

CHAPTER 1

INTRODUCTION

This chapter discusses about background of the research, research problem, research objective, research hypothesis, research significances, scope and limitation of the study, and definition of key term.

A. Background of the Research

English is one of the English skills that should be learned and mastered by the students. Based on the (Nunan, 2003) state, writing is the mental work of generating ideas, determining how to express, and organizing them into coherent statements and paragraphs for a reader to understand. Furthermore, writing becomes one of the techniques by which a person may express their thoughts, perspective, and feelings. When a person is unable to communicate themselves verbally, they might offer their thoughts through writing.

Writing is a complicated procedure. Although writing is an important skill, but it is still difficult to be mastered by the students due to the fact there are so many components we need to pay attention for it. These are organization, vocabulary, content, grammar and mechanics.

There are some types of text in English, and one of the texts is descriptive text. Descriptive text is a text that describing person or things. Descriptive text has aims to describe a person or something in detail, including both visible and invisible things such as individual characteristic and attitudes.

Students commonly faced some problems in writing skills is that they difficult to express their ideas in written text. Because they are non-native

speakers, EFL's students have a tough time in learning English. Some of the problems are they confused and did not know how to use the proper and correct phrases or sentences. They lack vocabulary and are unable to express their thoughts grammatically in written texts. In addition, a problem is in the teaching and learning process. This is an ineffective and uninterested strategy employed by the teacher. The students were bored because the teacher was using teacher-centered strategy. The students were demotivated in their studying efforts as a result of this condition.

Based on the observation, the researcher found some problems that seventh grade students of MTsN 8 Kediri faced in teaching and learning English. These are the low motivation in writing for some students and the bored learning activities. The lack of vocabulary and grammar understanding became the reason the students had a low skill in writing. They are unable to arrange the sentence become a paragraph with grammatical correctly. Moreover, they did not understand how to develop their ideas in written texts. Other problems came from the teaching and learning process. It was a monotonous and boring activity. The teacher just giving explanation about the material and the students just listened and attempted to comprehend what the teacher was saying. This made students passive rather than active in learning activities. The students fell asleep and sometimes have any conversation with their friends. This problem requires an innovative strategy.

To solve the students' problem in writing skill, it requires to use an appropriate strategy in the writing process of learning activity. There are so many strategies in teaching English, especially in writing. Outlining strategy becomes

one of the strategies in writing descriptive text. According to Hornby (2003) cited in (Silfia, 2018) , Outline will give and show a general description of a paragraph shortly. In outlining, the information will be presented and indicated the relationship of the pieces of information to each other. This strategy helps to organized ideas become directed and systematic. So, the students can arrange their ideas easily and systematically. The aims of making outline is as a guide, and a handle in writing for writer to write so that they can arrange in orderly, structured manner, and the it will be coherent. Outlining strategy helps students to develop and improve their ideas in descriptive text easily.

Based on the above explanation, there are some previous studies that were relevant to this research study, they are:

Firstly, Siti Fatimah Al Islamiah and Dina Merris Maya Sari (2021) conducted a research entitled “Using Outlining Strategy in Essay Writing for ELT Students”. The aim of this research is to discuss outlining strategy that applied in the ELT students’ essay writing class in an English Education Program STKIP PGRI Sidoarjo. The participant is 10 students. The instrument were checklist observation and questionnaires. Qualitative data was used. The research results showed that the students’ implementation and response throughout the learning activities to write essays using the outlining strategy for ELT students were very positive and good.

Secondly, this research from Ismah Nurbaeti Almunawaroh (2020) entitled “The Effectiveness of Emphasizing Outlining Technique in Students’ Pre-Writing Stage of Writing Descriptive Text”. This research was conducted in SMP

Perguruan Rakyat 1 Jakarta Academic Year 2019/2020. Quasi-experimental was used as research design. The purposive sampling was used in choosing the sample. The sample consist of 50 students that divided into 2 group, experimental and control group. The data is collected by pre-test and post-test. The result showed that there was increasing score of the students' result after emphasizing the outlining techniques in learning process.

Thirdly, Hamida Zakia (2017), conducted a research "The Effect of Outlining Techniques to Students' Writing Ability in Recount Text at Senior High School 1 Gunung Talang". The sample was chosen through simple cluster sampling, consisted of 27 students in one class, XI IIS5 as an experimental class. The data was collected by using writing test. The result showed that the mean post-test score (82) was higher than the mean pre-test score (46). It is evident that the pre-test and post-test showed a considerable difference.

Based on those problems above, the researcher commits to conducted research in MTsn 8 Kediri and uses experimental research design with under the title of "The Effectiveness of Using Outlining Strategy in Teaching Writing Descriptive Text for Junior High School".

B. Research Problem

Based on the background of research above, the researcher formulates the research problem, there is "Is there any significant difference between experimental group who are taught using outlining strategy and control group who are taught using mind mapping strategy in teaching writing descriptive text?"

C. Research Objective

Based on the research problem above, the researcher concludes that the objective of the research is to find out the significant difference between experimental group who are taught using outlining strategy and control group who are taught using mind mapping strategy in teaching writing descriptive text.

D. Research Hypothesis

The researcher presents hypothesis as follows:

1. Null Hypothesis (H_0) : There is no significant difference between students who are taught by using outlining strategy and students who are taught by using mind mapping strategy
2. Alternative Hypothesis (H_a) : There is significant difference between students who are taught by using outlining strategy and students who are taught by using mind mapping strategy.

E. Research Significances

The results of this research are intended to be useful for the teachers, students, and the other researchers. This research is expected to become a valuable strategy for teachers to teach Junior High School's students how to write descriptive texts. It is because students will be more interested and successful if proper strategies are used in the teaching and learning process. Also, this research can help the students to know and understand how to write descriptive text. The last is for next research, other researchers can use this research to be one of their references.

F. Scope and Limitation of the Study

There are so many problems that faced by students during teaching writing process especially in descriptive text. They are the lack of vocabulary, the difficulties to arrange the word become a good paragraph, and the bored learning process because the monotonous strategy that was used. Innovative and interesting strategies will influence it. Therefore, appropriate strategies are needed to make the learning activities is more interesting and active. Researcher chooses outlining strategy in teaching writing descriptive text at seventh grade of MTsN 8 Kediri.

G. Definition of Key Term

To avoid of misinterpretation of the title, the researcher should describe the key terms as follow:

1. Outlining Strategy : According to Zemach and Rumisek (2003), outline shows writers what to write before they begin to write, outline also keeps them to avoid forgetting any important points.
2. Writing : According to (Nunan, 2003), writing is the mental process of developing ideas, figuring how to express them, and putting them into sentences and paragraphs that understandable to a reader.
3. Descriptive Text : According to (Djuharie, 2007), Descriptive text is text that is used to describe information about people, objects, places, and animals, whether visible or not.