

CHAPTER I

INTRODUCTION

This chapter presents the background of research, research problem, objective of the research, significance of the research, research hypothesis, scope and limitation of the research, and the definition of the key term.

A. Background of the Research

Writing is one of basic skill of English language. Writing is belong to productive skills which used as communication tools. Writing is an effective communication tool to express our felling in form of written. The writing skill is the more complicated skill which elaborates other language skills such as reading, listening, and speaking.

In this era the goverrmen emphasize that the English education as a foreign language not only focuses the students' ability on English language but also how students able to apply them in to their real world in any situation and condition needed not only on educational context. Supports the 2013 curriculum revise 2016 about aspect of teaching and learning English language, there are four aspect of the students' ability that should be mastered by the students those are creative, critical thinking, communicative and collaborative. The curriculum expects that the education system will be able to create the generation that has four aspects above, to modernize the mindset of education that not only oriented at the theory, knowledge and skill but also the implementation in the real life. Based on the curriculum 2013 writing is one of

skill which belongs to creative and communicative aspect that should be mastered by the students. Through writing the students are have a chance to reveal their opinion in form of written text which is can be publish in any social media. Writing is a productive skill which is very important as communicational function in addition to speaking. Writing is one of the media to extend and ekspress the idea, aspiration, and expressing our feelings in form of written text.

Writing is one of productive skills beside speaking skill which requires good organization planning to get a good writing text through some process that must be done during writing process. It was related with Brown (2000:335) which stated that writing is not as simple as speaking, because its requires some process that must be done during writing process to get good written text such as process of thinking, drafting, and revising that not every speaker develops naturally. From the statement above it can be seen that to create good writing there are some step that must be trodden by the students which are process of thinking, drafting and revising, which is need the students' knowledge, creativity and the carefulness of the students. It indicate that the students need a lot of writing practice to develop their creative thinking on creating a clear content of written text.

In this era written text is one of the people necessary that easier to be access to get the information as like from social media, blog and many others. Knowing the advances of the people necessary in written text its need for the students to increase their anxiety in writing and to learn more about writing

skill to be mastered in writing. The teacher is also should be able to create process of classroom learning effectively. In addition to the understanding of these matters, the effectiveness is also determined by the ability of the teacher to change the teaching model into a model of learning as expected by the Ministerial Regulation no. 41 of 2007 on Process Standards.

Teachers should be able to be better utilize environmental media which appropriate to support teaching and learning activities, which is choosing the environment around the school as a medium of learning. This environment can enrich materials in learning activities. By take learning materials from the environment, then the ability and intelligence of students can be practiced in the life of society later. To gain in-depth knowledge about something a student should have a lot of experience about the thing. To get a lot of experiences the learners are needs more practice to develop their creative thinking and express them in to written text. In order for the students to learn well, then the learned must be related to the real and existing circumstances. Teachers are required to take advantage of the surrounding environment as a medium of learning. Students are more equipped with teaching theories about writing an observation report rather than teaching the skills of writing the observation report itself, hoping that students have more stock of knowledge writing an observation report to be able to apply it. However, the reality on the ground shows the opposite result. The teacher asks the students to read a text and then write the observation report of the text they read. The topic of text that they have was often difficult to understand by students because the objects

discussed are foreign to them. According to Sharwood and Smith (1973: 48) there are two matters in arranging a good written text, those are a matter of selecting appropriate word and organized them in to grammatical order. The next matter was selecting appropriate word and organized them to adjust particular rhetorical aim. Writing in the second language is quite difficult because of the less of students' vocabularies, grammatical order and arrangement of good sentences coherently.

In general, the traditional teaching strategy in form of rewriting strategy is due to the learning that tends to monotonous, students are also still experiencing barriers in choosing the right words to use in writing report text. Environmental media is one of the media offered can be possible and relevant enough to improve the students' writing ability of report text. This media is also one of the media developed in the 2013 curriculum. Environmental media becomes a learning medium that links the situation in the real world. The situation is used as a concept for students to generate critical thinking and skill in obtaining knowledge. Along with this, learning by utilizing the surrounding environment can develop pedagogical aspects. The pedagogical aspect that can be developed through interaction with the environment is developing attitudes and skills, students can use from all levels of intellectual development and can motivate student learning.

