

CHAPTER I

CHAPTER 1 INTRODOCTION

A. Background of the Study

One of the international language is English. English is the language used by most countries among other languages in the world. As Jack C. Richards and Theodore S. Rodgers said, “Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today.”¹

In the context of English as Foreign Language in Indonesia secondary schools, the attainment of communicative competence has become the goal of ELT since the 1984 English curriculum. At the level of philosophy, the competence-based curriculum still adopts the theory of language as a means of communication. The teacher can use various technique and media in teaching English as long as it is relevant with those principles. In teaching of writing skill, teachers of English minimally need to recognize two essential approaches in teaching English writing skill, i.e. product-based approach and process-oriented approach. In relation to the learning English as Foreign Language in writing skill, process approach ... learning writing as become a trend in ESL context as revealed from the previous studies on teaching writing.²

¹ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, New York: Cambridge University Press, 1986, p. 1.

² Ika Tri Mustika Sari, *Investigating The Students' EFL Problems On The Use Of Auxiliary Did, Do, And Does Faced By The Eleventh Grade Of SMAN 1 Sematu Jaya*.

Based on the Minister of Educational and culture decree No: 372/2003 dated December 12, 003 that English becomes the first foreign language and compulsory subject that should be taught in Indonesian school starting from junior high school up to university level.³

English as a foreign or second language to communicate in many different kinds of social situation and for many different purposes. English also has become one of important subjects in Indonesian schools. English also has become one compulsory subjects taught at school. It is given from Junior High School up to Senior High School. By mastering English, we can communicate with other people who speak English, acquire and broaden our knowledge. According to Brown, he state that for than six decades now research and practice in English language teaching has identified the four skills, namely listening, speaking, reading, and writing as of paramount importance.⁴

English writing is thought to be an essential skill for success in the modern global economy. Many experts would go as far to say that without certain knowledge of English reading skills and English writing skills, a career would be somewhat limited if it involves doing business in English-speaking countries at even a basic level.⁵ That is the first reason for writer to conduct the study in writing. Because after graduate from academic world, everybody will joint in working world.

In the other hand, writing is transferring information or ideas of different kinds of the context to reader. According to Walters in Yatimah, writing is the last and perhaps most difficult skill students learn.⁶

³ Ketetapan Menteri Pendidikan dan Kebudayaan Repulik Indonesia No. 372 Tahun 2003 Tentang Pengajaran Bahasa Inggris di Indonesia

⁴ Brown, H. Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy* (second edition), 2001,p.232.

⁵ Bloomsbury international; *Improving English Writing Skills*.p.2.

⁶ DurotulYatimah, *the Effetivenes of Using Animation Film as the Medium in Writing Narrative Text*. STAIN: STAIN SalaTiga, 2014.

Even more important, academic writing is different from creative writing and personal writing. Academic writing is the kind of writing used in high school and college classes. Creative writing and personal writing are informal, so we may use slang, abbreviation', and incomplete sentences. However, academic writing is formal, so we should not use slang or contractions and also, we should take care to write complete sentences and to organize them in a certain way.⁷

Based on observation there are some problems in teaching and learning descriptive text especially how to write as well as possible when students trying describe completely the features. Even though the students have learned tenses, they have many vocabularies, and ever heard and see the person, things and animal, but in fact they are still confused. Because they do not know how to write based on how they are looks like exactly. Sometimes they write just as they can and do not pay attention in detail. Other reason, some of the students have low motivation in learning English. The other condition is the social background of the students. The students do not use English as their primary language. It makes them hard to write the word or the letter in English. The other problem is the lesson time. It is only twice per week the English lesson in school. The English material taught by teachers is not only focused on writing, the material is English commonly. So they do not get enough time to learn about how to write English.

Based on writer's observation most of the students seventh grade of MTS AN-NUR Palangka raya have problem related to writing ability. They are still difficult of how to organize their ideas and develop their idea into paragraph. That was the reason why the writer chose the students eight grade of MTS AN-NUR Palangka raya as subject of her study. So the writer's to use the technique idea listing to help the students to improve their writing ability, especially in writing descriptive text.

⁷Alice Oshima, Ann Houge, *Introduction To Academic Writing*, third edition,p.3.

Because of that problem, the writer try a technique that is guided idea listing. The writer hopes by using this technique, the students can make it easier to write what should write. This technique is expected can help the students.

