

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

Writing includes in productive skill which must be accomplished by the learners to deliver their thoughts and communicate in the written form. To know that students have mastered writing skill can be shown by the process in writing and the final product. Writing skill involves some components and long process to finish the best product in the end of the class. So, writing is not activity which has done immediately. The learners should be able to decide the topic and find the information relate to the topic to acquire the best writing.

Ningsih (2011) told in her research that writing is structured activity because it is demanded some abilities to be learnt by the students. Those are about appropriate words, correct grammatical and good marks in every words and sentences. Ningsih (2011) also stated that writing is skill which is not only about spilling the writer's thought and writing it, but also giving such kind of soul in every process in writing. Tuan (2010) said that mostly students write spontaneously and feel enjoy if the students get formal task from the teacher but when their teacher or educator asks to submit the task, the students will feel uncomfortable because the teacher will do some corrections critically. Ozdemir and Aydin (2015) stated that writing is breakthrough process, it does not only talk about focus on the product in the end of the class but also talk the other aspects

such as conceiving the idea, making the outline for the whole writing, and doing correction in the writing.

Huy (2015) told about the good outcomes which are had by the learners if they are good in writing. It will give good effects in some areas. The first is, writing can enhance learners' confidence in arranging and choosing the words, and using correct grammar. The second, writing belongs to the good way to support other skills in English. The third is for understanding written information in printing or electronic media, and the last is preparing the learners to get a job which needs English skill as its requirements. This written activity is a process which contains the writer's thought. The idea is written with paying attention in words selection, grammar usage, and technical.

The teacher should apply strategy to teach this writing skill. Generating Interactions between Schemata and Texts or mostly people call GIST strategy is popular strategy in education area to teach students. GIST is useful strategy for knowing and getting the principle idea of the certain text because in GIST there is connecting process between schemes and the message of the certain text which author presents in the content of the certain text (Ningsih, 2011). According to Luh (2010), teaching strategy is practicable strategy to ameliorate reading comprehension of the learners and gather prior knowledge of the learners. The strategy which draws the key information in the certain text and helps the students' comprehension is GIST strategy (Putri, Suparman, and Hasan, 2014). GIST or word association includes in teaching strategy which requires the learners to comprehend the text which had been chosen by reading the text, gives blank

paper and requires the learners to write 20 words which belong to the principle messages of the chosen text. This strategy helps students' comprehension in some skill. They are reading text and writing text, but GIST sometimes is only used by the educators at classroom in reading activity because GIST requires the students to grasp the text by reading and then summarizing the text. According to Herrero (2007) Reading process guides the students become good speakers and writers of the language because reading text can be implemented to be material for discussing so it can enhance writing skill of the learners. The use of strategy during the class runs, the students have their own perception about the way the material is delivered or the strategy which is enforced at classroom. The students decide to think and give opinion about the strategy which is enforced whether the strategy works or not. Perception is important in this situation because perception can represent about the learners' feeling about the strategy.

As the Junior High School students', they are demanded to write kind texts as like descriptive text. In fact, writing descriptive process is not an easy activity for some learners. Mostly teacher and students find many troubles which are faced by the students when writing. They are the learners get confused about the text that they are going to write. It happens because of some reasons. They are, the students sense difficult to deliver their idea and do not recognize the way to write in good organization. Another problem is the classroom, traditional writing process which is enforced brings passive atmosphere for the learners during the class process.

In the type of gender of the students, there are found some researchers who did research to identify about gender issue between females and males students. Kamari, Gorjian, and Pazhakh (2012) stated that in writing descriptive text and opinion one-paragraph essay proficiency for female and male students show different result. The teacher necessitates to aware and implement kinds of attractive and innovative the way to teach male students in this skill. Male students also need more motivation in studying (Bijami, Kashef, Khaksari, 2013).

In teaching written material, the teacher often expects too much to all the students without giving the clear steps in making good writing. It can be assured from the teaching style which is showed by the educators when they teach writing skill. The teacher is explaining the generic structures of the text, asking the learners to think the topic which they want and after that directly asking the learners to pour all they thoughts in full text on notebook or workbook. In these processes, there is not creating outline as the step of writing. The teacher also directly calls for the students to write their text whereas the teacher is able to ask to rewrite the text which is existing. Though it only rewrite but it can avoid the possibility that the learners find difficulties to get the visible image of the certain text and as good step before creating the students' own text which is really written by the students. Rewriting also needs an outline as like writing process commonly.