Based observation of the researcher, one of the factors of the less of the students' writing ability was because of the less of the students practice in arranging their own text based on their own idea. Based on the problem above,

the teacher should find appropriate strategy to make the condition of the class more enjoyable in learning writing activities and let the students develop their idea based on their own knowledge related to the materials. Harmer (2001: 261) stated that the principle roles of the teachers in writing tasks will motivate the students in learning writing and encourage them to carry out their effort as good as possible to get the maximum attainment, it also will support the students to elaborate their ideas in to the right condition and direct them to the beneficial activities. The strategy that appropriate to be applied in teaching writing which support the students to be able to develop their creative thinking and enrich their ideas it is give one take one strategy. Give one take one strategy was belong to cooperative method in teaching learning which be able to overcome the students' problem in finding topic on writing. Slavin (1995:15) states that the main goals of cooperative learning method is focusses to provide the students' knowledge, concepts, skills and understanding. The students' become happy if they become contributed members in their society. By doing collaborative learning, learning writing will be feel more interesting and enjoy the learning process because they can collaborate with their group members by exchange their own ideas and their own knowledge. Therefore, cooperative learning method be able to implented in learning writing activities. Give one take one strategy can be used in some genres of teaching writing. According to Tolbert (1997:3) give one, take one strategy provides the learners enables to gather any information from each other. It means by using Give One Take One will help the students

to get an idea from others by exchange each other cooperatively. Marzano, Pickering & Pollock (2001:5) stated that the use of give one take one strategy be able to encourage the students to share their ideas and experiences. As Guillaume (2007: 176) states that, “give one get one strategy invites the learners move around the room in sharing an idea and collecting it from the peers.” Considering those perception the researcher interested to conducting experimental study to find out the effectiveness of give one get one strategy in teaching writing of report text at eight grade students of MTsN 2 Blitar entitled “ The Effectiveness of Give One Take One Strategy on Students’ Writing Ability of Report Text”.

B. Research Problem

Is the implementation of Give One Take One Strategy effective to increassing the students’ writing achievement on report text?

C. Objective of The Research

To detect the development of the students’ writing achievement of report text after taught by using get one take one strategy.

D. Significant of The Research

The results of this study are expected may gave the benefits to the teachers to be the alternative strategy in teaching writing especially report text. This strategy was expected will be an interesting strategy for the students’ to enhance the students’ creativity and ability in writing text. This study is expected has the benefit to the future researchers to apply the theory already obtained.

E. Scope and Limitation of the Research

Scope of this study is this conduct at eleventh grade students of MTsN 2 Blitar it focusses on the used of give one take one strategy in teaching writing of report text. It means that it might be there are the different result with the different variable. To make the optimal result, this study is only conduct at B class of MTsN1 Blitar which consists of 30 students.

F. Hypothesis

Before carry out this research, the researcher purposed two hypotheses:

H₀ : The students' score of writing report text afer being taught by using give one take one strategy is smaller or equal to the students' writing score of report text before taught by using give one take one strategy.

H₁ : The students' score of writing report text after being thought by using give one take one strategy is bigger than te students' writing score of report text beforetaught by using give one take one strategy.

G. Definition of The Key Term

1. Wruting

Writing is one of English language skill which is one of productive skill that communicating massage in form of letters to express the ideas or giving the information in formof writing text. It is a process of discovering and organizing our ideas in form of written text.

2. Report text

Report text is a text which presents about something that happened as the result of the writer's observation, their own knowledge and their experiences.

3. Give One Take One Strategy

Give One Take One Strategy is a cooperative learning method used to encourage students to collaborate and share information in the form of writing text.