

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some points related to this research including background of the study, formulation of research problem, research objectives, the significance of study, research scope and limitation, and definition of key terms.

A. Research Background

Writing is one of the language skills to share ideas, feelings, thoughts, desires, and experiences to others in written form. As one of the productive skills, writing plays an important part in developing students' competence especially in comprehending any English texts. According to Harmer (2010:79) writing is a form of communication to deliver thought or express feeling through written form. Moreover, Nunan (2003) said that writing is viewed as a means of communication which is commonly used to express and impress. Some students tend to be more confident in expressing their thoughts in written form than in oral form. The process of written products are planning, drafting, and revising by using structures of writing. According to Brown (2010:335) that writing is the product of thinking, drafting, and revising procedures that requires specialized skill. Writing is one of the most skill in English that the students must learn, because they have to have a good writing in terms of grammar, spelling, vocabulary, and

punctuation. Another problem is that students find it difficult to construct a paragraph. Thus, it is necessary for students to be able to write well.

Recount text is a text which retells events or experiences in the past which the purposes is informing or entertaining the reader. According to Anderson and Anderson (1997:48) recount text is a piece of text which retells past evens orderly and has a purpose to describe what have already happened. Recount text not only can be found in the school, but also in real activity. So the students can write the experience in the past even sad or happy experience. While some students are able to figure out the structure of recount text on their own. Teachers play an important role in assisting students to develop a good understanding of recount text structure awareness, but most of the teachers do not know how to make their students enjoy in learning activities so the students can not understand well about the material.

The teacher only use the conventional method that make the students bored and have low motivation. They also emphasize on the learner to keep silent in the class while listening to their teachers' explanation without discussion. So it is hard for them to master their skill in writing. The learners need to aware of the writing more. The learners of junior high school get difficulties in writing. They make some errors in both organizations of ideas and language structure. If this condition continuous, it is possible that the students' ability in writing remains low. Based on the phenomenon that students are difficult and not enjoy to study about writing

especially about recount text, the researcher predict that using Concept Sentence toward students' writing ability in recount text it can be effective.

Teaching writing recount text through Concept Sentence method is interesting to do. There are two main steps in conducting the Concept Sentence method. Firstly, the students have to think the ideas that will be written from some keywords and secondly they have to put their ideas into written form. Through Concept Sentence method, these stages facilitate students to write easily because they have identified important ideas that need to be written and keywords to be developed into a paragraph. Although, in the implementation of this method the students work together as a team, the researcher also trains individual students to write good recount text using his own words and ideas.

To increase learners' motivation for junior high school in mastering writing recount text, teacher can use Concept Sentence method in teaching learning. In the previous study that conducted by Fransisca Dita Damayanti and Amir Riyadi (2013) states that Concept Sentence cooperative model is more effective than the direct learning model on the writing of narrative text for fourth graders of elementary school. Learning model that used by the teacher in this method is enjoy so the students can be involved to find the knowledge and study can be interest because the knowledge that students get is naturally from their own thinking process. But based on the standard of competence and the basic competence of students at the second grade of junior high school, the students are expected to write a recount text orderly

and grammatically. To produce qualified recount text, the students need to be stimulated in expressing ideas and to be guided in their writing process. Because of that the researcher will conduct a research for junior high school.

The study of Indonesian learning program was emphasizing on the language skills. According to Dian Anggraini, M. Shaifuddin, and M. Ismail Sriyanto (2013) states that Concept Sentence method can improve the ability to write poetry on third grade of elementary school. This research focus on write poetry because in Indonesian language the students are expected not only to study languages but also study in literary works. On the other hand, as the students they have to learn all of the thing because it is important for them before they want to choose the best one that appropriate for themselves. Additionally, Ayu Wulandari (2017) states that using concept sentence instruction oriented flash cards can improve teacher skills, student activities, and students' writing poem.

