

CHAPTER I

INTRODUCTION

This chapter presents the background of the research (a), formulation of research problem (b), the objectives of the research (c), research hypothesis (d), hypothesis testing (e), the significance of the research (f), scope and limitation of the research (g), and definition of key terms (h).

A. Background of Study

In Indonesia, English plays an important role and English becomes the first foreign language learned by the students. They learn English at school as their foreign language subject beginning from elementary school up to university. It is very useful for the students to study English because English is used as an international language and people all over the world have studied English. Therefore mastering English become the most important factors for people who don't want to be left behind by the development of science, trade and technology including internet.

English consists of four skills that should be learned, they are listening, speaking, reading, and writing. It is classified into two parts, those are productive and receptive skills. In productive skills there are speaking and writing, then in receptive skills, there are reading and listening. Although the action competences consist of listening, speaking, reading, and writing but the writer is mainly focused on writing skill. According Hyland (2003: 16), "writing is among the

most important skills that need to develop and it involves composing skills and knowledge about text, contexts, and readers. “ Hyland also states that, “writing is way of sharing of personal meanings and emphasizes the power of the individual to construct their own views on a topic.” It believed that writing is a process of transforming thought and ideas into written form to inform or communicate with the reader. But, most of students still say that is difficult to express their idea in writing. Because they think writing need more work in organizing the composition and the language that made them cannot be stated correctly. It believed that developed writing skills is more complicated than developing other language skills. In order to be able to write well, the students need to be equipped with early and continued writing experiences. Thus, the teacher’s task to develop the students’ writing skill is more complicated than the other skills. It also means that writing is not easy for some students.

Writing is a productive skill. It is very useful for students because it can convey their message through their minds in the written form. It is placed on the last stage among the four skills. Writing is the production of the written word in the form of text and it must be real and comprehended in order that communication his/her ideas by considering a known or unknown reader who will get their ideas and their meanings in the form of correct written text. To write well, people must have good writing capabilities too. Moreover, someone who wants to write essay or story must know in writing process and the aspect of writing skills. The people must be able to organize the idea, to construct sentence, to use the spelling and punctuation well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

Writing of English is different from writing of Indonesia. The students have to think in English not just to translate it in Bahasa Indonesia. Based on curriculum 2013 there are some texts which have to be mastered by the students at Junior High School ; they are recount text, narrative, procedure, and descriptive. In the Curriculum 2013 writing recount is one of the texts that must be learned and taught in Junior High School. So, the writer would like to test one of technique using in recount text.

The problem is that the students get difficulty to apply the English structure in their writing.it is because there are many rules in grammar that they have to remember. They will be able to learn the elements of the target language which are similar to those with his own more easily than those which are not found in his native language. Cahyono and Widiati (2011:69) state that “ Writing is often believed to be the most complex one compared to the three skills, i.e, listening, speaking, and reading.”

Besides, among the four skills, writing considered the most difficult skill to be learned and mastered because it involves some language components, such as spelling, language use, vocabulary, and punctuation. Writing requires the rules of English grammar and mechanics such as the correct use of verb and pronouns, as well as commas and other marks of punctuation and it also involves many aspects such as paragraph development, organization of content and it demands standard form of grammar, syntax, and vocabulary.

Writing is the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that is meaningful. Sometimes, many students write text, but not

many of them are able to write the text based on the correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide the students when they study to write. Cohen and Miller (2003:1) explain that :

Writing is one's own language is difficult enough. Imagine how much more daunting a task it is for students to write in a second language. If the weight of writer's block does not inhibit their impulse to move forward with a writing assignment, their insecurity with the language and its particular writing culture might take them stare at the blank page with trepidation. ESL/EFL teachers thus have a dual challenge: Not only must they help the most reticent and timid writers overcome a potentially crippling writing phobia, but they must also instill in their students the confidence needed to translate their thoughts into correct and acceptable English. Harmer (2007:113) also explain that :

Writing is a useful tool for discovering and thinking. This skill becomes more difficult for students in any level of English because it needs hard thinking and produce word sentences, paragraph at the same time. Beside that, many students who study English consider that they do not know how to write a topic. They are unable to apply English in the written form. They often face some problems to organize their ideas they do some mistakes with the lack of knowledge in vocabularies and grammatical rules and tenses. Moreover, the students face some problems in improving their writing skill. They can't recognize or improve a sentence or paragraph correctly or they do not have an idea about what they want to write. Furthermore they can't put the right words down becoming a good sentence or paragraph. Another problem is, although they

have an idea, but they are still confused how to develop it as the correct one, so they can't make a good paragraph.

Many students either think or say that they cannot, or do not want to write. This may be because they lack confidence, think it's boring or believe they have 'nothing to say'. We need to engage them, from early levels, with activities which are easy and enjoyable to take part in, so that writing activities not only become a normal part of classroom life but also present opportunities for students to achieve almost instant success. It is when students have acquired this writing habit that they are able to look at written genres and involve themselves in writing process with enthusiasm.

These problems can be influenced by some factors that these are coming from internal and external of students. The internal factors that can affect the students' writing are IQ, cognitive ability, talent, and motivation. And the external factors that can affect the students' writing are curriculum, material, approach, method, strategy, and technique. So that teacher should be creative in choosing the strategies for teaching.

Nursamsu (2014:17) states "Writing is a way of thinking and learning. Through writing we can explore the ideas and acquired information to be conveyed to others. Writing also help us to learn and gain authority over knowledge and we can recall it even in many years later.

