

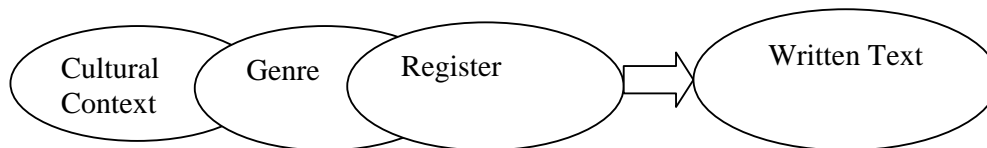
CHAPTER I

INTRODUCTION

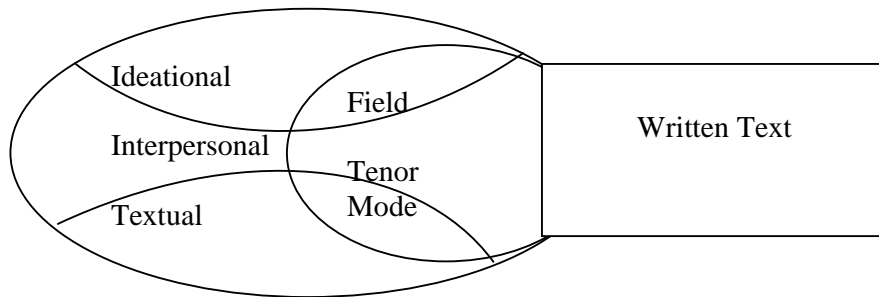
A. Background of the Study

One of the English skills taught to students is writing. It has always occupied a place in most English language course. One of the reasons is that more and more people need to learn writing in English for occupational or academic purposes. To write well, people must have good capabilities in writing. Moreover, someone who wants to write the essay or story must know the steps in writing process and aspects of writing. The writer must be able to organize the idea, to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

Based on Halliday (1992:37 in Pardiyono, 2006:23), a written text adopted from a genre and formed by register; represents the function as an ideational, interpersonal, and textual function. Genre is adopted from cultural context and then proposes register to perform a text.



The concept of communicative purpose includes unity of three functions in a text which are formed by ideational, interpersonal, and textual function. The result of the relation between genre and register is a text, and it can be seen as follows:



In cultural context, genre proposes three functions:

1. Ideational function that is realized by field in the register
2. Interpersonal function which is realized by tenor in the register
3. Textual function is realized by mode in the register

From the previous explanation, it can be seen that writing is a very complex skill. Thus, it is not an easy task for the English teacher to teach it. Based on the writer research, she found some problems faced by the teacher and the students which are based on her observation and interview with the teacher and some students. The fact that the researcher got from her research is the teacher often finds difficulties in teaching writing. Just like the teacher of SMA N 1 Gemolong who found many problems to equip the students with their skills. The students usually get difficulties in starting their writing. It is because many students waste valuable time just for getting started.

Based on the observation and interview with the teacher and some students, the facts are that the students still confuse with they want to write, they also get difficulties in looking for the appropriate words. Beside it, the students have problem for developing the paragraph with good structure and

texture. They do not have sufficient linguistic competence that tends to influence the structural component and rhetorical styles and the texture component. They have less understanding about the notion of text, context and genre which have close relationship with writing activities. It can be seen in the result of the first assignment which was given by the researcher in the first meeting. Most of the students are poor in writing, especially how to arrange the sentences to make a paragraph. It depends on how far they understand about the structure and how far they have vocabulary.

Based on the problems identified, the writer conducts an action research using note – taking pairs. It is expected that the writer as a teacher will be able to motivate the students to learn the materials, pay attention to the teacher lesson and make them not to get bored. Note – taking pairs is student making a partner work together to improve their individual notes. Working with a peer provides students an opportunity to revise and cross – check notes with another source. There is an effective technique that can improve students' writing skill, because the technique can help reinforcing course concepts, but it can also reinforce inaccuracy if both students in a pair have faulty information. Then, with this technique, the students can learn to make paragraph with good grammar, structure and not waste valuable time for getting started in their writing. Beside it, the writer wants to make the senior high school students interested in studying writing subject using note- taking pairs. Because note – taking pairs is one technique that can help the students get more easily to understand about the material given by the teacher and this

technique can help the students try to learn how to make some notes from the text given by the teacher. Then, it can help the students try to sharpen their mind how to improve their individual notes.

B. Problem Statement

Related to the background of the study above, the problems in this research are as follows:

1. Can *note-taking pairs* improve the students' writing skill?

C. Limitation of the Study

To make the problem easy to be discussed deeply, the writer focuses the problems as follows:

1. The population is limited the English teacher and the students at the 11th year of SMA N 1 Gemolong in 2009/2010 academic year.
2. The study is only focused on teaching writing by using *Note-taking Pairs* at the 11th year student of SMA N 1 Gemolong in 2009/2010 academic year because the teacher noticed the lack of students' motivation to study writing.
3. The focus of teaching writing is only a hortatory exposition text.

D. Objective of the Study

In general the study aims to:

1. Knowing whether or not the *Note-taking Pairs* improve the students' writing skill at the 11th year students of SMA N 1 Gemolong in 2009/2010 academic year.

E. Benefit of the Study

The benefits expected from this research are as follows:

1. Theoretical Benefit

- a. The result of the research can be useful for the English teacher in giving additional input in English writing class.
- b. The writer hopes that this research will be one of references for other researcher who will conduct the same object with different perspectives.

2. Practical Benefit

There are some practical benefits:

a. For the Teacher

- 1) The result of research can useful for additional information that can be applied the teacher in teaching writing
- 2) This study is able to provide the better choice technique for improving students' writing skill in Senior High School

b. For the Student's

- 1) The students can master writing skills by doing the activities in note-taking performance
- 2) It can motivate the student to write

c. For Other Researcher

- For other researcher, they can use this research paper as the reference for those who want to conduct a research in

Classroom Action Research (CAR), especially in improving students' writing skill.

F. Research Paper Organization

The research is divided into five chapters. Chapter I is introduction. In this chapter the writer presents background of the study, research problem, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It covers previous research, theoretical review, theoretical framework, and action hypothesis. In theoretical review the writer presents writing, teaching writing, hortatory exposition, note – taking pairs, teaching writing by using note-taking pairs, and teachers' roles in teaching writing.

Chapter III is research method. It covers type of the research, place and time of the research, subject of the study, object of the study, data and data source, research procedure, technique of collecting data, and technique for analyzing data, and indicator.

Chapter IV is related to the process of the teaching implementation of teaching writing using note – taking pairs in teaching process and strengths and weakness of the of the implementation of teaching writing using note – taking pairs.

Chapter V is conclusion and suggestion. In this chapter the writer concludes her study and proposes suggestion.