

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of four skills in studying English that is the process of transferring ideas, feeling, and thought from the writer to the reader. Many students write text, but not many of them were able to write the text based on the correct structures and features of the text itself. Therefore, the teachers were expected to be able to guide the students when they study to write.

According to Nation (2009:38) stated that writing is an activity that can usefully be prepared for my work in the other skills of listening, speaking and reading. Writing was also something crucial and indispensable for the students, because if the students writing skills poor, they were 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 skill in writing, they would have a better chance to succeed in their study.

This research focused on writing skill in pair work technique to solve the students' problem. In this technique, the students could share their idea to make a story in the past. In pair work technique the students make a group of two peoples. When a students make a story, the other student would given the idea that related to the story like who, where, and what happened in the story and otherwise. It means that they would cooperate with the story.

The students learned some of the text, but the research focused on writing recount text because of they difficult to remember about the generic structure of the recount text. Recount text is one of the text genres that the students learn. This text was written with the purpose to inform the readers or people about something that happens in the past. It could be a good experience, bad experience or embarrassing. Many students did not understand how to wrote this text correctly, especially to wrote the structures of contents in the text such as orientation, events, and re-orientation.

The purpose of a recount text is to list and describe past experiences by retelling events in the order in which they happened. Concerning this matter, the writer chooses recount text as a teaching material in teaching English because it mostly tells about past events. Recount text also represents variable, which could be used to attract, motivate, inform and entertain the students. The writer was focusing this research on writing because writing is one of the four language skills that important role in second language learning. Writing skill is more complex and difficult to teach, requiring the mastery not only the grammatical and theoretically devices but also the conceptual and judgment.

Based on the explanation above, the researcher has emphasized that pair work in writing. Pair work could give some idea to the students

Considering the phenomena above, the writer conducts research on class VIII in SMP N 3 Gunung Talang. The writer wants to know the students skill in writing recount text by asking the students to write their past experiences. Writing recount text is one of writing skill that should be acquired by the

students. The generic structures of these are orientation, event, and re-orientation. Orientation refers the student ideas or statement about a topic or information that want to be shared with the readers like who is the actor and what happens in the story. The event consists of core points of the problem that are talking in order sequences. The re-orientation is a summary of the events. In this writing, the students wrote the events that they used to experience. The students wrote recount text by following the sequence of generic structures in the form of the past tense that used adverb and conjunction.

The researcher chooses recount text because the student would be easy to express their idea based on their experience in the past with the story. It will give many contribution for students to learn about the event of text and wrote recount text. By asking them to take a picture when they did holiday or some interesting their experience, the students could follow the picture that suitable for the step by step when they do the interesting experience, they will express the idea in form of writing easily and their piece of writing will be better organized like organization of recount text correctly.

The researcher believed that all of the students in the class would be more activated in writing activity and make the recount text to be clear and suitable with the ways in the experience by used recount text in pair work technique. Through this study, the writer will apply whether the pair work technique to gives the contribution to students' writing achievement related to content, organization, vocabulary, language use, and mechanics. The title of this study

was The Effect of Pair Work Technique towards Students' Writing Skill in Recount Text at Eight Class in SMP N 3 Gunung Talang.

B. Identification of the Problem

Based on the background of the study above there were some problems that find in teaching and learning process of English in State Junior High School 3 Gunung Talang at class VIII, they were identified as follow:

The first, the students were still low capability in content, organization, vocabulary, language use and mechanic, so they were so difficult to write. When they want to try to write, they were confused because they don't remember about their experience completely. So, it made them difficult for them to share their ideas.

The second, the students were lack of ideas. They difficult to start write their experience because they do not know what should they write first. So the student lazy and bored if the teacher ask them to write. Then, the students shy to express and share their experiences to the teacher.

The third, the students were not enthusiastic in learning English because they think that English was a difficult subject to learn. It causes how to write was not interesting activity because they don't have ideas to do that.

Based on these problems, the researcher will focus on the pair work technique to see the effect of students' writing skill in recount text. Because the researcher wants to help the students solve their problems. The technique that would use was Pair Work Technique. It was not only help students to

express their idea, it was also help them organize the sentences based on the generic structure of recount text.

Therefore, the researcher believes that by giving Pair Work Technique, by asked the students to work in peers would help the students to express their idea and by answering the question that give by the other student in a group. This technique could help the students to solve their difficulties in developing ideas. In events, the Pair Work Technique also could help the students in determining the events that they want to develop. By answering the question, “such as where do you go in the photo?” the students could develop their writing ideas in sequence and related to the topic. Finally, in the orientation, by answering the question such as; what did you do? Where did you do?, with whom did you do? , the students could tell about the events in their travelling for their recount text.

C. Limitation of the Problem

Based on the problem that was identified above, the researcher limits the problem focuses study on the effect of Pair Work Technique towards students’ writing skill in recount text in eighth class of SMP N 3 Gunung Talang.

D. Formulation of the problem

This study deals with Pair Work. Generally, the problem of this study was: “Does the use of Pair Work Technique give the significant effect to the

students' Writing skill in Recount Text at Junior High School 3 Gunung Talang?"

E. The Purpose of the Study

Generally, the purpose of this research was to find out whether the use of Pair Work Technique in teaching and learning process give the significant effect to the students' skill in Writing Recount Text or not.

F. Significance of the Study

This study was expected to give contribution to the teachers where they may choose one of the various techniques in teaching and learning process to improve students' writing skill. In addition, this research would motivate the students to write an interesting text and feel comfortable and enjoy starting writing and they would get good results after learned and used pair work technique in writing recount text. More important was this research will give encourage the others teachers to use this technique in their teaching and learning process of writing

G. Definition of the Key Terms

The following would be given to make the readers have the same perception for some terms used in this study to avoid miss understanding, so the terms here were defined as follows:

1. Writing is a skill that is the exclusive domain of scribes and scholars in educational or religious institutions (Brown, 2004:218)

2. In pair work, students can practise language together, study a text, research language or take part in information-gap activities (Harmer, 2007:165)
3. Recount text is a piece of writing that tells past events usually in order in which they happened, Anderson (1997:48)

