

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is an English skill should be comprehended by the students at Senior High School in learning English as a compulsory subject. The purpose of teaching English at Senior High School is to develop students' potential in communicative competence of interpersonal, transactional and functional discourse by using kinds of oral and written from text.

Writing is a process of creating ideas, organizing them, writing a rough draft, and finally publishing the rough draft through editing and revisions (oshima and houge 2006). Therefore, English teacher must pay full attention to their teaching and learning process of writing, since writing is complex skill that should be mastered by all students. The teachers have to facilitate the students to recognize and understand the writing process, starting from planning, drafting, writing, revising, and rewriting. Beside those stages, the students should know some aspects to be improved such as content, organization, language use, vocabulary, and mechanics.

There are some genres should have mastered by Senior High School students in teaching English. That types of text are narrative, descriptive, recount, procedure, analytical exposition, hortatory exposition, spoof, discussion and so on. In this case, discussion text is the main focus.

Discussion text can be defined as a text that provides two contrastive arguments on issue to inform readers about what is being discussed. It supported by Mulya (2010) who defines discussion text as a text which presents a problematic discourse discussed from different viewpoints.

Discussion text has three main parts, they are (1) Statement : In this part, outlining the subject should be done by the writers in order to give readers boundaries about what is going to discuss. (2) Arguments : While providing or listing the arguments, writers should put the arguments of both sides. Thus, to make it balance, writers are not allowed to take his position on the arguments. (3) Conclusion : In this part, the writers are required to sum up all the arguments and are allowed to choose his/her preference. The students should be able to know and understand these main parts to produce a good discussion text (Warner 2009). The students should be able to know and understand these main parts to produce a good discussion text.

Based on the preliminary research and interview at State Islamic Senior High school Padusunan Pariaman researcher found some facts in student's writing. First, teacher uses the handbook to teach the students and the teacher did not use any teaching aids in teaching process. Sometimes the teacher writes the theory in the whiteboard and then asks the students to rewrite it. The teacher does not explain how to choose the topic, how to elaborate the ideas, and how to organize the paragraph

writing. After that, she asked the students to open book to see the example of paragraph writing.

Second, in teaching English, the teacher intended to teach the reading skill and ignored about writing, speaking and listening skills. So it makes the students less opportunity to increase their skill in speaking, writing, and listening.

Third, the English teacher gave English score in general and not based on the four English skills and each components. It can be seen from the table below :

Table 1.1
Students' English Score of Mid Term of first Semester at Class XII of Senior High School Padusunan Pariaman

No.	Class	Number of Students	Mean Score
1.	XII IPA I	24	69,04
2.	XII IPA II	25	61,08
3.	XII IPS I	28	59,57
4.	XII IPS II	28	57,07
5.	XII IPK	28	62,28
	SUM	133	

Source: English teacher of Class XII Senior High School Padusunan

Based on the table above, it can be seen that the students' skill in writing cannot reach of Minimal Criterion (KKM). Based on the result of the test, the researcher found that English skills' achievement of students is still not satisfied. It can be seen from the mean of each class.

To get students' score in each skill, the researcher gave test to the students of class XII. Where, the researcher choses 30 students as sample from all classes. Based on the result analysis from selected 30 students of random sample that be conducted in pre-research at class XII of Senior High School Padusunan Pariaman. Researcher asked the student's to write a discussion text. Based on the preliminary observation, the reseacher gives the writing test from each class as sample and gives score for their writing. The writing English score of the students can be seen in table 1.2 below :

Table 1.2
Students' Writing English Score

No	Students' Writing	Indicators of writing					Score
		C	O	LU	V	M	
Total	30	450	362	364	397	69	1628
	Mean	15	12,06	13,13	13,23	2,3	54,26

Generally, the students cannot master and understand how to write well, their score is under average. From the table above it can be seen that students class XII Islamic Senior High School Padusunan Pariaman do not have satisfying result in writing ability. It seems that the students' scores were below the minimum passing grade in that school, it is 75.0, it was based on school standard.