There were some reasons why the writer conducted the study. First, the writer believes that by giving this technique can help the students to solve their obstacles in developing ideas.

Second Idea Listing technique can help the students in determining the events that they want to develop. Third the students can develop their writing ideas in sequence and related to the topic.

Based on the problems above the writer took a title of research **'The Effect Of Idea Listing Technique Towards Writing Ability At The Eighth Grade MTs An- Nur Palangka Raya'**.

B. Research Problem

Based on the background of the study above, the writer formulates the problem of the study as follow: "Do the students taught using Idea Listing technique gain better writing achievement than those taught using non Idea Listing technique?"

C. Objective of the Study

The purpose of this study is to measure the effect of Idea Listing technique on the writing ability gained by the eighth grade of MTS AN- NUR Palangka Raya.

D. Limitation of the Study

The scope of this study focuses on using idea listing to improve student's writing skill at MTS AN- NUR Palangka Raya. This study attempt to writing ability the teaching learning process of English at MTS AN- NUR Palangkaraya

E. Hypothesis

The writer is conducted to examine the hypothesis which is stated as follows:

H_a: The students taught using Idea Listing technique gain better writing achievement than those taught using non Idea Listing technique.

H_o: The students taught using Idea Listing technique do not gain better writing achievement than those taught using non Idea Listing technique.

F. Variables of the Study

Variable is a property or characteristic which may differ from individual to individual or from group to group. A great deal of research is carried out in order to identify or test the strength of relationship between variables.⁸ When one variable influences or affects a second variable, the first variable is called an independent variable, and the second is a dependent variable. The present study included the following variables:

1. Independent variable: Idea listing technique used in teaching of writing descriptive paragraph (X).
2. Dependent variable : The students' ability in form score in writing descriptive paragraph (Y).

G. Significance of the Study

The finding or results of this study are expected to provide useful information, for (1) English teacher and (2) further researcher. For the English teacher these findings can improve

⁸David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press, 1992, p. 232-233.

his English teaching knowledge and his teaching quality about using Idea Listing improving student's writing skill at the first grade of MTS AN- NUR.

Besides, these findings of the study can deliver useful information for further researcher to do the next research in the future, especially by using Idea Listing in technique writing.

H. The definition of key Terms

The following definitions are giving to make readers have the same understanding or perception for some terms used in this study. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

1. Effect

Effect is a difference between or among population means.⁹ Effect size is a standard score that represents the strength of a treatment in an experiment.¹⁰ In this study, the two combinations are the result of learning descriptive paragraph using idea listing and Learning descriptive paragraph without using idea listing technique to measure the students writing ability.

2. Idea Listing

Idea listing is prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind.¹¹ In this study, means the writer will using idea listing technique in the teaching writing to explore the thought, ideas and feeling and may help to clarify the position on the topic.

⁹ Sabarun, The Effectiveness Of Using Outlines In Writing Expository Essays Of The Fifth Semester English Department Students Of Palangka Raya State Islamic College, Unpublished Thesis, Palangka Raya: STAIN, 2010, p.5.

¹⁰ Edward L. Vockell & J. William Asher. *Educational Research. Second Edition.* (New Jersey: Merrill of Prentice Hall, Inc. 1983) p. 475.

¹¹ Alice Oshima, Ann Hogue, *Writing Academic* P. 17

3. Writing Ability

Writing Ability is the skill to makes a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, rereading the text, editing, and revising.¹² In this study, Writing Ability means writing ability refers to the students' ability in writing descriptive paragraph.

4. Descriptive text

Descriptive text is a kind of writing that is used to describe about a particularly person, object, appearance, scenery, or phenomenon. Descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and /or sound.¹³ In this study, the Descriptive Text was in the form of short essay and descriptive about person, place, or thing.

5. Experimental Study

Experimental is an attempt by the research to maintain control over all factors that may affect the result of an experimental.

From definition above can be concluded that experiment is typically carried out by manipulating a variable, affecting the experiment group, and the effect that the researcher is interested to measure.

¹²Gould, E., DiYanni, R. & Smith, W. 1989. *The Act of Writing*. New York: Random House. p.x.

¹³Alice Oshima, Ann Hogue, *Writing Academic*P. 61