

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, research problem, objective of study, significance of the study, limitation of the study, and definition of the key terms.

A. Background of the Study

English is one of subjects learned by the senior high school students in Indonesia. In studying English, the students can learn from language components and language skills. The language components cover vocabulary, pronunciation, and grammar. On the other hand, the language skills include speaking, reading, listening, and writing. In English learning process, the students can use both language components and language skills.

One of skills that should be mastered by the students in learning English is writing. Nunan (2003) states that writing was the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. In writing the students should express their idea creatively. Therefore, the readers understand about the meaning of their writing easily.

Generally, writing is very important that communication is transmitted more through writing than any other type of media. Students need effective

writing skills to meet their academic needs and workplace requirements. Students should increase their writing skills, for which teachers have to motivate them to have good writing skills, by providing instruction in writing processes and rules of writing, such as grammar rules and writing practice.

Writing is a useful tool for discovering and thinking. Writing is one of the important skills in English because it takes part as important communication tool. People need to learn English writing because a process of expressing idea, opinion, experience and information in the form of written language. This skill becomes more difficult for students in any level of English because it needs hard thinking and produces sentences, paragraph at the same time. According to the Lenneberg (in Brown, 2000: 334) states that writing is like swimming. All people are walking and speaking naturally but swimming as well as writing is a learnt behavior which needs extra efforts. The best way of teaching writing must always be investigated.

Nunan (2003) explains that writing is an extremely complex cognitive activity in which the researcher is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the researcher must be able to structure and integrate information into cohesive and coherent paragraph and text.” Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language (Durga & Rao, 2018). Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed

for all the students in order to accomplish their educational and employable requirements.

Nowadays, students are lacking writing skills as they spend most of their time using their equipped smart phones, and they depend on electronic devices or gadgets which provide instant or readymade answers/results available in the internet. They use their valuable time in searching what others are doing instead of learning the language skills (Durga & Rao, 2018). Naturally, students having good writing skill, are always successful at expressing their ideas and reaching their goals. They should develop the writing skills for their multiple benefits and success in life

One of difficult skills in studying English is “Writing”. Why is it so? In teaching writing skill, the teacher has to help the students to be good writers. There are many students who very poor of vocabulary, grammar and also difficult to express their ideas in writing. Another aspect which needs to be fulfilled in writing is grammar. A good grammar is often reflected as a good writing. The major problems related to grammar were students’ failure to use the correct tenses and their inability in terms of Subject–Verb agreement. Students do not understand when they have to change the tenses.

In this case, many students have difficulty in writing skills, especially in class X IIS 5 SMAN 6 Kediri. In the teaching and learning process, students have difficulty exploring their ideas and imaginations in writing. Most students lacked vocabulary, and this made it difficult for students to write. In addition,

most students feel bored with learning English in class because some English teachers only use textbook media, students are bored because the method is monotonous, and students are passive.

Based on the explanation above, it can be inferred that the need of learning the English writing skill is undeniably important. However, to meet the target language, there is a concern which every English teacher faces during the process of teaching and learning especially in writing classes. Students tend to avoid writing not only in English but also in their own language as reinforced by Brown (2000:334) explaining that there is always something that blocks people to start writing. People cannot perform writing naturally as easily as speaking. The process of writing is more complicated and completely different from speaking which most of people are aware of. There is a set of competencies they need to master to make a single piece of writing (Brown, 2000: 335).

Applying the Small Group Discussion method will make the learning teaching process effective because students learn without shouting and disturbing with the other friends in the classroom. Small group is a technique to collect the students in one community. According to Sanchez (2009), each group of small groups consisted of 3-6 students. The method provides the students to have an active participation in learning process that removes time. Distance and other barriers to learning students can relate to each other in circle. Thus, SGD increases the students' achievement and communication. Furthermore, during group discussion, students learn from each other, whether

consciously or unconsciously. So, the confidence will grow little by little as students successfully share ideas and experience when they do work together.

