

CHAPTER I

INTRODUCTION

A. Background of the Problem

English as one of the subjects in schools has an important role because English is language which is widely used in many countries around the world. The students are expected to master the four language skill namely listening, speaking, reading, and writing in order to prepare them to face any changes and challenges in the global era. It is interrelated from one skill to the others skill and the students should be learnt communicatively and interrogatively. In this case, the researcher will focus on writing skill.

Writing is the act of combining and arranging words become sentence that aims is inform something to help the writer to communicate with the readers. In education, mastering writing skill is requirement. The high school students up to university are required to have this ability. Harmer (1988:79) states that the important reason why we learn writing because writing is a basic language skill.

Writing is the productive skill in the written mode. It is more complicated and to be hardest skills even for native speakers of a language.

Eventhough, writing is the most difficult skill to be acquired by students to be mastered and taught by teachers. Writing skill becomes one of important skill that need to be mastered by the students. Then, writing is not only an activity transferring spoken language to written one, but it is a mechanism of flow of ideas, concept, and knowledge generated by the correct structures, coherent paragraphs, and there is no mechanical errors.

There are at least two factors which cause the problems in writing. Litinin (2012:1) views them from teacher and students side. Teachers are usually not able to manage the class because of the large class size. So they implement the easy way out, in writing class. That is lecturing method. Some teachers also has limited knowledge about alternative approach, method and technique of writing. In terms of students' side, there are two problems such as the low motivation and negative students' perspective.

In fact, most students hardly ever follow the writing stages in their writing. They often copied texts from the students who were good at English subject or taken from the text books or the internet. These problems are felt by the writer when she did practice teaching and did an observation to an English teacher at State Junior High School 1 Kubung. The students were difficult to master writing skill. They were not interested if they were asked to write. They seemed lack of motivation to write something. Besides that, the students were also lack of vocabulary and sometimes they just cheated the teacher's example before.

The researcher found some phenomena based on the priliminary research that have been conducted in State Junior High School 1 Kubung at September 12-15th 2016, it can be identified the problem of the students in writing skill are; the students got difficult to write in English by using correction grammar, while grammar is one of the basic components of language to master in writing, the students could not know how to organize their idea and they did not understand punctuation mark and also they could not write right spelling.

Based on the observation it was happens because usually they are only given examples of the text by the teacher, then they are asked to observe the text and they are asked to answer some question about the text. Then, the teacher explains the social function, the generic structure, and the language use of the text, after that they should write or produce their own text by imitating the sample text.

The researcher found some weaknesses in the writing process that is used by the teacher. First, the teacher did not motivate the students to write the paragraph. Second, the teacher did not involve the students in writing process such as prewriting (planning), writing and revising. The teacher did not explain about the planning, writing and revising to the students. Consequently the students do not know what they write. Then, teacher collected the students writing and evaluated it by herself.

As stated by Brown (2000: 340) in writing process the role of teacher must be one of facilitator and coach, not an authoritative director and arbiter. As a facilitator the teacher offers guidance in helping students to engage in the thinking process of composing. The teacher also must design a writing technique in teaching writing, Brown (2000: 348) states that process writing approaches tend to be framed in three stages of writing. They are Pre-writing or planning, Writing, and Revising. Teacher should not ask the students to write based on the sample text because the students will get some difficulties to write.

In relation to the fact, the researcher tried to use listing technique to solve the student problem. As state by Cloninger (2007:57) listing can help

students to discover the ideas, to find out the topic to write about and produce idea as much as possible. Raimes (1987:22) said that listing technique is a way which reminds us what to do next. It means that listing can help students to have a way what they should write.

Based on the explanation above, the researcher can emphasize that listing in writing is one of the important point to be given for students' writing; listing can give explanation to the students what will they do next. Furthermore, the kind of listing also help the students to make an outline and the students will be easy to write.

Meanwhile, this research was aimed to find out students' skill by using listing technique through in teaching writing, especially procedure text. The main problem to be answered in this research was "Does Listing Technique give the effect to students' writing ability at State Junior High School 1 Kubung?". Thus, the entitled research "The effect of listing technique towards students' writing skill at Junior High School 1 Kubung" was selected.

B. Identification of the Problem

Based on the background of the study above, it can be underlined that there were some problems related to students' writing skill. The students had some problem in writing, they were difficult to write in English by using correct grammar, the students could not know how to organize their idea and they did not understand about punctuation mark, they could not write right spelling, the media used by teacher were not appropriate with the material, the material which unfamiliar with the students and the teacher's technique or method in teaching. Because of that, the researcher wanted to assist the

students to solve their problems. In this research, the researcher focused on teaching technique. This technique was used listing technique. Listing can develop the aspects of students' writing skill. The students can direct to write and move one point to others based on the listing to make an outline.

C. Limitation of the Problem

Junior High School students found some difficulties on writing in English subject, such as they were difficult to write in English by using correct grammar, the students could not know how to organize their idea and they did not understand punctuation mark, they could not write right spelling and they were lack of vocabulary. Actually, it could be handled when they had enough time to practice it and when the teacher varied the techniques in teaching writing. The teacher could use various techniques in teaching writing to develop students' writing ability. Based on the identification of the problem above, the researcher limited her research on the effect of using listing technique in teaching writing to improve students' writing abilities at Junior High School 1 Kubung.

D. Formulation of the Problem

Based on the background and identification of the problem above, the formulation of the problem was "Does listing technique give significant difference toward students' writing skill in procedure text?"

E. Purpose of the Study

The purpose of this study was to prove that the students who were taught by using Listing technique will have better score in procedure text. To

achieve the purpose, it is necessary to describe aspects of writing components that can be improved through the implementation of the technique.

F. Significance of the Research

The significances of the study were:

1. To enhance the writer's knowledge about teaching writing by using listing technique.
2. To give information and knowledge about the effectiveness of using listing technique in teaching writing procedure text.
3. To give some contribution to the students in order to improve students' ability in writing procedure text.

G. Definition of Key Terms

1. Writing is a thinking process, because writing is the process of putting ideas down on paper to transform thoughts into words and give them structure and coherent organization.
2. Technique is a particular / special way of doing something.
3. Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your mind.