency encompasses four skills: writing, reading, speaking, and listening. Writing, particularly for second language or foreign language learners, proves challenging to master. While many students are confident in speaking English fluently, they often struggle with expressing themselves in writing.

Language functions as a rehearsal mechanism that enhances memory. It also acts as a tool for analysis, clarifying the complexities of subjects and aiding in organizing thoughts. Consequently, numerous scholars and educators agree on the profound connection between the mind and language. However, the exact nature of this relationship remains a topic of heated debate. Some argue that the nature of language is shaped by the workings of the mind itself. According to this perspective, language forms part of the capacity to mentally represent ideas and objects, a concept influenced by the theories of Jean Piaget, a leading figure in child psychology.

Writing is widely regarded as one of the most challenging aspects of language proficiency. Even native speakers often find it more difficult to master compared to other language skills. Writing requires specific abilities such as understanding punctuation, building vocabulary, constructing sentences effectively, and organizing paragraphs cohesively. It serves as a crucial mode of communication, enabling individuals to express opinions and convey messages through text. As Harmer (1988) asserts, writing functions not only as a means of communication but also as a form of self-expression.

According to Dalimunte et al. (2018), writing is a form of communication that utilizes signs and symbols to express language. It involves the process of transcribing one's thoughts onto paper. In essence, writing is a complex task that demands continuous contemplation of ideas and the search for the most effective words and phrases to convey them. It is also seen as a tool for teaching students to think logically while they write. Writing serves as a vehicle for communicating ideas, emotions, and intentions to others, making it an indispensable skill in daily life (Susanto Leo, 2007).

Achieving improved writing outcomes, particularly in an EFL (English as a

Foreign Language) classroom, requires concerted effort. Writing is a critical skill emphasized in schools and colleges, where it is systematically taught and learned from elementary through to higher education levels. For effective teaching and learning, language instructors must possess the necessary knowledge and skills to facilitate the process. They must be adept at communicating in both colloquial and foreign languages (Daulay et al., 2021).

Writing is considered a valuable skill that fosters originality in generating ideas. It is also recognized as one of the most intricate human activities, involving the formulation of conceptual frameworks, the transcription of mental representations of knowledge and experiences, as noted by Sanders, Tingloo, and Verhulst (1992). Furthermore, writing serves as a method for conveying ideas and expressing emotions through written language (Harmer, 2001). According to Sapkota (2012), writing entails the use of graphical symbols representing language to effectively communicate information and meaning to readers. Thus, writing can be defined as the process of transforming thoughts, ideas, or opinions into written form to facilitate communication with readers.

Students are required to comprehend and proficiently write in various text genres as outlined in the 2013 curriculum of Indonesia's education system. Specifically, for second-grade junior high school students, teaching writing encompasses three main monologue text genres: descriptive, recount, and procedure texts (Depdiknas, Indonesian Ministry of Education: 2013). Each genre serves distinct functions and exhibits unique features, which can pose challenges for students. Descriptive text, for instance, is a versatile genre that can be integrated into other types of texts. It primarily aims to vividly depict and characterize a location, person, or object. According to Husna (2013), descriptive text involves detailing the attributes and defining characteristics of a subject.

In this study, the researcher utilized the POWER (Plan, Organize, Write, Edit, and Revise) strategy, which offers various approaches to help students enhance and develop their writing abilities. The POWER strategy facilitates the writing process through a structured sequence of five steps: planning, organizing, writing, editing, and revising. It is divided into three primary stages: prewriting, which involves planning and organizing thoughts before writing; writing, which focuses on the actual writing process; and post-writing, which includes editing and revising the written content.

This strategy seems to promote collaboration between teachers and students in educational activities designed to improve students' skills in scientific writing. By actively involving both parties in the learning process, students can gain a deeper

understanding of writing concepts. This engagement not only boosts motivation but also enables students to apply writing skills more effectively in everyday tasks and assignments.

Based on the explanation, the researcher intends to conduct a study titled "*The Effect of Using POWER Strategy to Students's Ability of Descriptive Text of SMP Negeri 1 Rantauprapat.*"

1.2 Identification of the Study

From the study's context, the identified issue can be summarized as:

1. Students struggle with writing descriptive texts and continue to have a limited vocabulary.
2. The students had limited time to learn about descriptive text while in the classroom.
3. The students need a new and innovative methods of learning writing descriptive text by implementing the POWER strategy.

1.3 Limitation of the Research

This research is limited to students which has the aim of : The effect of POWER Strategy of students' ability in writing descriptive text.

1.4 Formulation of the Research

In this study, the researcher conducts a formulation of the study " Is there any significant effect of POWER Strategy on students' writing ability of descriptive text of SMP Negeri 1 Rantauprapat"

1.5 Objective of the study

To find out the effect of POWER strategy on students' writing descriptive text.

1.6 The Significance of Research

The researchers aim for this study to offer theoretical insights that could enhance students' proficiency in writing descriptive texts through the use of the POWER strategy. The importance of this research is detailed as follows:

1. For students, The study aims to benefit students by improving their ability to write descriptive texts through the implementation of the POWER strategy.

2. For teacher, This research serves as a valuable resource for teaching descriptive writing using the POWER strategy, offering alternative methods to enhance the quality of writing instruction.
3. For the researcher, Conducting this research enriches the researcher's experience and knowledge in the realm of improving students' writing skills.
4. For other researchers, The findings are anticipated to contribute new insights and information about writing descriptive texts using the POWER strategy, thus advancing the field of research in this area.