Writing individually does not work optimally to increase the students' writing ability. And Concept Sentence is one of model of cooperative learning that can be solve the problem. Riesca Juliana Permatasari, Suharno, Rukayah (2014) states that Concept Sentence models can improve the exposition writing skill in the fourth grade students of SD Negeri 3 Sragen. By using this method, the students can do the assignment in a group. Sometimes the students are difficult to follow the teaching learning because some methods that teachers give are monotone. They need a new method that can be make them interest in a study. They also did not know how to

start writing even though the topic had been provided. Therefore, their writings are confusing and unwell-constructed. Concept Sentence is effective to improve students' writing exposition skill at elementary school. But this research will be conduct in writing of recount text at junior high school.

One of learning styles that we can learn is visual learning style because most of dominant students have that learning style. Visual learning style or learn through seeing is when the learners need to see the teachers' body language and facial expression to fully understand the content of a lesson. In current finding that conducted by Lolita Kurnia Febriasari & Eko Purwanti (2014) states that Concept Sentence model assisted by visual media can improve the teacher skills, student activities, and narrative writing of fourth grade students. The researcher used visual media because that is appropriate for elementary school and to help the students to dig their imagination about the Concept Sentence itself. Meanwhile in this research the researcher does not use visual media because it is be destined for junior high school and it is can measure students' creative thinking if we do not use visual media to help.

Concept Sentence is one of the techniques of cooperative learning, where students learn with their groups to make several sentences in accordance with the keywords that have been given by the teacher to the students. According to Suprijono, (2013: 132) Concept Sentence is a learning model that begins with conveying competencies, material

presentation, forming heterogeneous groups, presenting keywords according to teaching material, and group assignment in front of the class. Arends (2008: 322), "Concept Teaching models have been developed primarily to teach key concept that serve as foundation for student higher-level thinking and to provide a basis for mutual understanding and communication". Once given a certain time limit, then each group must send representatives of each group as much as two people ahead to be written on the board. Groups are required to make a few sentences from some keywords that have been given by the teacher (Soejadis' opinion cited by Teti Sobari in the book of Learning Models, 2011: 2012).

There are many techniques that can be used in teaching and learning writing, one of them is Concept Sentence. Concept Sentence is one of many techniques which included in cooperative learning method. It was developed by Robert E. Slavin from the John Hopkins University. This teaching technique requires the students' cooperation to help them completing writing task given by the teacher. Concept Sentence strategy instruction gives a student more elaborate understanding of stories. It is one of a comprehension strategy of the students should be taught to use. Concept Sentence has several advantages such as: can improve students' motivation, students more enjoyable, encourage and develop creative thinking processes, encouraging students to look at things differently, better understand the keyword of the subject matter of the lesson, students who are better can teach students who are less clever (Kiranawati: 2008).

The texts are in the form of recount, procedure, narrative, descriptive and news. One of main indicators based on the curriculum is that the tenth grade students at the second semester should be able to write a text in the form of recount text. According to Akram, Ferry Rita, Nur Sehang Thamrin (2017) states that Concept Sentence technique is effective to improve the ability of the tenth grade students at SMAN 4 Palu in writing recount text. But this research will conduct in second grade of junior high school because the learner in this grade also difficult to express their feelings and opinions in writing. The researcher chooses recount text as the subject because the curriculum is that the second grade of junior high school at the second semester is recount text. Relating to the previous study, the researcher hopes that by using this method it can be improve the students' mastery in recount text and also create motivation of the students in teaching learning. So the material will be more enjoyable for the students and also the students can develop their creative thinking by using this method to generate their ideas.

The example above can be related to the recount text that has relevancy with the Concept Sentence method. That is way, the researcher chooses Concept Sentence to be applied in recount text for second grade of junior high school. The researcher is interested conducting the research dealing with the students learning writing recount text entitled "THE EFFECTIVENESS OF CONCEPT SENTENCE ON STUDENTS' WRITING ABILITY OF RECOUNT TEXT AT SECOND GRADE IN MTS AL HUDA KEDUNGWARU".