Last, researcher also observed some teacher's problem in teaching writing discussion text. In teaching process in the classroom, teacher has

some roles that must be noticed; they are not only a facilitator, but also as controller, organizer, assessor, prompter, resource, motivator and advisor in teaching and learning process (Harmer, 2001:57). But as researcher found in the field the cause of student's difficulties in writing the text also come from the teacher. Teacher still used the conventional technique or strategy in teaching writing. It makes students not interested to follow the material. The teacher just explained the schematics structure of the text, but did not show the process of the text is being constructed. The teacher did not facilitate the student to express their ideas to guide the students to respond statement and ask question. The teacher did not allow students how to arrange good sentences in to paragraph.

One of solution to solve the students' problem in Writing Skill is Plus Minus Interesting Strategy. Plus Minus Interesting Strategy is a strategy of teaching which involves critical thinking of the students. The concept of PMI is suggested by Edward De Bono. In PMI strategy, the students learn many things in their learning about how to think and share ideas among them. Besides, it gives chances and practices for the students to write.

Based on the background of the problem, the researcher intended to conduct the research with the title: **“The Effect of Plus Minus Interesting Strategy toward Students's Writing Skill in Discussion Text at Class XII State Islamic Senior High school Padusunan Pariaman”**.

B. Identification of Study

Based on the background above, most of Senior High School students still had difficulties in writing, especially in writing a discussion text. In this case, the problem was happened at Islamic Senior High School Padusunan Pariaman, the researcher found that the students faced problem in writing because they had to consider many aspects.

The first problem that was found in writing skill, especially in writing a discussion text is dealing with the students' difficulties in considering the components of writing such as content, organization, vocabulary, language use and also mechanics when they are writing. The students did not understand well how to consider those components in writing. The second problem that was found in writing discussion text was dealing with the students difficulties to produce and organize their mind into the written form, it is because of their vocabulary is limited. Moreover, most of the students were not interested in learning English especially in writing, they felt difficult and confused how to start their writing.

C. Limitation of Study

Based on the identification above, the problem of this research was limited in application of Plus Minus Interesting Strategy towards students' writing skill. This research is focus to process of Plus Minus Interesting in Writing a Discussion Text.

D. Formulation of Problem

Concerning on the formulation of the problem above, the problem of this research was formulated in the following question : “Do the students who are taught by Plus Minus Interesting Staretyg have better skill in writing discussion text than who are not at Islamic Senior High School Padusunan Pariaman?”

E. Purpose of the Research

The purpose of this research could be formulated as follow : “ To find out wheter Plus Minus Interesting staretyg give significant effect to students’ writing skill at class XII of Islamic Senior High School padusunan Pariaman”. To achievement the purpose, it is important to describe students’s writing skill in teaching of content, vocabulary, language use, organization and mechanic.

F. Significance of the research

Writing is one of the skills to be mastered by the students. They are required to understand and write the texts in order to fulfill the competencies in curriculum. By conducting this research, it is expected that the students gain essential perspective about the importance of producing a text by considering the five components of writing. This research is useful for the researcher as the addition of knowledge and experience in conducting teaching for the next.

Through this research, researcher expects that the problem solving that is offered in this study gives contribution to the teachers where they

may choose and apply one of the various strategies in teaching and learning process to improve students' writing skills. In this case, the teachers should consider about the implementation of Plus Minus Interesting strategy in teaching writing as an alternative strategy that is expected to help the teacher in teaching writing. They feel enjoy and comfortable to write because they can share their ideas with their friends. They will get good result after doing Plus Minus Interesting strategy. Finally, this research, hopefully, may serve as one of the resources for further studies of the same field.

G. Defenition of the Key Terms

To avoid miss understanding about the terms used in this study, the writer defines operationally as follow:

1. Effect is a change that something causes in something else (Oxford: 2000)
2. Writing skill is learning to write by students, so that the students will simply to write down (English letters, word, and possibly sentences in order to learn the conventions of the orthographic code) (brown: 1994).
3. Plus Minus Interesting is a strategy teacher prosecute students to attention than give opinion based on their point of view (De Bono : 1994)
4. Discussion text as a text which presents a problematic discourse discussed from different viewpoints (Mulya : 2010)