

CHAPTER 1

INTRODUCTION

This chapter presents background of the research, research question, objectives of the research, hypothesis of the research, purpose of the research, significance of the research, scope and limitation, and definition of key terms.

A. Background of The Research

In learning English, learners have to be able to acquire the four language skills, namely listening, speaking, reading, and writing. It is expected that the students will be able to use English both in oral and written communication that can be useful for their further studies. Curriculum 2013 says students should achieve the ability to understand, develop and produce written simple functional text in the writing English subject. But the reality shows that students' ability in the four skills, especially in writing skill, is not as satisfying as the government has expected them to be. According to the data of Human development Research that published by United Nations development Programme (UNDP) until 2013 Indonesia Education Index is 0,603 in ranks 103th from out of 187 (wartakotalive.com, 2017).

In English language learning, writing is one of language skill that must be mastered by students. Writing skill is one of another skill (listening, reading, and speaking) which also determine the success of learned English. In other hand, writing is known to be one of the most

difficult skill to be mastered. In line with Byrne (1988:4); Heaton (1990: 135) writing skill is complex and difficult activity especially for EFL students.

Writing is one of productive skills besides speaking which is taught in Indonesian schools especially at Junior High School. According to Indonesian National Curriculum 2013, one of the writing skills that should be mastered by Junior High School students is writing procedure texts, which are taught in eighth grade. Regarding to the objectives of learning procedure text, students are expected to understand the purpose, the structure and the language features of procedure text and able to write procedure text based on its structure and language features. Furthermore, the objective of learning procedure text, which are stated based on language skills which are receptive and productive skill. In receptive skill, students are able to understand about how to read and comprehend the procedure text and get the point of it. Meanwhile, in productive skill, students are able to write procedure text and demonstrate it.

Writing well is not just an option for young people, it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy, (Yusrida, Masitowarni S, 2013:2). There are several types of writing such as procedure, narrative, descriptive, recount, explanation, analytical exposition, hortatory exposition, report, discussion, review, but this study focus on the procedure only.

Procedure text is as one type of writing genre which is found in our daily life. Knapp and Watkins (2005) state that “we need to be competent in this genre”. The students are expected to gain competence in understanding how English works in all categories of texts. According to Pennington (1995: 707), a product-oriented approach can be used to teach writing. Most students do not know how to compose texts independently. Then, writing requires good grammar. A non-native person has to remember a large number of rules in structure, which are quite different from their own language. As a result, when students write something, they have big questions in mind whether or not what they write is correct. In conclusion, writing is the most difficult skill that learners of any foreign language may face. To be good at it, learners must give sufficient effort.

Actually some students who are learning English face difficulties in writing an English text. Maybe some students think that writing a procedure text is easy, but then it is actually not. (Firda Amalia 2017:2) The students still have difficulties in determining the verb. They should use the suitable verb of every action in steps of procedure text. In procedure text, there are two components; generic structure and language features. For generic structure itself, there are three parts; they are goal or purpose, material and steps. Goal will show the purpose of the text what you are going to make or do. Then, material provides the material needed to make or do something. The last part is step which tells the steps or phases to make or do something of the procedure text.

The effort to help students in writing procedure text, teacher can apply the appropriate technique. Demonstration technique is an effective technique in teaching writing procedure text. By demonstration from the teacher, the students will involve to conceptualize class material (procedure text) so that the learning process become effective, efficient and interesting. Beside that, students will be more active because they will find something new and different from what they usually get in the class and surely they should connect it with their experiences. As an English teacher to be, researcher would like to figure out the problem through demonstrative technique for procedure text.

Demonstration Method to solve the problems. Demonstration Method as the teaching method that teach all of the students by demonstrating goods, events, either directly or through the use of teaching aids relevant to the subject matter or material being presented. Demonstrations in the form of writing assignments helped members to build up their fund of knowledge and wisdom about writing. (Rebecca Mlynarczyk : 1997). After the demonstration method has been applied in the teaching learning process, students will develop more understanding of a procedure or steps in doing something. This method will improve students' ability in writing a procedure text

The writer choose demonstration as a technique in teaching writing procedure text because it can cover whole the necessary step in effective learning order. Demonstration steps give student the opportunity to see

and listen the detail or specific information to do or make something then the students asked to write the procedure text.

B. Research Question

Based on the background of study, the problem was formulated as the following:

“Is there any significant difference before and after being taught by using demonstration method ?”

C. Objective of the Research

Based on the research problem above, the objectives of the research are as follows:

The objective of the study was to find out if there is a significant different before and after being taught by demonstration method on the students' achievement in writing a procedure text.

D. Hypothesis of the Research

1. Null hypothesis (H_0)

There is no significant difference in writing achievement before and after being taught by demonstration method.

2. Alternative hypothesis (H_a)

There is significant difference in writing achievement before and after being taught by demonstration method.

E. The purpose of the Research

To find out the significant difference of students' writing achievement before and after being taught by using demonstration method.

F. Significant of the Research

After completing this research, it is expected that the findings will be useful for:

1. Teachers of English who might consider the implementation of demonstration method to improve their teaching learning process especially in teaching a procedure text writing class.
2. Students who might use this information to enlarge their knowledge in writing a procedure text and,
3. Other researchers who are interested in using the demonstration method and conducting similar studies with different participants.

G. Scope and Limitation of the Research

The researcher limits the scope of this research in order to avoid misunderstanding about this research. The scope of this research is conducted at eighth grade of MTs Negeri 8 Tulungagung, focused on the effectiveness of demonstration method in teaching writing. Then, the material that will be taught to students is about procedure text. The materials are taken from instructional books and other relevant sources.

H. Definition of Key Terms

In order to avoid the ambiguity and misunderstanding of the terms used, the researcher gives the definition of the terms as follows:

1. Effectiveness

Effectiveness is the extent to which an activity fulfill its intended purpose or function (Analytic Quality Glossary).

2. Demonstration Method

Demosntration method is a learning method that practice a material in the class that time. Demonstration is a teaching technique that asks students to demonstrate or practice the information that has been given. By demonstrating a procedure, we can encourage the students to be mentally alert (Silberman, 1996:50).

3. Writing

Writing Essentialy is seen as a product constructed from the writer"s command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher (Key Hyland, 2003:03).

4. Procedure text

A text can be seen from two keys perspectives. They are a thing that can be recorded, analyzed and discussed and a process that is the outcome of a socially produced occasion (Knapp, 2005:13).