

CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is one of four language skill that should be learned and mastered by students. Writing is a process of getting product influenced by some aspects such as vocabulary, grammar, organization, content, and mechanic. In the second grade of junior high school, the students should have the ability to produce and develop written simple functional texts. One of the written simple functional texts is descriptive text.

Descriptive text allows people to express their feeling or impression of a person, a place, or an object. It also request the five human sense such as sight, sound smell, taste, and touch to help describing those feeling or impression. According to syllabus of English lesson in junior high school, the basic competence of writing descriptive is the students show their writing ability in short function text form by using the generic structure and the language feature of descriptive text. The students must be able to use written language variation of descriptive text accurately fluently to interact with near environment.

On the other hand, descriptive text is difficult enough to be learned by the students. Writing descriptive text requires the students to describe why something is interesting and beautiful. Furthermore, the students also have to express their ideas, experiences, thoughts, feeling, and organize a text by using

accurate, mechanics, choose the right diction, and use appropriate grammar. However, teaching learning process is considered as a system involving many factors such as objective, students' teacher and motivation. Those factors are influence one another. While, the purpose of teaching learning process is to change the students' behavior. It is clear that the teacher has to motivate or increase motivation to the students effectively.

Based on my interview with Mrs. Dita was done on April 18, 2015. The students in junior high school level still feel difficult to write, especially in writing descriptive text. It is caused by some reasons. The first reason is that the students don't know what they are going to write. They often feel confused because they feel difficult to develop their idea to put it in the form of written English. Then, the second one is that the students are not interested in writing and have low motivation in writing and they often feel bored in writing. The third one is that sometimes, the teacher used conventional method and seldom used educational media and appropriate technique in teaching or just focus on the worksheet (LKS).

Besides, the teacher should give a strategy to help the students. Brown (2000: 113) states that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular ends, planned design for controlling and manipulating certain information. Chamot in Masdari (2005: 5) added that learning strategies are techniques, approaches, or deliberate the learning and recall of both linguistic and content information.

In short, it is better for each teacher to modify the teaching writing in the classroom, so that the students do not feel difficult in writing. There are some ways to help the teacher in modifying the teaching writing for the students, and one of the ways is implementing experiential learning strategy technique.

In this case, the researcher used experiential learning strategy which is adopted from Learning Environment Approach (LEA). This strategy is demanded the students to be able to write descriptive text through authentic condition. Through this strategy, students will work in the class to observe situation around them, so they can feel free in writing. The writer assumes the experiential learning strategy can help the students to get idea from a real situation which consequently will make them able to write their descriptive text.

From the explanation above, the researcher would like to conduct a research under the title: “The Effectiveness of Experiential Learning Strategy to Teach Writing Descriptive Text at the Second Grade Students of SMP Negeri 3 Belik in Academic Year 2015/2016”.

B. Reasons for Choosing the Topic

There are several reasons for choosing the topic. There are as follows:

1. Writing is a productive skill that has to be mastered. It can be a good starting point to students' writing product. So, suitable teaching strategy is needed develop the students' writing ability.

2. The students find the difficulties in writing because they are lack of vocabulary.
3. By using Experiential Learning Strategy students are expected to be able to improve their writing mastery and it can motivate the students in learning English.

C. Problem of the Research

Based on the background to systematic approach of the study, the writer limits the problem as the following question: “Is Experiential Learning Strategy effective to teach writing descriptive text to students at grade VIII of Junior High School?”

D. Aim of the Research

The research is aimed at revealing whether or not experiential learning strategy is effective for teaching writing descriptive text.

E. Contribution of the Research

The result of this study hopefully will be useful for English teachers, and for the readers.

1. For Teacher

English teacher can apply a new strategy in teaching writing descriptive text by using experiential learning strategy. English teacher can use this strategy in teaching writing descriptive text in order to make

classes more active and attractive. English teacher can use the result of this study as a feedback in learning activities and so, the goal of teaching and learning English can be achieve well.

2. For the Readers

They can get more information about a strategy in teaching, especially in teaching writing descriptive text, and also it gives inspiration that using this strategy in English learning process is a must to make the learning activity more interesting.