

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is principle for human to communicate, to transmit information or to share idea. English language is important language to develop culture, science and as a means of communication with other nations in the world. Language is an instrument to send or exchange information and to interact with the others. Language is used by all people in the world as means of communication. Anyone cannot interact with others without language, thus it is very important to learn language.

Based on curriculum competence, the goal of teaching and learning process of English is to develop student productive skill in oral and written. Teacher tends to teach oral skill more than written skill in reality. Writing means developing, exploring ideas, and gathering the information. Writer had responsibility to express their idea written, because the core of writing process is showing writer's ideas clearly and make reader understand about it. Because of that, writer should be considered many elements to make the product of writing understandable.

There are four language skills in teaching English; they are listening, speaking, reading and writing. Generally, language can be spoken and written, so it is also necessary to learn writing. Harmer (2007:33) said that Writing is frequently useful as

preparation for some other activities, in particular when students write sentence as a preamble to discussion activities.

Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students.

According to the psycholinguistic theory, Eric Lenneberg, in Brown (2001: 334) in a discussion of species specific, states that writing is like swimming. All people are walking and speaking naturally but swimming as well as writing is a learnt behavior which needs extra efforts. The best way of teaching writing must always be investigated. Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another.

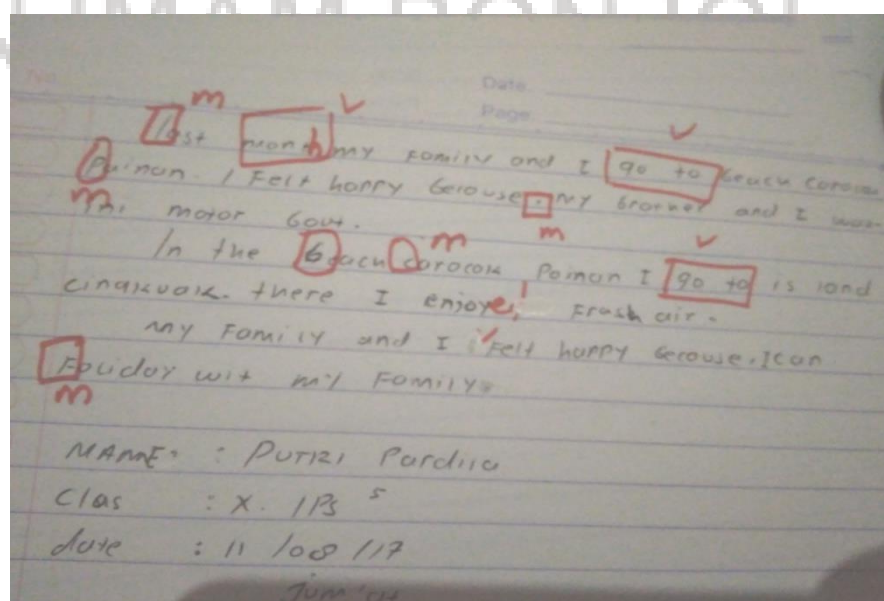
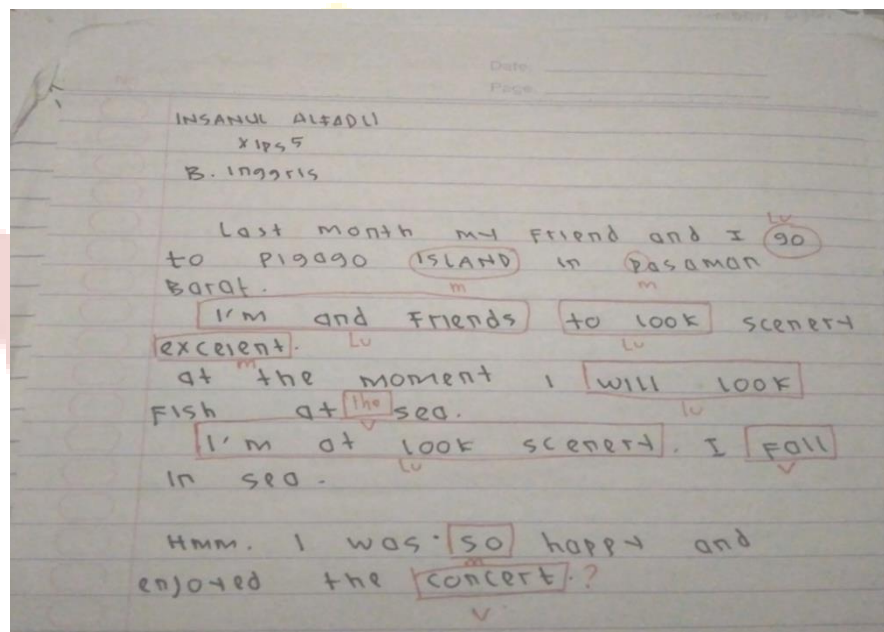
On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students.

Based on the explanation above, it can be inferred that the need of learning the English writing skills is important. Writing is one of the activities done by English learners and one of language skills. Writing is very important for all people in daily activities not only students that should have writing skill but also non academic students too. As one of the four language skills, writing has traditionally occupied place in most English syllabuses. It means not only reading and speaking skills that should be mastered by the learners but also writing skill.

