

# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis, Significance of the Study, Review of Previous Study, Limitation of the Study, and Outline of the Research.

### **1.1. Background of the Study**

According to Nunan (2003), writing is a work of creating ideas, expressing thoughts and organizing them into a good sentence or paragraph. Writing is one of four skills in language and included as a productive skill. According to Harmer (2007), productive skill is the language skill where students produce the language by themselves. Writing is a productive skill that produced through written form. Writing should be learned by students in every grade. Among the four skills, writing is included as the difficult skill.

Lenneberg (1997) in Brown (2001) states, writing needs extra efforts like swimming. The process of writing is more complicated than the other skills. There are some reasons writing is difficult. First, writing is a process of transferring data, for example, students may have many ideas in their mind, but the difficulty is they should arrange their ideas in a good and logical words. Second, there are many things that should be considered in writing which is students should know the component of writing such as vocabulary, grammar, and generic structure.

Third, there are some steps in writing process; students should select a good topic and decide the main idea, making a draft, writing and editing. By following those steps, students can make a good writing.

Based on what the writer had gotten in teaching practice at SMK N 1 Demak, most of the students still can't write in a good structure. The writer found many mistake and error from students' writing. They were unable to arrange a sentence in a good structure. The writer found that many students couldn't organize sentence well because they were lack of vocabulary and unable in understanding grammar. By having difficulty in organize sentence, it is impossible for them to make a good paragraph.

Other problem that the writer found from students' writing at SMK N 1 Demak is the way students learning writing. Also it was influenced by the strategy that applied in learning process. Usually, the teacher still used the common strategy to teach writing, for example, the teacher gave example of writing a paragraph and as students, they only followed what their teacher have given example, so the students couldn't develop their own sentences and ideas because they only made it by what the teacher made.

When the writer did practice in SMK N 1 Demak, teaching writing was really challenging. The writer still used the common way to teach writing that was by giving example of paragraph, and when the writer asked students to create their own paragraphs, they only followed as what the writer did. They did not know how to develop their own sentences and paragraphs because their minds set to

follow what the teacher did. It was really difficult to writer teaching them writing and making them to be more creative in developing and organizing their words.

There are several ways to teach writing to students, one of them is summary writing strategy. Summary writing is a strategy that rare to be used in teaching learning process, but this is a creative strategy to teach English. In summary writing strategy has several instructions such as point chart and magnet word to help teachers teach writing and students to improve their English skills, mainly for writing.

Based on the writer's experience about students' problem in writing, the writer was interested conducting a study entitled "The Effectiveness of Summary Writing Strategy to Improve Students' Writing Skill in Recount Text at SMK N 1 Demak".

## **1.2. Reason for Choosing the Topic**

There were several reasons to choose this topic, those are as follows:

1. It was found students' problem in writing when the writer did practice in school. Students lacked of knowledge about writing because they were rarely got writing learning process, while writing is a basic skill in English that students should mastered.
2. In school, it was also found that teachers only taught writing in common way. Teachers only gave example and the students followed the example without developing it, or sometimes teachers only asked students to read

their text books and follow the example of writing based on the text book without teacher gave a demonstration.

3. Summary writing strategy was a new strategy that rarely used in class by teachers. It was really an interesting strategy. This strategy was good to be applied in teaching learning process, especially in teaching writing. The students could learn writing more creative and teachers had a creative strategy to teach English in class.

### **1.3. Research Question**

Based on the background of the study and the reason for choosing the topic, this study tried to answer this problem:

“Is summary writing strategy effective to improve students’ writing skill in recount text on the tenth grade students of SMK Negeri 1 Demak in the academic year 2018/2019?”

### **1.4. Objective of the Study**

The objective of this study was to find out whether summary writing strategy was effective to improve students’ writing skill in recount text on the tenth grade students of SMK Negeri 1 Demak in the academic year 2018/2019.

### **1.5. Hypothesis**

According to Arikunto (2010), hypothesis is a temporary conclusion or opinion, which hasn’t been proven and which is supposed to be true after being

proven by using qualified instrument. There were two kinds of hypothesis in this study, they were as follows:

$H_1$  = There was a significant difference in the mean score of students' writing skill in recount text of the tenth grade students between students who were taught using summary writing strategy and who were taught without using summary writing strategy.

$H_0$  = There was no significant difference in the mean score of students' writing skill in recount text of the tenth grade students between students who were taught using summary writing strategy and who were taught without using summary writing strategy.

### **1.6. Significance of the Study**

The significance of this study was divided in to two categories. Those were pedagogical and practical. Those were defined below:

#### 1. Pedagogical significance

The result of this study was expected to give contribution in English education. This study could give a new innovation in teaching learning process especially for writing skill. This study also was expected increasing students' ability in writing.

#### 2. Practical significance

##### 1) For teachers

This study was expected to be a new and creative method in teaching learning process especially this method would be effective to be used in teaching learning writing.

2) For students

This study was intended for the students to have a new experience in learning English especially learning writing skill and expected for students to be able make a good writing and improving their skill.

### **1.7. Limitation of the Study**

This study is limited to the following aspects:

- a. This study only applied summary writing strategy to improve students' writing skill.
- b. The text that would be examined is only recount texts.
- c. This study examined on the tenth grade students of SMK Negeri 1 Demak in the academic year 2018/2019.

### **1.8. Definition of the Key Terms**

The definition of the key terms is to make sure there would be no misunderstanding about the terminology and gave knowledge.

1. Summary writing

Summary writing is a writing process to find out the author's main idea and paraphrase it into your own words (Wallace et al, 2007: 43).

2. Summary writing strategy

Summary writing strategy helps readers to make a paraphrase of the author's viewpoint and get the important information (Wallace et al, 2007: 44).

### 3. Writing Skill

Writing is a process transferring data, ideas and thoughts into sentences and paragraphs (Nunan, 2003: 88).

## **1.9. Outline of the Study**

This study is developed into several chapters:

Chapter I is introduction which contains of background of the study, reason for choosing the topic, research question, objective of the study, hypothesis, significance of the study, limitation of the study, definition of the key terms and outline of the study.

Chapter II is about review of related literature which contains of, general concept of writing, recount text, summary writing strategy, and review of previous study.

Chapter III discusses about research method. It consists of research design, variables of the study, subject of the study, instrument of the study, validity and reliability of the test, procedure of data collection, and procedure of data analysis.

Chapter IV discusses about the result of this study. It is divided into several parts to explain the result of the study. Those are Research Description, Validity and Reliability of the Instrument, Research Activity, Pre-test Data Analysis, Post-test Data Analysis and Discussion.

Chapter V talks about conclusion and suggestion.