

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research problem, the scope and limitation of the research, objectives of the research, the significance of the research, and the definition of key terms.

A. Background of the Study

A person's language skills include four basic aspects, namely listening, reading, speaking and writing. Writing is the job of coming up with ideas, thinking about how to express them, and organizing into paragraphs that are clear to the reader. Most students feel writing is a complicated skill. Writing is one way to communicate each other. It means that we can express and share our ideas, opinion, and feeling in form of written communication. Writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences and paragraph (Raimes, 1983:76). As Hellen, et al (2014) states that the reason why writing is one of the important skill which should be mastered by students is because it is a communicative act a way of sharing information, thoughts or ideas to the reader. It means that through writing the students are able to deliver or express of their ideas, opinion, or information to the other people. Beside from the writing also can determine how far the capability of the students conduct communication in the written form.

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 skills to be mastered. As Iftanti (2019) Still, it is often claimed that writing is not an easy subject to learn. The facts revealed from observation to students taking Writing Course at tertiary level indicates that the students who are learning to write get much problems in starting what to write and how to write. As Meyers (2005:3) states that writing is a representation of language through a text using signs or symbols. It is a way of expressing ideas, experiences, thoughts, and feelings through writing. In addition, to express the ideas, students find the different writing conventions including language components such as grammar, vocabulary, and spelling between in Indonesian and English. Nurhayati (2016; 2014) the impediment included tenses, verb, subject and agreement word order, word chosen word, redundancy-reduction, phonological difficulties. As Iftanti (2019) Some other problems concerning students' English essay writing problems included lack of linguistic knowledge, word-for-word translation, cohesion errors, and lack of academic style. It is hard to teach students how to write because it involves many components such as structure, vocabulary, punctuation, and spelling. Harmer (2001: 256-262) who states that each skill has difficulties for students but writing has become the most complicated skill to be learned because writing is production skill and needs a feedback. Most students consider writing is the most difficult skill to master because the writing skills in a foreign language (English) is more complicated than speaking, reading or listening skills.

Nurhayati (2016; 2018) Creating encouragement among students to speaking and writing English are difficult especially to utter and and organize their ideas freely and also as teachers, they should master pedagogical content knowledge (Nurhayati, 2019). Moreover, many problems were found in teaching and learning writing (Astrini, Ratminingsih, & Utami, 2020; Haerazi & Irawan, 2019; Xie, 2020), such as generating idea, lack of vocabulary, grammatical mistakes, spelling mistakes etc. As Nurhayati & Djatmika (2020: 5) such types of grammatical mistakes can indicate the weak skill of the writers in exploiting English grammar rules for the sentence production. Difficult to teach students how to write includes many components. This case has led to the idea that learning to write or to communicate certain idea clearly and comprehensively needs time, effort, and concentration.

Teaching writing to students is not an easy job, the teacher must know characteristics of students so that the teacher can precisely provide instructions, attention, as well comfort in class. As stated by Harmer (2001:37) that people from different ages have some different needs, competences, and skills. For that reason, it is important for teacher to facilitate students with some teaching techniques that can help them to improve their language skills and produce a good writing. Harmer (2001: 260) states that the teacher has the roles as the controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Teachers can create various opportunities that allow participant's students develop writing skills in the learning process in school. The hope is that students can develop skills them in writing. Students' who are

accustomed to writing, will be able to do so good written communication and have appropriate grammar with rules. According to Connelly (2012:3), at school students write papers, reports, and essay examinations to demonstrate your knowledge and skills.

Cooperative Learning method is an alternative in solving teaching problems. This is because the cooperative learning method has many benefits for students. According to Nunan (2003: 34) “the work in cooperative learning teams is structured so that there is positive interdependence among the members in group : the learners feel that they are work together for mutual benefit”. In cooperative learning, the students can share the information and knowledge to each other. Besides that, they also learn how to work together in team and try to give their contribution for the success of their team. As Nurhayati (2020; 2022) there are many techniques to improve students; ability in writing. Gillies (2003:69) states that group learning leads to academic and cognitive benefits. Group learning promotes student learning and achievement, increase the development of critical thinking skills, and promote greater transfer of learning.