Therefore, the teacher should have various methods to help the students in writing especially recount text. One of the suitable methods in teaching writing is small group discussion. According to Brewer (1997), small group discussion allows presenters to announce a topic or idea for group discussion among participants. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter. Small group discussion carried out by dividing the students into groups.

According to Brown (2000: 177), small group discussion method is a group which consists of six or fewer students who are assigned a task that involves collaboration. Small group discussion refers to interacting in a face-to-face situation, so they do the dialog, not only with teacher but also with other learners. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown, 2000). Students can share conversation discussion in group and exchange of their ideas.

Applying Small Group Discussion method in learning writing is very useful for the students. The majority of students find it difficult to put their ideas in writing. Lack of vocabularies mastery factor is one of the dominating the causes of students having difficulty in writing. Several difficulties also happened at social science class in SMA Negeri 6 Kediri that after doing

preliminary study, the researcher found some problems of the tenth-grade students.

First, the students have difficulty in producing a sentence and they got difficulty in producing express their idea. Second, the students are not accustomed to practice writing in the classroom and their social life. By applying SGD method, the researcher hopes that the students can increase their writing skill and enjoy the learning process.

The teacher needs a method to create a different atmosphere in learning to write. There are several methods to teach writing in English, one of which is the Small Group Discussion (SGD) method. By using this method, students are given the opportunity to be more independent in learning and discussing with friends becomes more effective. Each SGD stage has a specific goal. This method has a goal for each of the steps.

There are several studies related to small group discussion method in improving students' English skill. The first is from Siswanti, Ngadiso and Setyaningsih (2012). They talked about teaching reading with a small group discussion method. The research finding showed that the use of SGD could increase students' reading comprehension.

Maghfuroh (2015) emphasized the description of the implementation of small group discussion for learning to write descriptive text to class X students at SMAN 1 Menganti Gresik. The researcher applied a descriptive qualitative research design. Data collection from field notes revealed that

teacher conducted small group discussion. The instruments used were questionnaire and students' compositions used to gather the students' responses towards of small group discussion to teach writing descriptive.

Small group discussion is effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by Amalia (2008). The aims of this experimental research were to find out how well small group discussion gave contribution to teach writing in procedure text and to determine whether there was significant difference in the achievement between the students who were taught procedure text by using small group discussion and without using small group discussion.

Based on previous studies explained before, it could be concluded that teaching English skills, reading and writing, by using small group discussion was effective. Therefore, this study was conducted to get deeper information about the use of SGD in teaching writing for different text that is recount text.

B. Problem of the Research

Based on the background of the research above, the researcher has formulated the research problem "How can SGD increase the students writing skill especially in recount text?"

C. Objective of the Research

In accordance with the formulation of the problem set, the objective to be achieved in this research is: “to increase the students writing skill especially in recount text by using small group discussion method.”

D. Significance of the Research

This research is expected to give a positive contribution to students and teachers in a school. In addition, it can also provide more information about the effects of using Small Group Discussion method on student learning achievement in writing the Recount Text. The researcher hopes this research can help teachers and students in learning process in the classroom. The teacher can find out more and try to apply this method in writing. Expectedly, by following the path determined by their teacher, the students can increase their writing skill based on this method in class. Besides that, this research is expected to be used as a reflection for other researchers who will conduct research in the similar studies.

E. Scope and Limitation of the Research

The research here focuses on the effectiveness level of the use of Small Group Discussion method on students learning achievement in writing skill on English Lesson Material Recount Text for the first semester of class X IIS 5 at SMAN 6 Kediri Academic Year 2019/2020.

G. Definition of Key Terms

a. Writing

Writing is one of the productive skills that produces a note or information that refers to the expression of thoughts into a written form. Writing is also a means of communicating or delivering messages to others in an exposed manner.

b. Small Group Discussion

Small Group 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.