

BAB I

INTRODUCTION

This chapter background of the study, statement of the problem, purpose of the study, the significance of the study, scope and limitation, and definition of the key terms.

A. Background of the Study

Writing as one of the four basic language skill involves some language components (spelling, grammar, vocabulary, and punctuation). In line with what is stated by Braine and May (1996:60), “writing clear sentences requires us to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation”. To learn writing, the students should be knowledgeable and skilled on the language components to write the ideas.

According to the educations rule of our country for English subject, there are four skills to be mastered; they are listening, reading, speaking, and writing (2006). In junior high schools for the writing skill, there are several kinds of text that the students should acquire, namely descriptive, narrative, and recount text. According stated by Malayans (2014) Based on curriculum K13, recount text is the form text that aims at retelling evens for the purpose of informing or entertaining. Therefore, the teacher needs to find the appropriate teaching method to improve the students’ skill in writing recount text.

Recounts text is a kind of genre which must be learnt in the third grade of junior high school. Recount text is used to retell events for the purpose of informing or entertaining. Through recount text, the students can talk about their experience which is unforgettable. As long as the time of teaching learning of recount text writing in the third grade of Islamic Junior High School (MTs Al-Amien Ngasinan) is low. When I asked to the teacher about the assignment of students about their recount writing, the teacher said that the students could not put their experiences into a paragraph. Actually they have many experiences in their mind, but they feel confused how to make it into hand writing. Concerning the problems that the students faced when they tried to express their ideas into written form, a teacher should choose an appropriate technique in teaching recount text writing. One Writing in the form of Inside-Outside circle.

The researcher chooses guided writing in the form of Inside-Outside as a technique to improve the students' skill in writing recount text since it gives the opportunity for the students' to improve their own idea freely by answering the questions given by the teachers. The researcher believes that by giving them such inside-outside circle as a guide, then, the students follow the questions while they are writing, they will express the idea in form of writing easily, and their piece of writing will be better organized, and in this research the researcher is going to apply the guiding Inside-outside circle technique in the classroom, especially in third grade of junior high school. The reason why the researcher chooses recount text, since based on the School Based

Curriculum, one of the objectives of teaching is that the students have to be able to understand and create a recount text cohesively based on the social function and generic structure of the text. Another reason is that recount text is assumed to be appropriate with guided writing in the form of inside-outside circle.

The previous study shows that inside-outside circle technique can improve writing skill of recount text easy. The study conducted by Mutmainah. (2017). The Use of Inside Outside Circle Technique to Improve Student's Writing on Recount Text (Classroom Action Research at the Eight Grade of MTs Al-Khairiyah Pulokencana), A Paper, English Department, Education and Teacher Faculty of the State of Islamic Institute of Sultan Maulana Hasanuddin Banten. The result of the study shows that using inside-outside circle technique is one of the ways that make students of MTs Al-Amien Ngasinan learn English writing in recount text easily. The research shows that using inside-outside circle technique can improve their writing skill because the students' scores increase after getting teaching learning by using inside-outside circle technique. And I applied this theory to improve writing in recount text.

In other word, the researcher believes that inside-outside is a method that can improve the students' skill in writing recount text. Therefore, the researcher will conduct entitled" IMPROVING STUDENTS 'WRITING SKILL ON RECOUNT TEXT BY USING INSIDE-OUTSIDE CIRCLE (IOC) TECHNIQUE AT MTs AL-AMIEN NGASINAN KOTA KEDIRI".

B. Problem of the Research

Based on the background of the research above, the researcher has formulated the research problem “How can Inside-Outside Circle Technique improve the student’s writing skill in recount text of the third grader of MTs Al-Amien Ngasinan Kota Kediri?”

C. Objective of the Research

Based on the statements of the problem above, the objective of the study is to improve writing skill in recount text of the third grader of MTs Al-Amien Ngasinan Kota Kediri by using inside-outside circle technique.

D. Significance of the Research

Hopefully, the research could have the following contribution:

1. Theoretically, it may support theories that inside-outside can be applied to improve the students’ skill in writing recount text.
2. Practically, it may inform English teachers and students’. For English teacher, they will know how to teach recount text by using inside-outside circle, for students they will know how to make recount text by using inside-outside, and for the researcher this theory can improve the students, skill in writing recount text.

E. Scope and Limitation of the Research

The research will is conducted to the third grade students of MTs Al-Amien. Based on the English curricular, in the first semester they will learn of recount text and they also have learned of grammar and vocabulary. So, inside-outside technique will be used to improve their writing recount text, because it

will help them to make writing recount text easily. The students' writing achievement is content, organization, language use, and recount text structure (orientation, series of events, and re-orientation). The materials of teaching are taken from English textbook for second semester of junior high school and the topic will be written is about unforgettable experience.

F. Definition of The Key Terms

To avoid misunderstanding of some term used in this study, the key terms are defined as follow:

1. Teaching Writing

Teaching writing is a process of teaching in which the teacher shows and help someone or students to learn how to write well in English.

2. Writing Skill

Writing Skill is an activity in which a person expresses his ideas, though, expressions, and feeling which is used for communicating to the readers in the form of writing words. Writing is also a means of communicating or delivering messages to others in an exposed manner.

3. Recount text

Recount text is one of the text types that recalls and reconstructs events, experiences and achievements from the past in a logical sequence.

4. Inside-Outside Circle Technique

Inside –Outside Circle is a method of gathering students to discuss in a study group. This method provides opportunities for students to actively participate and learn barriers to each other can be linked in a loop. Inside-Outside Circle (Kagan, 1994 in Primmest 2013:4) is a summarization technique that gets students up and moving. It provides a way to get students who normally would not talk to interact with others.