Currently, teachers have to look for some qualified teaching techniques applied in class, if you want students to enjoy the learning process especially in learning to write. According to Mandal (2009) cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for

learning what is taught, but also for helping teammates learn. Thus, it is creating atmosphere of achievement. Based on Mandal's research, there are many types of cooperative learning. They are think pair share, three steps interview, jigsaw, round robin, three minute review, numbered heads, buzz groups, talking chip, critical debate, write-around and praise question polish. One of cooperative learning type that will be use is write-around strategy.

One of the strategy that we are able to try is Write Around Strategy. It is caused by this strategy is one of the techniques of cooperative learning method that not only improve student ability in writing but also improve how to work in team. Baliya (2013:299) stated that the purpose of a Write Around is "to engage students to share their opinions or debate things". This strategy can be used to improve students' writing skill by asking them to both think critically and constructively and respond to different students' opinions in a group. This write around technique requires students to work in group to do the steps in class. So, the advantage of Write Around strategy is that students will be easier to produce a text. Not only can they learn how to write, but Write Around can also help cooperate and communicate with other students, which helps the development of language and the learning of concepts and content.

The results of observations and interviews conducted by researcher at MTs. N 10 Blitar on march 2022 three times, with a language English teacher of grade seven, indicates that the skills of the participants students in writing is not optimal. This appears to be low students' writing skills on paragraph

writing material. They get difficulties in generating ideas, using correct vocabulary, and organizing sentences within paragraph. Students had the idea to write, but they can't develop their ideas into a good sentence. Besides that problem exists in students is that students cannot get used to having a confident attitude in conveying ideas or ideas in written form. Besides that lack of vocabulary that students have in writing and students' understanding of good and correct grammar rules.

In response to this problem, Write Around is one of the method is appropriate to be applied in writing skills. According to (Munnisa, 2015) One of the strategies from cooperative learning that useable to teach writing text is write-around. As Mandal (2009:100) said that, "Write around is a strategy for creative writing or summarizing. In teaching process, teacher could give a sentence starter (for e.g. I have a classmate. She is...). Then, all students in each group have to finish the sentence. Then, they pass the paper to the right, read the one they receive, and add sentence to that one. After a few round, four great summaries or stories emerge. Students should be given time to add a conclusion or edit their favorite one to share with the class."

In addition, English teacher said the MTs.N 10 Blitar still has not applied the Cooperative Learning, teaching method with the Write Around technique in its learning. English teachers usually still use the general way to teach writing. They explain the material and give examples of the Paragraph Writing on the board. Then students try to understand the explanation. After explaining, the teacher asks students to write a paragraph that is adapted to the

example given. Then students write paragraphs based on examples. So, students cannot develop their ideas in writing. They cannot write creatively. As Nurhayati (2018a: 26(T): 257-282; 2018b) as English teachers and lectures, they can make an effort by fulfilling the requirements as professional advanced models. This means that strategy is needed in teaching writing. With write around strategy students will not imitate just an example. They can write creatively based on their ideas. Learning was more interesting because they learn in different ways. Realizing the importance of writing skills and knowing the phenomena above, teachers need to choose and apply easy and fun techniques so that students are more interested, learning is more effective and efficient.

So far, there are many studies about Write Around Strategy have been conducted by some researcher. First study conducted by Surya Putra Priono (2017) with the title “The Effect Write-Around Strategy Technique to Student Writing Ability At Tenth Grade Student of SMA Muhammadiyah Kediri In Academic Year 2016/ 2017”. The researcher studies about the effect of Write-around Technique to the student writing ability at tenth grade student of SMA Muhammadiyah Kediri in academic year 2016/ 2017. The second research was conducted by Tahti Munnisa (2015) with the title “The Use Of Write-Around Strategy To Improve Students’ Writing Skill Of Descriptive Text”. The researcher studies about what ways write-around strategy could improve students writing skill of descriptive texts with write-around strategy to improve students writing skill of descriptive text. The third research was

conducted by Muziatun., Virginia & Jusuf . (2020) with the title “The Implementation Of Write-Around Plus Strategy To Improve Students’ Writing Skill”. What distinguishes this research from previous research is that there are differences in the research object. Logically, this difference will certainly give different result. In the previous study, the object of research was second or eight grade students’ who had a better understanding of paragraph making. On the other hand, this study observed first grade or seventh grade students’ who were still familiar with basic paragraph. This of course will lead to differences in research results. The researcher studies about whether the implementation of write-around plus strategy can improve students’ writing skill or not.

