

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

Experts believe that writing is one of the language skills in teaching English. According to Harmer (2004:127), writing as a tool for reflection and as a way of promoting written fluency, and it is also a way that teachers and students can enter into a new kind of dialogue. According to Bello (1997), writing as productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in the class.

Writing takes place in a context formed by the writer's goal, the reader, the discipline or situation, and the document. According to Connelly (2012:11), writing is important not only in college but also in any career that you choose. According to Connelly (2012:3), at school students write papers, reports, and essay examinations to demonstrate your knowledge and skills. A bad writer has more serious consequences. The e-mail, contracts, and reports that they write may make their responsibility for decisions that can cost them. So, when you write, you must make sure that what you write clearly

expresses what you are trying to say, meets the reader's need, and uses the appropriate style and format.

Writing takes place in a context that has four parts. According to Connelly (2012:5), those are: the writer's goal, the readers' needs, expectations, beliefs, and knowledge, the discipline, situation, occupation, or event in which the writing takes places and the nature of the document. So, if we want to write, we must pay attention to the structures in process writing (pre-writing, writing, and post-writing) and the context of writing that our writing will give clear information can be understood by the readers.

According to Clamson (2006:10), the primary goal of writing to learn is to please the writer by leading to new discoveries, information, and perspectives. The primary goal of writing to communicate is to please the reader in providing new discoveries, information, and perspectives. Writing is one of way to express your idea, to communicate with other people and to distribute your recent writing experience.

Writing is used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities, but the activities do not teach students to write. It is important to help students with matter of handwriting, orthography (the spelling system), and punctuation, teaching writing is more than just dealing with these features too. It is about helping students to communicate real messages in an appropriate manner.

As a professional teacher in the language teaching, especially the teaching of English as a foreign language, she mostly spends much time on appropriate teaching methodology for greater effectiveness in student acquisition on English, designing and implementing materials, test and practice. How to assist the students in developing their writing abilities, they can construct assignments and classroom practice that focus on writing to communicate. The students have to master the vocabulary and know how to use the correct grammar in making text. It is important skill because it will be applied in many aspects of live. There are many ways to express writing from examples through a text.

When the students asked to write, they still feel bored because it usually takes longer than other task. According to Connelly (2012: 4), sometimes students feel confused about what is considered “good writing.” Papers that received good grades in high school may be unacceptable in college. The students feel English teachers urge the students to be creative and express yourself, whereas business instructors insist that you avoid making personal comments and only present facts. Teaching writing is not an easy job because the teachers might face several problems in the process of teaching writing in the classroom.

The teaching strategy is very important for student’s writing because the teacher can solve the student’s problem in writing. So, the teacher gives some solution for student in order to succeed in writing ability. Become writing’s teacher must be carefull and focus on the text that arrange from their students. In addition, the teacher must know the structure of this text and the grammar

of the text to be a good writing. But, there are a lot of techniques to improve their writing skills. One of them is essay writing, students feel English teachers urge the students to be creative and express themselves.

According to Brown (2000:334) learning writing skill is like learning swimming. People can learn swimming if they have someone to teach them likewise writing, they have someone to teach them. So the teacher should have method and strategy when they teach student in writing special for recount text. Because student can't make recount text without instruct from their teacher. On the recount text, there is some structural if the teacher not explain it, how the student know about that. But when they learn about writing or recount text, they still have many problems. According to some of students on the first grade at SMK NU Tulungagung, they feel difficult when the teacher ask them to write a text and most of them look at the internet to write something. But if the teacher asking about the text directly, they are confused how to arrange text, what tense should they use in text and how to begin the first sentences.

The problem above is supported by their score when the teacher asks them to write a recount text. Weekly report is recommended to teach writing recount text because they can make recount text with share their experience.

Weekly report and Recount text have similarity in their characteristics. Weekly report and Recount tell the past event and using simple past tense. Weekly report is a record with discrete entries arranged by date reporting on what has happened during one week.

Writing report ability helps students to write a recount text. Motivation to write, any kinds of writing, does not emerge independently, because students sometimes have no idea to write about. Teacher is expected to make writing becomes a fun activity that will make the students easier to write and interested in writing, especially in writing a recount text. Most of students face difficulties in writing recount text. It is because several factors such as students have limited vocabulary when they write their experiences, writing report can helps them to remember the simple vocabulary based on their daily life, so they can uses simple noun, adjectives and verbs based on their daily activity.

In addition, the researcher conducted weekly report practice in the form of writing story in developing student's ability in writing recount text in the level of senior high, it is SMK NU Tulungagung. The researcher takes research in this school because there is a major like pharmacy. This major related to the making a product like drugs and material to make a drugs. Almost the drug using a English words, start from label, material, step, etc. but they still difficult to understood English word in the drug. When they have an assignment about how to use the drug, they confuse about how to make a sentence and they ignore the tense. So, the researcher wants to increase the writing recount text in this level because many students feel difficult to explore their own story in writing form, although they have done in their life.

By learning writing recount text in this level, they can get easier in writing and to be the famous writer one in the world. From the explaining

above, the researcher has interested to conduct the research to see the effectiveness of weekly reports tasking on the student's ability in writing recount text at SMK NU Tulungagung.

B. Research Problem

Based on the background preceded, the research question for the problem is "Is there any significant difference on student's ability in writing recount text before and after being taught by using weekly reports tasking?"

C. Objectives of the Research

Related to the research problem, the researcher wants to investigate the effectiveness of weekly report tasking on the students' ability in writing recount text at SMK NU Tulungagung.

D. Scope and Limitation

Based on the research problems above, it is impossible for the researcher to study all that stated problems because of the limited time. Therefore, this research was focused on the process of teaching learning toward student's ability in writing recount text by using weekly reports.

E. Significance of the Research

The findings of this research are important for a variety of reasons. For the teacher, the teacher can use weekly reports in writing recount text to stimulate and creat creatively for students in order to increase student's desire

in writing. Using weekly reports can be interesting technique in teaching writing skills. While for the researcher, the reasearcher will get knowledge about the effectiveness of weekly reports in teaching learning process and also this matter can be improve the student's writing recount text at SMK NU Tulungagung.

F. Research Hypothesis

Before conducting this research, the researcher proposed two hypothesis:

1. Null hypothesis states that there is no significant difference on students' writing ability of recount text before and after taught by using Weekly Report Tasking.
2. Alternative hypothesis states that there is significant difference on students' writing ability of recount text before and after taught by using Weekly Report Tasking.

G. Definition of Key Terms

The definition key terms based on the title of the thesis as follow:

Writing skills

Writing skills are an essential component of literacy; in order to participate in the literate society of the future, students need to be proficient writers. Writing is an important skill to be mastered in learning English as a foreign language. Bello (1997) states that writing enhances language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the

grammar and vocabulary they are learning in class. It means that writing is not only a means of communication where students can share their views and thought, it is actually a pre-requist to master other language skills.

Recount text

Writing recount text is text that tells about someone's experiences in the past. David Butt (2000:218) stated that recount is a story genre which is used to tell what happened.

Weekly reports

According with Angus (2004) reports is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analyzed and applied to a particular problem or issue. The information is presented in a clearly structured format making use of sections and headings so that the information is easy to locate and follow.