CHAPTER I
INTRODUCTION

A. Background of the Research

Learning English is not only a matter for acquiring a set of rules and building up a large vocabulary but also capability in communicating ideas in the language being learned. Therefore, in a learning process, students must master the four major language skills of communication such as listening, reading, speaking and writing.

Related to Harmer (2004: 31), writing as one of the four skills has always formed part of the syllabus in the teaching of English. It is used to reveal or express fact, feeling, thought from the writer to the readers in written form. Writing is comprehensive ability involving grammar, vocabulary and other elements and it one of the interesting activities because it can be developed rapidly when the students’ concerns and interest are arisen. Indeed, When they are given many chances to write, they will be more active to write (Nunan, 1991: 88).

Based on that description in junior high school, the students start to learn how to express the meaning of short functional written text in daily life context. They should able to write some kinds of text. Based on the syllabus for the seventh grade students of junior high school in the second semester, there are two kinds of texts that the students should master. The texts are descriptive and procedure texts. This research will focus on teaching descriptive text.
Most students consider that writing is a difficult activity. They feel difficult to share their idea in the form of written text. There are many factors that cause this problem. According to Nurgiantoro (2001, 289-299) there are some problems which are faced by students in learning writing. They are organizing idea, lack of vocabulary, and arranging the sentences grammatically. Those problems make the students have no interest to write. As a result, the students feel that writing is a difficult activity especially in English.

Next, teacher as material presenter should be clever in presenting their lesson material for example using teaching strategy or approach. There are some ways to help the teacher in presenting the teaching writing for the students, and one of the ways is using REACT strategy in Contextual Teaching and Learning approach (CTL). Some experts define CTL is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances (Johnson, 2002: 25).

The REACT strategy will apply in this research is based on Crawford’s procedures: Relating, Experiencing, applying, cooperating and transferring (REACT). Regarding this, Nydam (2000: 279) and Tribble (1996: 67) stated in Satriani, et al., (2012: 11) defined that writing with context can make students able to develop analysis when they write a reasonable paragraph and make the readers give their expectation easier.
In other words, if the students know what are going to write, what the reader expects from the text, and which parts of the language system that are relevant to the particular task in a given context, will be able to develop their analysis in writing a reasonable paragraph and have a good chance to write something. Next, there are some benefits of REACT strategy. These include: (1) engaging students in the writing class; (2) increasing students’ motivation to participate actively in the writing class; (3) helping students to construct their writing; (4) helping students to solve their problems; (5) providing a ways for students to discuss or interact with their friends; and (6) helping the students to summarize and reflect the lesson (Satriani, et al., 2012: 13-16).

In this study, the writer would like to know the influence of teaching writing Descriptive text using REACT strategy. Therefore, the title of this research is “The Effectiveness of REACT strategy for Teaching Writing Descriptive Text”. The treatment will give to the students of seventh grade students of SMPN 2 Maos, Cilacap.
B. Reasons for Choosing the Topic

There are some reasons for choosing the topic with the following consideration:

1. The writer wants to know whether the use of REACT strategy of the teaching writing descriptive text is effective or not.
2. The writer takes REACT strategy to motivate and increase students’ writing competence.

C. Problem of the Research

Problem of the study is stated by “Is it effective to use REACT strategy in teaching writing Descriptive text for the seventh grade of Junior High School students?”

D. Aim of the Research

Regarding to the problems of the research, aim of the research is to find out whether REACT strategy is effective or not for teaching writing descriptive text for seventh grade students of SMPN 2 Maos in Academic Year of 2013/2014.
E. Clarification of the Terms

To make the topic easy to understand the writer wants to give definitions of the terms (The Effectiveness of REACT strategy for Teaching Writing Descriptive Text)

1. The Effectiveness

Effectiveness is comparison between degrees of goal of attainment with previous arranged planning, or the comparison of the real result with planned result (Mulyasa, 2010:173).

2. Writing

Writing is the mental work of inventing ideas, thinking about expressing them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2003:88).

3. Descriptive text

Descriptive text is text that contains of description of a person, animal, place or object physically (Purwanti, 2013: 44).

4. REACT strategy

REACT is an easily remembered acronym (relating, experiencing, applying, cooperating and transferring) that represent methods used by the best teachers and also methods supported by research on how people learn best (Crawford, 2001: 3)
F. **Contribution of the Research**

The writer hopes this research would be beneficial for:

1. **Students**

   The students can get different and meaningful experience of learning writing by using REACT strategy.

2. **English Teacher**

   From the research, The English teacher can take advantages of the research. They can use REACT strategy to teach writing Descriptive text in order to help their students in learning English.

3. **Institution**

   The result of the research can be used as references for the students who want to conduct the research about teaching learning process especially in writing.