

CHAPTER I

INTRODUCTION

A. Background of the Problem

Alexander LG (1975) said that all of four basic language skills are listening, speaking, reading and writing. In his book he also said that the most important of all basic language skills are speaking and writing. By writing students can express their ideas, experiences, thoughts, and feeling in written form.

According to Brown (2001), writing is thinking process. Furthermore, he states writing can be planned and given with an unlimited number of revision before its release. Finocchiaro, Bonomo (1973) writing has been characterized as written thinking. Students should be encouraged to express their ideas, experiences, thoughts, and feeling. So, writing is very important component in English.

We can not be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. (Harmer, 1998:79). Writing is also something crucial and indispensable for the students because if their writing skill is poor, they are very likely to fail in their study or at least, they will have difficulty in making progress. On the other hand, if they have a good ability in writing, they had a better chance to succeed in their study.

According to this curriculum, there are some texts which have to be mastered by the students at Junior High School, one of the texts is procedure text, it has to be learnt by first year students and the students must able to create procedure text based on the generic structure. Actually, so many students are still encountered with the problems in those four areas when they do the task in writing procedure text.

The imbalance proportion of teaching writing to students makes the students find some difficulties in writing. Either the students in MTsN 4 Pesisir Selatan. The result of the students' writing skills especially the students of grade IX in MTsN 4 Pesisir Selatan was still far from being satisfactory. Based on the observation, the researcher found that most of the students of class IX.B could not achieve the basic competence of writing skills. It was reflected in the large number of errors they made in content, organization, vocabulary, language use, and mechanics. The follow is student's English score that researcher found when observation at MTsN 4 Pesisir Selatan.

Table 1.1

English score students of MTsN 4 Pesisir Selatan

No	Class	The number of Students	Mean
1.	IX.A	30	76.66
2.	IX.B	32	68.90
3.	IX.C	32	69
4.	IX.D	31	71.93
5.	IX.E	27	70
6.	IX.F	33	66

Source: English teacher at grade of MTsN 4 Pesisir Selatan

We can see that the data English score the students is low. The students are difficult to express their ideas/arguments in writing skill, the students are difficult to speaking and writing in English and they also have some problem in indicator of writing because they did not know how to make the sentences in a good order.

The teacher did not use various techniques in teaching English. It seemed that the teacher was often explaining the materials taught through the same technique (conventional technique). The lesson became teacher centered that the students were far from being excited in following the teaching-learning process. The involvement during the class was also limited. It made them looked so bored to follow the lesson. To help the students improving their writing skill, the teacher should implement technique in the writing instructions and provide the students with appropriate materials. Besides, the students also need to train themselves to develop their writing skills.

Nominal group technique becomes the process in which the students worked together in grouping to make a good ideas/arguments about how to make something especially in procedure text. Work in groups which can promote friendly competition among them. This often motivates students to work harder. The students can create positive relationship when they work in groups and this may change their attitude toward learning. Creatively can be achieved when multiple writer

brainstorm with each other. It increases the amount of combine knowledge of the writers on the group.

The technique that was used is Nominal Group Technique. It is not only help students to express their idea about how to make something especially in procedure text, it is also help them make the sentences based on structure of the text. In learning procedure text, students may have difficulties in learning it. Students may be confused what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the topic. So, by using this technique can help the students on writing skill especially in procedure text.

Therefore the researcher believes that by giving Nominal Group Technique will help the students to solve their problem in writing. With their groups, the students could easily arrange the arguments by using the idea that they have had. This technique can help the students to solve their difficulties in developing ideas. Nominal Group Technique also can help the students in determining the topics that they want to develop. With groups, such as what happened next, the students can work with the groups to develop their writing ideas in sequences and related to the topic. The students could tell about how to make/do something (food, drink and instruction) with their friends.

In this research the researcher was used Nominal Group Technique in helping the students to arrange the sentences in a good order and to help them to express their ideas. Because the students at MTsN 4 Pesisir

Selatan are more braves to pour their ideas in groups then by themselves and they are more creative when discussing their ideas with their friends. The researcher wishes that the students would be able to develop a simple text of procedure text by using the answers of the Nominal Group Technique given.

Revealing to the problems faced by the students and the cause as described above, the writer is interested to choose **“The Effect of Nominal Group Technique Towards Students’ Writing Skill in Procedure Text at Grade IX of MTsN 4 Pesisir Selatan”** as the title of this research.

B. Identification of the Problem

Based on the problem stated in the background above, it was can be identified the problems faced in teaching writing at MTsN 4 Pesisir Selatan and the students’ failure in writing. The students are difficult to express their ideas/arguments in writing skill, the students difficult to speaking and writing in English and they also have some problem in indicator of writing because they did not know how to make the sentences in a good order.

The teacher did not use various techniques in teaching English. It seemed that the teacher was too often explaining the materials taught through the same technique (conventional technique). The lesson became teacher centered that the students were far from being exited in following the teaching-learning process. The involvement during the class was also

limited. It made them look so bored to follow the lesson. To help the students improve their writing skill, the teacher should implement technique in the writing instructions and provide the students with appropriate materials. Besides, the students also need to train themselves to develop their writing skills.

C. Limitation of the Problem

Related to identification of the problem above, need any technique to help the students in teaching and learning process especially in writing procedure text. The researcher was interested to conduct Nominal Group Technique on students' writing skill especially in procedure text at grade IX MTsN 4 Pesisir Selatan.

D. Formulation of the Problem

The problem of this research was formulated as follows "Did the students who were taught of Nominal Group Technique had better writing skill in procedure text than those who were not at MTsN 4 Pesisir Selatan?"

E. Purpose of the Research

The main purpose of this research was to prove whether or not the students who were taught of Nominal Group Technique had better writing skill in writing procedure text than those who were not at MTsN 4 Pesisir Selatan. Furthermore, to describe the scores of each component such as content, organization, vocabulary, language use and mechanics on students' writing skill in Procedure Text.

F. Significant of The Research

The result of this study is expected to be useful for:

1. The Teachers

The teacher, especially the English teacher will get information and description about the effect of Nominal Group Technique on the students' writing skill in Procedure Text as a media to produce better writing.

2. The Students

After the students are researched, they have motivation, information and knowledge in writing procedure text using Nominal Group Technique to plan and write; create the sentences which are cohesive, coherent and systematic.

3. The writer

By conducting the study, the writer knows the effect of Nominal Group Technique towards students' writing skill in procedure text.

G. Definition of Key Terms

To avoid misunderstanding about the term used in the study, the writer defines operationally as follow:

1. Effect is a change that something causes in something else (Oxford: 2000)
2. Technique is the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well as, Brown (1994: 48).

3. Procedure text is piece of text that tells the reader or listener how to do something. The purpose of procedure text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient, and appropriate ways, Anderson and Kathy (1998:2).
4. Nominal group technique is not only used to generate a large number of ideas, but also to prioritise those ideas and consequently the ideas which receive majority of the votes can be selected. Nominal group technique is usually applied to identify problems and generate solutions to these problems. The technique is particularly useful for groups that are not used to interact, groups in which tension levels are often high, or groups in which status difference among members might inhibit open discussion, Rafikul Islam (2010:134).
5. Writing is an instrument of both communication and self-expression. When writing in a foreign or second language, use it primarily to communicate with other members of their own community or the wider world, Pincas (1990:5).