

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

As stated in Senior High School curriculum, teaching English consists of four language skills, namely: listening, speaking, reading, and writing. As one of the language skills, writing is the most difficult subject. People need to learn writing, one of the reasons is people need to write something to make a communication for occupation or academic purpose, and especially for the students, they need to learn writing skill to communicate with other and to prepare themselves for final academic assignment and their requirement for the future.

Writing is a process to get product. How good the student's final product is measured a list of criteria including content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (Fauziati, 2010: 58). To produce a good writing product, the writer should follow various classroom activities involving some steps applied in writing process. Murray (1980) in Richards (1997: 108) distinguishes that there are three stages in writing, namely: pre-writing, drafting, and revising.

Teaching writing does not mean simply having students do grammar exercise in writing. It does not mean that having students manipulate unfamiliar texts, they have no special meaning for them. Instead, students are

writing about, and most especially, what they really want to communicate to someone else, and what they really want a reader to know. This desire, on the part of the writer, to communicate something is very important, because if it is already difficult to function in foreign language, it is much more difficult for students to write. Moreover, they have no interest at all.

In *SMA N 1 Tunjungan Blora*, writing is one of language skills which have been taught at that school. There are some writing materials (genre), such as Anecdote, Analytical Exposition, Commentary, Discussion, Descriptive, Explanation, Hortatory exposition, Narrative, News Item, Procedure, Recount, Report, Review, and Spoof. Based on the interviews with the teacher and the students in this school, there were eleven students who lack of motivation in writing, they consider that writing is a difficult task which need an extra thought to do the task. They have lack of vocabulary and make them confuse for writing. The teacher only gives the materials from course book, it makes the students boring. Besides, the students often make fundamental errors when they are writing, such as grammatical mistakes and wrong choice of words. From those problems, they need a method to write correctly. One of the effective methods to teach writing is cooperative learning. Cooperative learning is the unique method from other learning method because it uses the goal of working in group, task, and reward for pushing the method (Arends, 2007: 37). In the cooperative learning, we know that there are many variations of this method. After developing the model of investigation, there are also

many social learning models, one of them is a concept sentence learning method.

The concept sentence learning model is one instance of the development from cooperative learning. In general, cooperative learning is a teaching method that promotes a mutually beneficial, long learner of all elements of the differences of religion, ethnicity, and race. The concept sentence is a variation of the Cooperative Learning. There is much confusion about the origins of this Cooperative learning method. According to Arends (2007: 7), "Cooperative learning model did not evolve from an individual or a theory of a single approach of learning. It is rooted in the early Greek period, but contemporary developments can be traced to the work of educational psychologists and pedagogical theorists in the early twentieth century, even information-processing theories associated with learning and cognitive theorists and development, such as Piaget and Vygotsky".

The concept sentence learning model is more directed language learning especially learning syntax using key words. The concept sentence is a learning method which formed the students into heterogeneous grup (Arends (2007: 37) in Yosi Abdian Tindaon (2012). The concept sentence is one of techniques that is appropriate to use in teaching writing. In this technique, students are given freedom in the selection of lexical items and structural pattern for their written exercise. In this technique, students are helped by clue card given on the clue to write and make a group to discuss what have they written about. It can help the students write with good confidence and

enjoyment. Based on the phenomena above, the writer conducts a study entitled *IMPROVING WRITING ABILITY THROUGH CONCEPT SENTENCE FOR THE ELEVENTH GRADE STUDENTS OF SMA N 1 TUNJUNGAN BLORA IN 2012/2013 ACADEMIC YEAR (CLASSROOM ACTION RESEARCH)*.

### **B. Problem of the Study**

Based on the background of study above, the problems on this research are formulated as follows:

1. Can concept sentence improve the student's writing ability at the eleventh grade students of *SMAN 1 TUNJUNGAN BLORA* in 2012/2013 academic year? If yes, how far is the improvement?
2. How is the implementation of teaching writing by using concept sentence towards the eleventh grade students' of *SMA N 1 TUNJUNGAN BLORA* in 2012/2013 academic year?
3. What are the strengths and weaknesses writing by using concept sentence for the students' of *SMA N 1 TUNJUNGAN BLORA* in 2012/2013 academic year?

### **C. Limitation of the Study**

In this research, the researcher implements teaching writing using concept sentence at the eleventh grade of *SMAN 1 TUNJUNGAN BLORA* in 2012/2013 academic year to improve student ability in mastering writing skill

in English. Because, in this school, there are many students that have lack of writing ability.

#### **D. Objective of the Study**

Based on the problem statement above, the general objective of the study is to improve the students writing ability in eleventh grade of *SMAN 1 Tunjungan Blora* in 2012/2013 academic year. Specifically it aims

1. to know whether or not concept sentence improve the students' writing ability to eleventh grade of *SMA N 1 TUNJUNGAN BLORA* in 2012/2013 academic year, and to show how far there improvement is.
2. to describe the steps of implementation in teaching writing by using concept sentence for the eleventh grade students' of *SMA N 1 TUNJUNGAN BLORA* in 2012/2013 academic year.
3. to identify the strengths and weaknesses of teaching writing by using concept sentence for the eleventh grade students' of *SMA N 1 TUNJUNGAN BLORA* in 2012/2013 academic year.

#### **E. Benefit of the Study**

There are two main benefits. They are theoretical and practical benefits:

1. Theoretical Benefit

The result of research may enrich the study on teaching writing and give more information about technique in teaching writing.

## 2. Practical Benefit

### a. For the teacher

The researcher may combine many ways to teach writing and they can select appropriate method to teach writing.

### b. For the student

By using concept sentence, the students could understand well the writing steps. The students get much idea to write a writing or short story

## **F. Research Paper Organization**

The researcher organizes this research paper into five chapters as follows:

Chapter I is introduction. It covers the background of the study, previous study, problem statement, objective of the study, benefit of the study and research paper organization.

Chapter II is review of related literature. It contains review or previous study, theoretical review, writing ability, and concept sentence. Writing ability consists of notion of writing, teaching writing, approaches to writing, improving writing ability and scoring. Concept sentence consists of notion of concept sentence and teaching writing using concept sentence, theoretical framework, and action hypothesis.

Chapter III is research method. This chapter deals with the research method covering type of the research, object of the study, data and data

source, and method of collecting data, and technique for analyzing data, and indicator performance.

Chapter IV discusses research result and discussion.

Chapter V is conclusion and suggestion.