

CHAPTER I

INTRODUCTION

A. Background of the Problems

Writing is one of the important skills that students should be mastered in learning English. Writing is also a very influential skill in the learning process. Writing is very important skill because it involves the ability to communicate and change ideas meaningfully (Mumtazati, 2014), writing is an activity to convert some ideas into the written form. According to Sofia (2023), writing is another form of expressing ideas in written form, so that the reader can be easier to understand. Writing is the process of sharing the information from someone to other someone who reads the text.

The writing involves some language components, there are: vocabulary, content, punctuation, and grammar. Writing can enhance skill to think clearly. Writing is producing text using thought activity and some ideas from planning, revision and editing. Writing is really important to students towards their critical thinking and their creativity in express ideas and opinions in written text.

Writing is a skill that someone has to introduce from childhood, because it includes skills that are quite necessary for everyday life. Writing is not an easy skill to understand. Students need to convey their ideas into the specific form, so that the readers can get the meaning the information. As stated by Safitri (2023), writing is a difficult activity, when the idea must be transferred correctly to the readers by analysing word by word when delivering the information. When the writers need to deliver their ideas, they must create of each word and each sentence in accordance with the rules. The ability to understand the text by the readers ¹ they read the text is also one of the factors that make the information can be conveyed correctly. Thus, students are expected to improve

their understanding in writing ability, because it really helps them in their daily activity especially to analyse the meaning from the text that they read to get more information and their knowledge.

The researcher did the observation in SMK N 9 Padang. Researcher found some problems that makes writing lesson less attractive to students. Many students still had some difficulties in writing, especially when they need to explain the information and make it into the specific form. Their weakness to master vocabulary is the biggest problem. On the other hand, students less interest and motivation to improve their writing ability is because they are unfamiliar especially in writing text in English. The methods that used by the teachers are considered uninteresting and same are also the reason for students to not to give their attention to the lesson. Sometimes, teachers ask students to write an essay in English, but teachers only give marks to them without doing some evaluation. Thus, students cannot find their mistakes from the essay that they made before. Teachers need to know their position in the class as the main role and they have some responsibilities to teach and give some evaluation and to make the atmosphere of the class more interesting and lead students to improve their motivation so that they can give the attention during the learning process.

The weakness of the students' vocabulary skill and it makes students feel hard to create sentences and also the methods that teachers have given to students was not interesting, which create a boring classes' atmosphere. From the observation, researcher assumes that students want some fun method from the teachers to help them to improve their motivation. So that, students can give pay attention during the lesson. Researcher takes the advantage of the opportunity to give an alternative strategy based on existing problems in order to provide some benefits, especially for teachers and students in the classroom in teaching process.

From the problems above, researcher offers an effective method towards students' interest especially in writing. This method is called Flower Writing Strategy. In Flower Writing Strategy, students can gather their ideas before they change it into the full essay. It seems like Mind Map, but in Flower Strategy researcher makes it into the fun ways. According to Hayati (2020), Flower Writing Strategy uses some charts like a flower, that has a topic and some supporting details to help students explore their ideas then change it into the full paragraph. This strategy allows the process of teaching writing is more enjoyable.

The researcher will use Flower Writing Strategy. It can help students in SMK N 9 Padang to improve their ability in writing skill. This method also hopefully can help teacher as a guide to create a fun method during the lesson so, students can improve their ability especially in writing skill.

B. Identification of the Problems

Based on the background of the problem above, it can be concluded that the following problems were found at the Tenth grade of SMK N 9 Padang, still have problem in writing:

1. Students had less motivation and interest in learning writing.
2. The students got difficulties in brainstorming their ideas before they write them into the full essay.
3. The teachers used the conventional method in every teaching process, so that students feel bored.

C. Limitation of the Problem

Based on the identification of the problem, researcher focused on improving students' writing ability by using a fun method, namely Flower Writing Strategy. Researcher expects

that there will be an improvement on students' writing ability by using this method in students' learning process.

D. Research Questions

The problems in this research are formulated in the questions below:

1. Is flower writing strategy can affect students' writing skill at tenth grade students of SMK N 9 Padang?
2. What factors can affect students' writing skill at tenth-grade students of SMK N 9 Padang?

E. Research Purposes

According to the research questions, the researcher wants to know:

1. To find out is Flower Writing Strategy can affect students' writing skill at the tenth-grade students of SMK N 9 Padang.
2. To find out what Factors can affect students' writing skill at tenth-grade students of SMK N 9 Padang

F. Significance of the Research

Based on the research question above, hopefully this research can be useful for many kinds of fields, institutions, and genres practically and theoretically, especially by using Flower Writing Strategy during the writing learning process. This research hopes that teachers as the main role will contribute to improving their creativity in teaching by creating some methods such as Flower Writing Strategy to improve students' writing ability. Theoretically, the researcher wants that this research can increase readers' knowledge and insight regarding the importance of teaching materials and methods to create an effective learning process.

G. Definition of Key Terms

To be explicit, the researcher gives the following definitions of the essential terms based on the statements above:

1. Flower Writing

Flower Writing is a teaching writing strategy that helps students to find the supporting details of the text, it helps students can develop their ideas and understand more about the text.

2. Strategy

Strategy is a plan that is arranged to deliver on the achievement of certain goals and objectives to be achieved. Strategy aims to ensure that the action and goals to achieved can be carried out appropriately. Strategy often involves determining some actions, priority and setting goals to achieve goals, and asks resources to carry out the actions.

3. Writing

Writing is an activity that expresses ideas and thoughts in order to convey some information to the readers in written form, so that the readers can catch the meaning from the information.

4. Writing Skill

Writing skill is a specific ability that students must have to them to express their ideas and thoughts into words in a meaningful form.