From some explanation above, we are able to know that Write Around Strategy is a strategy that combine group writing and speed. In researcher opinion also based on that studies above, this technique is suitable than other cooperative learning’s techniques for writing skill because it helps students to do fast thinking exercise and also gives students chance to collaborate with their friend. So, we are able to try this technique to improve students’ writing skill on paragraph writing enjoyably and effectively. So, that is why the researcher interested to do this research. The researcher wants to know the effectiveness of Write Around Strategy Towards Students’ Paragraph Writing at first grade of MTs.N 10 Blitar in the academic year 2022/2023.

B. Research Problem

According to the background of the research above, the formulated research problem was: “Is there any significant different score on paragraph writing of the students taught by using write around strategy of the grader's students at MTs.N 10 Blitar in academic year 2022/2023?”

C. Objective of The Research

Related to the research problem above, the purpose of this research was: “to know if there any significant difference score on paragraph writing of the students taught by using a write around strategy of the seven grade students at MTs.N 10 Blitar in academic year 2022/2023?”

D. Formulation Hypothesis

Based on the statement of the problems, the researcher proposed two hypotheses :

1. Null Hypothesis (H_0)

There is no effectiveness of Write Around Strategy on students' writing skills in paragraph writing at first grade of MTs.N 10 Blitar in the academic year 2022/2023.

2. Alternative hypothesis (H_a)

There is effectiveness of Write Around Strategy on students' writing skills in paragraph writing at first grade of MTs.N 10 Blitar in the academic year 2022/2023.

E. Significance of The Study

1. Theoretical

This research is expected to provide new ways or techniques that are more creative and innovative in teaching English in particular, in teaching writing.

2. Practical

- a. For The English Teacher, it is hoped that the results will improve and motivate teachers to be more creative and innovative in using strategies to teach writing.
- b. For The Student, Learning outcomes can be used as motivation for students to continue to improve their writing skills by using the Write-around as a strategy to improve writing skills.
- c. For The Researcher, This research is expected to be a reference for those who have the same interest in researching the same topic.

F. Scope and Limitation of The Study

Scope refers to how far the research area has explored and parameters in with the study will be operating in. The type of information to be included in the scope of a research project would include facts and theories about the

subject of the project. The coverage of the study is in terms of: 1. General purpose 2. Population or sample 3. Time or duration 4. Subject matters and topics discussed 5. Area or locality.

Limitations, also known as the bounds, are influences that the researcher cannot control. They are the shortcomings, conditions or influences that cannot be controlled by the researcher that place restrictions on methodology and conclusions. Any limitations that might influence the results should be mentioned. Delimitations are choices made by the researcher which should be mentioned. Describe the boundaries that have set for the study. Limitation is the place to explain: the things that you are not doing (and why you have chosen not to do them). the literature you will not review (and why not). the population you are not studying (and why not). the methodological procedures you will not use (and why you will not use them).

1. The scope :

In this research, researcher measured students' writing skill in paragraph writing on first grade of MTs.N 10 Blitar in academic year 2022/2023.

1. The limitation :

The limitation : In this research, researcher limited the research only on the paragraph writing especially, descriptive text.

G. Definition of Key Terms

To avoid misunderstanding in terms and contents of the topic in this study, it is necessary for the researcher to define the key terms used in this study.

1. Write Around Strategy

Mandal (2009:100) stated as quoted by Baliya (2013:299) that write around is a strategy for creative writing or summarizing. In teaching process, teacher could give a sentence starter (for e.g. I have a classmate. She is...). Then, all students in each group have to finish the sentence. Then, they pass the paper to the right, read the one they receive, and add sentence to that one. After a few round, four great summaries or stories emerge. Students should be given time to add a conclusion or edit their favourite one to share with the class.

2. Paragraph Writing

The term paragraph writing in this context of research is defined as writing a paragraph of descriptive. Descriptive text is a text that describe someone or something. The description can be about a lot of themes such as about place, plant, animal, person, thing, etc. Gerrot and Wignell (1995:208) states that descriptive text is kind of text which is aimed to describe a particular person, place or thing.