

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Writing is a productive and expressive activity, so writers must be able to use or process vocabulary, grammar, and language structure. Most students in Indonesia need help with writing, especially in writing English. This can happen because they use language from Indonesian, and students in Indonesia rarely use English daily. Even though they have received English lessons since elementary school, many students still need help to write well and correctly in English. Most students consider writing activities more interesting, and writing activities in English classes become activities that many students avoid in class.[1]

This passage discusses the importance of writing as a productive and expressive skill, highlighting the challenges that many students in Indonesia face when it comes to writing in English. The main points conveyed in this interpretation are as follows: Productive and Expressive Activity is writing is described as a productive and expressive activity, suggesting that it allows individuals to create and communicate their thoughts, ideas, and emotions effectively. Necessity of Vocabulary, Grammar, and Language Structure is writers need to have a good grasp of vocabulary, grammar, and language structure in order to write effectively. This implies that these elements play a crucial role in crafting coherent and meaningful written content. Challenges Faced by Indonesian Students is many students in Indonesia struggle with writing, particularly in English. This difficulty is attributed to the fact that their native language is Indonesian, and English is not commonly used in their daily lives. Limited Exposure to English is the passage mentions that students in Indonesia do not frequently use English in their everyday interactions, despite receiving English lessons from elementary school. This lack of regular exposure to English outside of the classroom could contribute to their challenges in writing effectively in the language. Ongoing Need for Assistance is despite having received English education since elementary school, a significant number

of students still require help to improve their English writing skills. This implies that simply receiving English instruction in school may not be sufficient for mastery of the language, particularly in the context of writing. Student Perception is the passage suggests that many students find writing activities to be more interesting compared to other tasks. However, when it comes to writing in English classes, some students tend to avoid these activities. This could indicate a level of discomfort or lack of confidence in their English writing abilities.

Overall, the passage underscores the challenges faced by students in Indonesia when it comes to writing in English, attributing these difficulties to limited exposure and practice with the language. It also emphasizes the ongoing need for effective teaching methods and supports to help students improve their English writing skills.

Writing, as an integral part of language skills, undergoes a multi-stage process. The specific stages in this writing process are contingent upon factors such as the content and length of the writing, the type of writing being undertaken, and the medium used (Harmer, 2004, p. 6). To achieve the intended purpose of our writing, it is crucial to be aware of its purpose beforehand. In Indonesia, students learning English as a foreign language often encounter challenges when it comes to writing. They frequently feel uncertain and struggle to initiate their writing, becoming preoccupied with grammar and vocabulary. Consequently, they become stuck and eventually lose motivation. Additionally, some teachers persist with traditional methods of teaching writing, which tend to bore students due to their monotonous nature and lack of opportunities for creativity. As Vile (1998) suggests, creative writing is a path to self-discovery and fosters effective learning (p. 31). However, when teachers design writing tasks that deeply engage their students, these students are more motivated to exert extra effort and produce a wider range of accurate and appropriate language than they might in routine assignments.[2]

This passage delves into the process of writing, which is an integral component of language skills, and emphasizes its multi-stage nature. The interpretation of this passage includes the following points: Multi-Stage Writing Process, Purpose and

Awareness, Writing Challenges in Indonesia, Impact of Traditional Teaching Methods, Value of Creative Writing, and Engaging Writing Tasks. Multi-Stage Writing Process: Writing is depicted as a multifaceted process that unfolds through various stages. The specific progression of these stages is influenced by factors such as the content, length, type of writing, and the medium being used. Purpose and Awareness is the passage that underscores the significance of having a clear understanding of the purpose of writing before embarking on the process. A well-defined purpose is crucial to achieving the desired outcome of the writing endeavor. Writing Challenges in Indonesia is in the context of Indonesia, where English is learned as a foreign language, students often encounter obstacles when it comes to writing. They frequently grapple with uncertainty and difficulties in initiating their writing. This struggle is compounded by concerns about grammar and vocabulary usage, leading to a state of stagnation and decreased motivation. Impact of Traditional Teaching Methods is some educators in Indonesia adhere to conventional approaches to teaching writing, which can be monotonous and lack opportunities for creative expression. The passage implies that such traditional methods might fail to captivate students' interest and hinder their motivation. Value of Creative Writing is the passage introduces the notion that creative writing has the potential to facilitate self-discovery and promote effective learning. Creativity in writing is suggested as a means to engage students on a deeper level and enhance their learning experiences. Engaging Writing Tasks is when teachers design writing tasks that genuinely captivate students, these individuals are more likely to invest extra effort. This engagement results in the production of a broader array of accurate and contextually appropriate language compared to routine assignments.

Overall, the passage emphasizes the intricate nature of the writing process and how it can be influenced by factors like purpose and engagement. It highlights the challenges faced by English learners in Indonesia and suggests that incorporating creativity into teaching methods can lead to more motivated and proficient writers.

From these problems, an appropriate learning method is needed to help and motivate students in writing in text description lessons. Researchers will use the

REACT (Relating, Experiencing, Applying, Cooperating, and Transferring) method to help and motivate students daily. Making learning a habit for them will have a good impact on them because REACT consists of 5 aspects that have a relationship with the daily activities of each student. Based on the existing explanation, the researcher uses the REACT method (Relating, Experiencing, Applying, Cooperating, and Transferring) to help and motivate students in writing activities in description text lessons.

## **1.2 Formulation of the Problems**

1. Can REACT methods improve student's writing through descriptive text?

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

1. To find out students' improvement in writing by REACT method.

## **1.4 The Significances of the Study**

1. For Researcher
  - a) The outcomes of this research are anticipated to be advantageous for researchers seeking insights into enhancing students' writing skills in a classroom setting.
  - b) How effective is the REACT method in researching and improving students' writing in English language learning?
2. For Others
  - a) The results of this research can be helpful and be used as research evaluation material to improve students' writing.
  - b) It is hoped that it can be helpful for the reader to know the student's writing.

## **1.5 Limitations of the Study**

In this case, focus more on the student's writing through descriptive text and how to improve the student's writing using the REACT method.