

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents seven topics related to the research. Those topics cover Background of the Research, Formulation of the Research Problems, Research Objective, Research Hypothesis, Significance of the Research, Scope and Limitation Research, and Definition of the Key Terms.

### **A. Background of the Research**

English is international language to communicate people in the world. The most people in the world used English to prioritize as mother tongue as well as second language. In Indonesia, using and learning two or three languages among students and English teacher, with English as the third language (L3) or foreign language (FL), and Javanese as the mother tongue or first language (L1) and Indonesian as a second language (L2) have received considerable attention. In general, the context of English language learning and teaching (ELLT), and the goal of teaching English is to develop students' communicative competence, that is, to gain substantial ability to communicate in a variety of communicative situations (Nurhayati et al., 2018). It means that language to develop students' communicative competence, sometimes the students understood what the teacher explained the material integrated several languages to be students understood, eventhough the teacher explained about English material.

Therefore, writing as one of the four skill that must be mastered; there are listening, speaking, reading and writing. All of these skills must be

practiced by students and cannot be separated from one to another if one expects to be able to communicate freely in English. It cannot be denied that English is still a crucial problem for Indonesian students (Nurhayati, 2018:34). Furthermore, it can be used for a variety of purposes, afterwards increase grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as the main goal to learners. The steps of learning writing are (1) responding to the ideas that learners produce; (2) composing process: planning-writing-reviewing framework using dramatic structure: orientation, complication, sequence of events, resolution and coda; (3) building knowledge of field, modeling of text, joint construction of text, and independent construction of text (Nurhayati, 2016:51).

In teaching writing there are some aspect that important concern of vocabulary, grammatically, content, organization, and mechanics neither without those would not be a good written text. According to Nurhayati (2016:54) said that writing can describe someone's ability. Writing can demonstrate to express someone's thoughts, feeling, and opinions to others. However, for some people writing could describe as dull activity and hard to do. Creating encouragement among students of Indonesia write is not easy. It means that someone to convey by writing, but to write something is not easy. Because writing requires several aspects in order to other people understood the intention implied in the writing. The writing problems include they lack ideas, organizing of ideas, rhetoric or pattern of thought, cohesion and coherence. It means that people are concerned about writing does not aspects

of writing only, but people lack ideas, organizing of ideas, rhetoric or pattern of thought, cohesion and coherence. In the written text there are kind of text that must be known.

In English, there are kind of written text. Johnson (2002, p.76-77) define that theory by Martin states that types are narrative, descriptive, procedure, recount, anecdote, report, and many others. Based on the syllabus in academic year 2016/2017, students of senior high school are demanded to write various text types, one of them is recount text. According to Knap and Watkins (2005:223).

Teaching technique is one important supported the teaching and learning process. The teachers do not consider about strategy that they use in teaching writing. Teachers seldom teach the students how to write a text based on genre where it is also important to be mastered by the students beside other language skills. Teachers often ask the students to write a text as their homework. As a result, most of the students accomplish the task through copying texts that they find from internet. In other words, the students do not produce the texts based on their writing ability. This condition made students get bored because the method is monotonous and the students are passive (Nurhayati,2018c)

The teacher can create an atmosphere teaching and learning process in the classroom to suitable by adjust the teaching technique, so that the classroom becomes fun and enjoyable. When the teacher explained the material does all of the students enthusiastic yet. According to Nurhayati (2014a) said that media can used to help students recall what they learned in the last class so that new materials can be attached to it and built upon. Not only can media

can help make new content more memorable, media can also help deliver new content such as text, movie, or video. Therefore, the researcher provide others alternative to teaching learning technique. It means that the technique was buzz group technique.

Buzz (in Oxford Dictionary) means “a low, continuous humming or murmuring sound”. Buzz group is a group of people who make a sound buzzing like an insects while they were discussed in a group. According to Ernest (1997) stated that buzz group are formed by dividing large group into small discussion group of two to fifteen member who meet simultaneously for a specified time of discussion a specific question, problem, or issue. Students be easier to collecting the ideas by other participants. Each group there are consist of four to six participants. There are consist of a leader, a note taker, and time keeper. Firstly, a leader make a group to find out other participants. Then change the chairs until in a circle or face to face each other will be increase on discussion. A leader makes certain that participants of group, the leader choose candidates among other participants to lead the discussion, and tries to get all the participation of the group. The candidate means that a note taker and time keeper. After that, the note taker as a duty on writing to choose the topic by others member of the paper and note taker write all of members’ idea. Next, the time keeper as a duty to ensure the time is over or the group discussion has finished in time. Consequently, students understood of the technique procedur and how to writing in recount text. But it is more effective if the one applied in senior high school. So, the grade of

senior high school as maximal as to apply buzz group technique than it does not apply.

Concerning with the previous study the researcher explain the research which appropriate. The first previous study conducted by Ula (2019) entitled “Teaching Writing Using Buzz Group Technique to Eleventh Grade Students at MAN 1 Kota Kediri”. In this research was a pre-experimental study to find out wether there is any learning achievement of student who are taught writing explanation text using buzz group technique which is significantly different from those who are taught different level using buzz group technique. The subject of the study were eleventh grade students of MAN 1 Kota Kediri. In order to achieve the objective, the researcher conducted a pre-experimental research. There was one group involved in this research, the one-shoot case study. The pre-experimental group was taught explanation text by using buzz group technique.

The different of this research and those previous study is the method of the research, previous study used buzz group technique in explanation text to increase writing ability. Here the researcher use buzz group technique as teaching technique of teaching writing recount text in order to know is it effective to the teaching process or not.