Based on the writer Preliminary in Senior High School 2 Padang, the students could not write in the class. It could be seen at students grade X Islamic Senior High School 2 Padang. Firstly, when they tried to write a paragraph they did not know how to begin the paragraph and did not how to write something, because they have limited vocabulary. Secondly, when they tried to write they were afraid to begin their writing because they were afraid to make some mistakes in grammar.

Students' problem in writing is idea that will write to a writing text because the students lack of vocabulary and grammar. It makes them difficult to generate what they have in their mind in writing product. It means that they do not have capability in write the text well. Grammar is one of important thing in writing. When a sentence that has written in error grammar, it can makes the reader misunderstanding to the real purpose.

Based on the problem above, the writer asked the students at class X.IPS 5 to make a text about recount text. The writer analysis of students' writing recount text used Jacob's criteria (1981:90) in scoring found that the highest score is and the lowest score is with the average is. They made mistakes on *Language use, organization, vocabulary, content and mechanics*.



Based on students' writing above, it can be seen that, on content students were fair to poor, it was because the students' sentences just written in simple sentence and they made awareness of different points of view. In organization students were very poor, because they did not know how to organize the text. They just write simple, for example teacher asked them to make a recount text. They just wrote "*One day me and friends playing basketball. And put the ball into the ring*". They did not explain clearly about the detail of their experience. In vocabulary the students were fair to poor, it was because there are some words that make confuse and hard to understand. Example "*me and friends to go to back school with to go to on foot, because car not to be*", etc. In language use students make mistakes they are very poor. Students' did not describe the paragraph in detail.

The other results in students' writing are, there are some students who cheated and copied their friends' result. The worst things are some students did not write anything because they didn't know how to begin and what should they write.

Those problems also supported by students' daily writing score of recount text that can be seen in the table below:

**Table 1.1 Calculation of Daily Writing Score of Recount Text at Class X MAN 2 Padang**

Number of Students	Grade X IPS 5					
	Mean Score of Writing Components					
	Content	Organization	Vocabulary	Language Use	Mechanics	Mean Score
34	14.44	10.64	9.88	11.11	3.02	9.76
Ideal	30	20	20	25	5	100

According to problems above, the teacher should find the effective and interesting strategy to made students interest in writing recount. So many strategies are popular to make teaching in recount more effective and interesting. These strategies are expected to be useful towards students' achievement in writing recount text. So the writers' Applying Action Feeling Settings strategy is one of the effective strategies that are recommended.

Action-feelings-setting is one of the writing teacher's strategies. According to Peha (2003) there are many teachers' strategies in writing, one of the strategies is action feelings setting strategy. The Action Feelings Setting strategy is a great tool for helping writer describes a scene in a recount with effective detail. And every single scene, readers need to understand the action, feelings, and setting information in order to enjoy and appreciate work.

The Action Feelings Setting strategy is strategy for making a good recount text. With Action Feelings Setting strategy what writer will describe in recount story will look clear, readers are not confused after reading it and readers will be satisfied after reading it because in recount paragraph the use of Action Feelings Setting strategy is looked clear , readers follow the action in paragraph, enjoy, and know where and when happen it.

From the definition above, the writer proposed the following question to be answered “Does Action Feeling Settings strategy improves students’ writing skill in Recount Text?”

### **B. Identification of the Problem**

Related to the background, it can be identified students’ problem in writing is idea that will write to a writing text because the students lack of vocabulary and grammar. It makes them difficult to generate what they have in their mind in writing product. It means that they do not have capability in write the text well. Grammar is one of important thing in writing. When a sentence that has written in error grammar, it can makes the reader misunderstanding to the real purpose.

### **C. Limitation of the Problem**

In this research, the writer focuses on the process of teaching writing that is enjoyable and interesting for students. The main problem is students’ difficulties in how to write the paragraph. The writer limits the study only with the implementation effect of Action

Feeling Settings (AFS). It is impossible for the writer to handle all problems identified above because of the broad scope of the study and the limited skill of the writer herself. Therefore the writer limits the study in writing the Research paper only in:

1. The use of Action Feeling Setting of teaching writing in Recount Text
2. The population is limited to first grade of Islamic Senior High School 2 Padang
3. The material is limited only for writing Recount Text

#### **D. Formulation of the Problem**

Based on the background of the study above, the writer formulates the problem as following questions: “Does ‘The Action Feeling Setting’ strategy improve students writing skill in Recount Text?”

#### **E. Objective of the Research**

Concerning on the formulation above, the problem the problem of this research was formulated as follow “Whether the Action Feeling Setting improve students’ writing skill in recount text?”

#### **F. Definition of Key Terms**

Related to the objectives of the research above, the significance of the research is as follows:

1. Research is hopefully contributing to the writer as a researcher in term of learning research as novice researcher.



2. This research finding also expected to give the positive information the related to the process of teaching and learning process especially in teaching writing recount text using Action- Feelings- Setting Strategy.
3. This research finding is also expected to develop the theories on teaching English as a foreign language and for those who are conserved very much in whole of language teaching and learning in general.



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