Based on curriculum of Junior High School which recommended by the government, there are some texts which have to be mastered by the students at Junior high school, such as narrative text, descriptive text, argumentative text, recount text, and report text which each of them has their own rules and

functions. In this case, recount text is the main focus. Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. It retells event or experiences in the past.

There are many problems in writing text like, grammar problem, the organization of the writing, the content of the text, vocabularies, and about spelling. Based on writers' observation when the researcher did student internship in MTs Negeri Ngantru on September, 28th till November, 14th 2015, there were many students had difficulty writing. *Praktek Pengalaman Lapangan (PPL)* is an integral part of the estuary of the educational process at the level of the S-1 education that is intended to provide learning experiences to students in real situations on the ground to establish pedagogical, personality, professional and social in order to correct or improve the quality of learning in the classroom. In the context of the achievement of pre-defined competencies has a function and a very strategic role.

Based on my observation when I did student internship at MTs Negeri Ngantru, many problems in student's writing. It can be seen that many students still confused when they want to write good paragraph. Many students just waste their time by doing nothing when they want to start write. It can be occurred because the students confused and do not know what to do or what to write. First, students lack of variety in vocabulary choices, therefore they do not know how to express their idea in writing. This problem also can obstruct students in organizing their idea about what they want to write because of they are scare making mistakes in their writing. Second, they cannot compose a sentence correctly and they also cannot put the right words down becoming a good

sentence because many students have low ability in grammatical structure. They also still confused how to organize sentences into coherence paragraph.

To solve these problems, it needs the creativity of teachers to use the suitable technique in teaching writing of recount text. There are a lot of techniques and methods in teaching-learning process that can motivate the students and the teacher to get the English teaching effectively. One of them is outlining technique. Outlining, according to Oshima and Hogue (1997:126) is an important step in the writing process because it helps students organize their ideas. It is even more important to make an outline when students are planning an essay because they have many more ideas and details to organize.

The writer would like to test whether “Outlining Technique” is effective for student’s achievement in writing recount text. It is the way which actually one of technique that the form of a list divided into headings and subheadings that distinguish main points from supporting points. This technique will help the students to organize their ideas before they develop in paragraph of recount text. Moreover, the outlining technique can motivate the students to write and to stimulus their ideas, also they can build the connections and establish the association between the students experience and the new information. This technique is an effective tool for the writing process. Based on the reasons above the writer conducts a research to examine the effectiveness of “outlining technique” as a technique in learning writing recount text, under the title, “ The Effectiveness of Outlining Technique Toward Students’ Achievement in Writing Recount Text at The Eight Grade Students of MTsN Ngantru”.

B. Formulation of Research Question

Based on the background above, this research investigates the statement of problem is as follow :

1. How is student's achievement in writing recount text before being taught by using outlining technique at the eight grade students of MTsN Ngantru?
2. How is student's achievement in writing recount text after being taught by using outlining technique at the eight grade students of MTsN Ngantru?
3. Is there any significant difference score after and before being taught by using outlining technique at the eight grade students of MTsN Ngantru?

C. Purpose of The Study

Based on the research problem, the study is formulated as follows :

1. To know student's achievement in writing recount text before being taught by using outlining technique at the eight grade students of MTsN Ngantru.
2. To know student's achievement in writing recount text after being taught by using outlining technique at the eight grade students of MTsN Ngantru.
3. To know whether any significant difference score after and before being taught by using outlining technique at the eight grade students of MTsN Ngantru.

D. Scope and Limitation of The Study

There are many technique used to teach writing, such as free-writing, paragraph-pattern, grammar-syntax-organization, communicative, process and outlining. The scope in this study is teaching writing recount text by using

outlining as a technique in teaching recount text. The researcher limits the effect of using outlining technique on students' ability in teaching learning writing recount text.

E. Formulation of Hypothesis

The hypothesis is as follow :

1. Null Hypothesis (Ho) :

There is no significant different score before and after using outlining technique at the eight grade students of MTsN Ngantru.

2. Alternative Hypothesis (Ha) :

There is a significant different score before and after using outlining technique at the eight grade students of MTsN Ngantru.

F. Significance of The Study

The writer hopes the researcher will be useful for :

1. For the English teachers

The result of this research is expected to give them information about the effectiveness using outlining technique in teaching writing recount text, so the teacher can use alternative way or method in teaching writing recount text.

2. For the students

Hopefully by outlining technique in writing can help them improve their ability to write well. More, this technique is expected to

motivate them in learning writing recount text and the class will be interesting.

3. For the reader

The research is expected to give information and knowledge about the effectiveness using outlining technique in teaching writing recount text.

G. Definition of Key Terms

Writing is one of the important skills to be mastered by the students. They use it to communicate each other, as means of idea and emotional expression. One of technique used in writing is outlining technique. Outlining technique is one of technique that the form is divided into headings and subheadings that distinguish main points from supporting points.

H. Organization of The Study

The writer divides this research into five chapters, they are as follow:

Chapter I is introduction. This chapter presents the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research and definition of the key terms.

Chapter II is review of related literature. This chapter included review of related theories, and review of related studies.

Chapter III is research method. This chapter explains of research design, population and sample, research instrument, validity and reliability testing, normality testing, data collecting method, and data analysis.

Chapter IV is finding and discussion. This chapter explains the description of data, hypothesis testing, and discussion.

Chapter V is the last chapter. This chapter presents conclusion and suggestion.