The second previous study conducted by Agustina (2017) entitled “The Effect of Buzz Group Technique on Students’ Writing Descriptive Text at The Tenth Grade of SMAN 2 Sekampung East Lampung in Academic Year 2017/2018”. Here the researcher used the same technique as a teaching technique but in a different topic of writing. The result of this study showed

that there is a significant difference of the students score before and after being taught by using buzz group technique in teaching writing descriptive text.

Third, a journal from Canadian Center in Science and Education Research of International Conference on English Language Teaching (ICOELT 2018) entitled “The Effect of Buzz Group Technique and Clustering Technique in Teaching Writing conducted by Pangaribuan and Manik (2017)”.

The different between this study and the previous study was teaching technique, design of the research, and also the topic of writing. The technique of the previous study was clustering technique, then used experimental research design and the topic of writing was descriptive text while this study was pre-experimental research design and the topic of writing was recount text. The effectiveness of buzz group technique can be seen from the increasing of the students’ pre test and post test scores in writing test.

The last previous study from International Journal of Theory and Application in Elementary and Secondary School Education (IJTAESE) conducted by Arisman (2019) entitled “Buzz Group Technique to Increase Writing Skill at EFL Students of Junior High School in Indonesia”.

The difference between this study and the previous study was teaching writing used buzz group technique with the different level and research design. The previous study teaching on eighth grade used quasi-experimental design then this study teaching on tenth grade used pre-experimental research design.

In this case the researcher is interested in conducting a research about improving writing recount text using “Buzz Group Technique”, especially for Senior High School in tenth graders. So in this research, the researcher conducted the title **“The Effectiveness of Using Buzz Group Technique on Students’ Achievement in Writing Recount Text at SMA Antartika Sidoarjo”**.

### **B. Formulation of the Research Problems**

Based on the background of the study on the previous page, there are research problems as follows:

1. How is students’ achievement in writing recount text before being taught by using Buzz Group technique?
2. How is students’ achievement in writing recount text after being taught by using Buzz Group technique?
3. Is there any significance different between the students’ achievement in writing recount text before and after being taught by using Buzz Group technique?

### **C. Research Objectives**

Based on the research problem, the study is intended to:

1. Find out students’ achievement in writing recount text before being taught by using Buzz Group technique.
2. Find out students’ achievement in writing recount text after being taught by using Buzz Group technique.

3. Find out significant difference between the students' achievement in writing recount text before and after being taught by using Buzz Group technique.

#### **D. Research Hypothesis**

In short, the hypothesis means prediction of the problem or a phenomenon is expected value from the relation between the variables of the problem. In this research, there are two kinds of hypothesis: these are null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ).

1. Null hypothesis ( $H_0$ ): there is no significant difference in students' achievement in writing recount text before and after being taught by using Buzz Group technique.
2. Alternative hypothesis ( $H_a$ ): there is significant difference in students' achievement in writing recount text before and after being taught by using Buzz Group technique.

#### **E. Significance of the Research**

The researcher hopes that the result of the study will give contribution to :

1. Theoretically

Theoretically, the result of this research will answer the question of the statement of the research problem. In general, student's satisfaction in English in engaging the activities related to English is very important for learners because it will establish their level of attention and intensive of effort in learning.



## 2. Practically

The researcher expects to give some scientific contributions for:

### a. Teacher

The researcher hopes this research show the teacher that give knowledge about the alternative to teach writing recount text for their students. This research can motivate the teacher to make other technique to improve students' achievement in writing recount text. Hopefully the results of the research can be implemented in learning process.

### b. Students University

The results of this research may give motivate the students to improve their interest in writing recount text and student get significant result, so if the result is good they can use this technique to improve their score to face their final practice examination.

### c. Educational Institution

The school will make a right decision to use the technique or media for supporting and learning process.

### d. Readers

The reader can get more information and knowledge from this research.

### e. Researcher

The researcher hopes that it will be useful when this knowledge apply to the students of teaching and learning in the classroom even less blend with media. This researcher is very important because it will

give some knowledge to the researcher and to know benefits of using buzz group as technique to prove writing achievement for the students.

#### **F. Scope and Limitation of the Research**

Scope is the area covered in a study. The scope of this study is teaching writing focused on buzz group technique. In teaching writing there many kind of the text in English such as : descriptive, recount, explanation, and many others. Therefore, in order to be more focused on the effectiveness of using buzz group technique towards students writing ability in recount text, this research is limited only on recount text and buzz group technique as a teaching technique of writing recount text.

#### **G. Definition of Key Terms**

The following terms are given to make readers the same understanding or perception for same terms used in thing study. They also intended to avoid ambiguity or misinterpretation, so the terms here are needed to be defined as follows:

##### **1. Writing Recount Text**

Knap and Watkins (2005:223) said that writing recount text is sequence text that does little more than sequence series of events. Recount text also part of genre which is competent is writing skill on English curriculum basic level.

## 2. Buzz Group Technique

Jeffries and Huggett (2010:35) state that Buzz Group technique is a small group discussion technique used to engage learners and re-energize the group. An initiate the buzz group, pose a question and ask learners to discuss their responses in pairs or groups no larger than four learners. It is technique useful for making a transition from one discussion task to another or for encouraging learners to share ideas or concerns they might be reluctant to share with entire group. Ask a small group teacher, learners role to facilitate the process and use the buzz group as sources of informal feedback about learners' understanding of course the material.