Outlining is an activity for making framework and it is done after deciding the topic and before rewriting or writing the entire text or story. Making outline is very needed in writing process because in this process the students will decide the

principle idea and supporting details for every paragraph. Creating outline before writing will make the text become good in organization and appropriate with the generic structure. Outline is as the ladder before writing the text totally and the basic concept of the text because in outlining the students will gather the prior knowledge about the topic. If the students never get experiences about the topic before, may be the students ever read or watch the information about the topic which the students want to write. The students can employ the prior knowledge, experience in reading and watching the similar topic as material for writing. So, that is the reason why making outline is called as the framework or basic concept in the paragraph.

There are found some studies that related to this research. The first is the study which is conducted by Luh (2010). "The Effect of Generating Instructions between Schemata and Text and Beliefs about Language Learning on Reading Comprehension of English Education Department Students of Undiksha Singaraja in The Academic Year 2009/2010". This study used experimental study. The participants were 131 students who were studying reading 1 class in English Education Department Undiksha Singaraja. The outcome of this study presented that the group which got GIST strategy showed achievement than the group which got conventional reading. Besides, the group with good beliefs showed good achievement in learning language than the group with bad beliefs.

Looking on the study above which talks about perception of GIST strategy and students' writing descriptive text, the researcher decides to carry on the research to know the correlational statistics from two variables above, although

this approach commonly is only used for improving students' reading skill. The researcher wants to know the correlation between GIST and writing skill according to gender too. The process in implementing GIST strategy does not only call for the students to read the entire text and understand the message but also call for the students to write 20 words from the passage which represent the content. In writing 20 words the students are accustomed to look for the appropriate vocabularies in the paragraph and can use the vocabularies which have found to create the text. In GIST strategy, the students will learn to select the correct key point before conducting the paragraph. The researcher chooses to carry on the study at Muhammadiyah Junior High School 1 Gresik because of some reasons. The reasons why the researcher chooses Muhammadiyah Junior High School 1 Gresik are this school has A accreditation, often joins in English competition, and has program which expects the learners to speak English minimal one hour a week.

## **1.2 Problem Statements**

The researcher devises the problems, as follow:

1. Is there any correlation between perception of GIST strategy and students' writing descriptive text at Muhammadiyah Junior High School 1 Gresik?
2. Is there any correlation between perception of GIST strategy and students' writing descriptive text according to gender at Muhammadiyah Junior High School 1 Gresik?

### **1.3 Purpose of the Study**

According to the statements which have mentioned above, the purposes of this research are:

1. To correlate between perception of GIST and students' writing descriptive text at Muhammadiyah Junior High School 1 Gresik
2. To correlate between perception of GIST and students' writing descriptive text according to gender at Muhammadiyah Junior High School 1 Gresik

### **1.4 Hypothesis of the Study**

The Hypothesis of this study are:

1. There is positive correlation between perception of GIST strategy and students' writing descriptive text at 8<sup>th</sup> grade students of Muhammadiyah Junior High School 1 Gresik.
2. There is positive correlation between perception of GIST and students' writing descriptive text according to gender at 8<sup>th</sup> grade students of Muhammadiyah Junior High School 1 Gresik.

### **1.5 Significance of the Study**

The researcher expects that the outcomes of this research can give contribution for students, teachers, and classroom activity during teaching writing descriptive text in Junior High School.

### 1.5.1 Theoretical Significance

The outcomes of this study is hoped can give contribution to the theory of GIST in teaching writing

### 1.5.2 Practical Significance

The significant for the teacher is to give the additional strategy to instruct writing skill for 8<sup>th</sup> of Junior High School. Besides, the significance for the learners is to figure out their obstacles in descriptive text.

## 1.6 Scope and Limitation of the Study

The researcher determines to use 8<sup>th</sup> grade students of Muhammadiyah Junior High School 1 Gresik as the subject of this study. The materials for 8<sup>th</sup> grade in the first semester are descriptive text and recount text. To limit the study the researcher chooses to lead the research in the material of descriptive text. GIST strategy gathers two skills in one strategy. Those are reading and writing skills. In this study, the researcher focalizes on students' writing skill.

## 1.7 Definition of Key Terms

This definitions of key terms in this research are perception, GIST, Outlining, and writing descriptive. To avert mistaking about the terms then the researcher gives definition related to them as the follows:

### 1.7.1 Perception

Perception is the path how people look at thing or object which people give attention with.



### **1.7.2 GIST or word association**

GIST or word association is teaching strategy which requires the learners to understand by reading text, give blank paper and requires the students to write 20 words which belong to the principle points from the paragraph which have been read.

### **1.7.3 Outlining**

Outlining is the step in writing which contains primary idea of the text and it can be developed become full text.

### **1.7.4 Writing descriptive**

Writing descriptive is the students' skill to write the description about people, animal, thing, or place.