B. Formulation of Research Problem

Based on the background of the study discussed above, the researcher determined the problem of the study that becomes the concern of the research. The problem of the research is:

1. Is there any significant difference before and after using Concept Sentence toward students' writing ability of recount text at second grade in MTs Al Huda Kedungwaru ?

C. Research Objective

According to the research problem statements, the objective of the research as follows:

1. To know the effectiveness before and after using Concept Sentence toward students' writing ability of recount text at second grade in MTs Al Huda Kedungwaru.

D. The Significances of Study

The result of this study can provide useful information for:

1. Teachers

This result of this study is useful for English teachers at junior high school level to get information about teaching writing of recount text using Concept Sentence. By creating the strategy, teachers can improve their professionalism in teaching English.

2. Students

This result of this study is interesting to increase learners' motivation for junior high school in mastering writing recount text. The students can improve their creative thinking in writing recount text. The students can also active, feel interest, and enjoy in teaching learning process.

3. Other researcher

For further researchers who are interested in research recount text at junior high school level using concept sentence can get the basic information from this study to do the further research.

E. Research Scope and Limitation

Scope is the area covered in a study to avoid the uncontrolled discussion that as follows:

1. Scope

The scope of this research focuses on students' writing skill of recount text by using concept sentence method.

2. Limitation

In order to be more focused on investigating the effectiveness of concept sentence in increasing students' writing skill of recount text, this research is limited only on recount text and concept sentence as the method.

F. Definition of Key Terms

In order to clarify the key terms used in this research, some definitions are put forward:

1. Writing Ability

Writing ability is the skill of putting together what you think or want to say using words. According to Nunan (2003), writing are physical and mental action, it is about discovering ideas, thinking about how to communicate and develop them into statements and paragraphs that will be comprehensible to a reader. Writing represents what we think. It is because the writing process reflects things, which stay in the mind.

2. Recount Text

Recount text is retelling story that happened in the past. According to Anderson (1997:48) a recount is speaking or writing about past events or piece of text that retells past events, usually in the order which they happened.

3. Concept Sentence

Concept sentence is a method of learning that begins with the step of conveying competence, serving material, forming a heterogeneous group, teachers prepare keywords, according to the materials, each group makes sentences based on the keywords (Erman: 2009). Concept sentence is a method or variations of cooperative learning developed by Robert E Slavin from The John Hopkins University. This method help the learners to develop their creative thinking to arrange a story of recount text.

G. Research Hypothesis

The hypothesis of this research are:

1. Null Hypothesis (H_0)

There is no significant different on the students' writing ability of recount text who were taught before and after using Concept Sentence.

2. Alternative Hypothesis (H_a)

There is significant different on the students' writing ability of recount text who were taught before and after using Concept Sentence.

H. Organization of The Research

1. Chapter I: Introduction

The introduction consists of background of the study, formulation of the research questions, objectives of the research, significant of the study, research scope and limitation, definition of key terms, research hypothesis, and organization of the research.

2. Chapter II: Review of Related Literature

This chapter deals with theories used of the basis for supporting the research. It presents about definition of writing, types of writing, purpose of writing, definition of recount text, types of recount text, generic structure of recount text, language of recount text, definition of

Concept Sentence, steps to use Concept Sentence, benefits of Concept Sentence, and previous study.

3. Chapter III: Research Method

This chapter discusses the methodology used in conducting this research. It presents the research design, subject of the study, research instrument, validity and reliability testing, data collecting method, data analysis, and research hypothesis.

4. Chapter IV: Research Finding and Discussion

This section presents research finding and discussion. It consists of the description of data, normality and homogeneity testing, data analysis, hypothesis testing, and discussion.

5. Chapter V: Conclusion and Suggestion

Based on the description of finding presented in the previous chapter, conclusion and suggestion are present in this chapter.