

CHAPTER I

INTRODUCTION

A. Research Background

Writing is an essential skill that holds a central place in education and communication. It serves as a means through which individuals express their thoughts, convey information, and communicate ideas. Harmer states that proficient writing skills are not only critical for academic success but are also vital in various purposes and different forms.¹ Writing encompasses a wide range of genres and purposes, and mastering this skill is an ongoing process that involves the development of creativity, organization, clarity, and coherence in written expression.

Teaching writing is a complex endeavor that educators continually strive to improve. Effective writing instruction goes beyond merely teaching grammar and spelling; it involves nurturing students' abilities to formulate ideas, structure arguments, and craft compelling narratives. According to Patel and Jain, it is very necessary for teacher to possess a comprehensive understanding of various teaching methods and techniques for English instruction.² Teachers utilize them to facilitate the development of writing skills, recognizing that writing proficiency is a skill set that students can enhance through guidance and consistent practice.

Literacy plays a pivotal role in writing, as it encompasses the ability to read, interpret, and analyze texts. Proficient readers often become proficient writers, as they draw inspiration and learn writing

¹ Jeremy Harmer, *How to Teach Writing*, (London: Person Education Limited, 2007), 4.

² M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools, and Techniques)*, (Jaipur: Sunrise Publisher and Distributor, 2008), 71.

techniques from the literature they consume. Furthermore, Wahyuni states that literacy skills enable students to critically assess and engage with diverse sources of information, which is essential to express their thought in writing.³ In today's information-driven society, literacy is an indispensable foundation for effective writing.

Literature circle is an innovative pedagogical approach that involves small groups of students reading and discussing a shared piece of literature. While traditionally associated with reading comprehension, literature circles can also be a powerful method for teaching writing. Helmy's research shows that literature circle is effective for students' creative writing skill and their learning motivation.⁴ When applied to cause and effect paragraph writing, literature circles encourage students to analyze the causal relationships within texts and explore how authors construct cause-and-effect arguments. This method promotes collaborative learning, critical thinking, and writing skill development simultaneously.

This method is focused on seeing how effective "a literature circle" in writing cause and effect essays which is one of the English subject matter at Eleventh Grades of Madrasah Aliyah Nurul Falah Bojong Pandan Kabupaten Serang. The results of interview with English teacher stated that students had low scores in writing English, especially writing cause and effect essays. They have difficulty writing with a large number of sentences without being assisted by the media. Many obstacles are encountered in learning activities carried out in class,

³ Dewi Sri Wahyuni, "Promoting Literacy Skills Through Journal Writing", *The 1st International Conference on Language, Literature and Teaching*, Revitalizing Literacy Culture: 37-42, Surakarta, 4-5 April 2017, 38.

⁴ Hoda Salah Eldin Hussien Helmy. "Using literature circles to develop EFL prospective teachers' creative writing skills and motivation for writing." *فى التربية كلية مجلة*. التربية العلوم, Vol. 44 No. 3, (2020), 39-82, 39

namely, lack of adequate facilities, lack of students' desire to learn English because students think learning foreign languages is a difficult subject, lack of learning methods also greatly influences it so that the process of achieving learning competencies will run longer. From this problem the researcher is motivated to use literature circle based material in class, but this research is devoted to writing cause and effect essays assisted.

In the context of literacy learning (literacy learning), literacy is "the combination of the ability to read, think, and writing is an activity to build meaning". The definition of literacy according to Sulzby is ability listening, speaking, reading and writing someone's language to communicate. Graff defines it more narrowly as reading and writing skills. Student success in reproducing writing depending on their habituation in reading activities. The more you read and understand the text, the better lots of ideas and ideas to put in writing. Therefore, these literacy skills must be applied in an integrated manner.

In order for the combination of literacy and writing activities to achieve the goal, fun and doesn't make students bored, one of them method that is being warmly encouraged by using "Literature Circle". This "Literature Circle" is a small discussion group and temporary set up to read a book in depth. Literacy theories with the "Literature Circle" from Gilles, Leal, and Mc Mahon & Rafael use several terms same as discussion groups are the small group, student centered literary discussion ideas, "literature study groups", "literary peer-group discussions" and "book club. "Literature Circle" provides a way for students to engaged in critical thinking and reflection on what they are read, and discuss. Here, students try to maximize themselves to form and add to the understanding of meaning they build to be 'shared' with other

students. Through The structured discussion groups are then students respond to what they read from the existing chapters in the book. Responses can be in the form of personal experience related to the 'content' in the book. ⁵

The title of the research "**The Effectiveness of Literature Circle on Students' Writing Skills Cause and Effect Essay**" focuses on investigating the impact of using literature circle as a method in learning, specifically on students' writing skills, particularly in writing cause and effect essays. The research aims to determine whether the incorporation of a literature circle in writing instruction can enhance students' writing abilities, specifically in organizing and expressing cause and effect relationships effectively.

By utilizing literature circle as a teaching method, the research seeks to engage students in meaningful and enjoyable learning experiences. Literature circle known for their rich cultural and moral values, provide a context for students to understand cause and effect relationships and apply them in their writing. Through this research, the effectiveness of integrating on literature circle into writing instruction will be explored, offering insights into the potential benefits of using literature circle method as a pedagogical approach.

B. Identification of The Problem

Below are several lists of identification problems related to the research background:

1. Lack of student desires to write cause and effect essays;

⁵ M.Pd. Yuniarti,S.S., "Pembelajaran Literasi Bahasa Inggris Dengan 'Literature Circle' {79" 01 (2015): 79-97, <https://ojs.serambimekkah.ac.id/AULAD/article/view/4672/3431>.

2. Lack of teaching method that teacher used when they teach cause and effect essays:
3. Lack of interesting learning materials;
4. Lack of learning facilities on the classroom;

C. The Limitation of The Research

There has been an increasing number of strategies in researching cause and effect essays in the field of education. Therefore to present this study, the researcher limits the scope of research. The researcher used a literature circle as a method to find out whether this method is effective or not in learning cause and effect essays at Madrasah Aliyah Nurul Falah Bojong Pandan. Based on the explanation above, this research will be carried out based on research objectives entitled "The Effectiveness of Literature Circle on Students Writing Skills Cause and Effect Essay".

D. Research Question

1. How is the ability to write cause and effect essay for grade 11 Madrasah Aliyah Nurul Falah Bojong Pandan students?
2. How does a literature circle influence students' cause-and-effect essay writing skills?

E. Objectives of Study

1. To know the student's ability to write cause and effect paragraphs for grade 11 at Madrasah Aliyah Nurul Falah Bojong Pandan.
2. To know how is the influence of literature circle on students' writing skills of cause and effect essay.

F. Significance of Study

The research is significant as it contributes to the field of language education, highlighting the role of a method literature circle in improving students' writing skills. By examining the impact of literature circle on cause-and-effect essay writing, educators can gain valuable insights into effective instructional strategies to enhance student's writing abilities and promote their overall language development.

1. Theoretically

This research can provide theoretical insights into the effectiveness of Literature Circle as a teaching method to enhance students' cause-effect writing abilities. It will contribute to the understanding of a more interactive and collaborative approach to language and writing education. This study can test and validate the theory of collaborative learning within a specific context. If the research findings support the effectiveness of Literature Circle in improving cause-effect writing skills, it can strengthen the argument for the implementation of collaborative approaches in education

2. Practical

The study can provide guidance to educators in adopting the Literature Circle in their classrooms. This implies further training for teachers in managing group discussions, selecting appropriate texts, and guiding students effectively. The research findings can help students develop a deeper understanding of the cause-effect concept within various literary contexts. This positively impacts their reading and writing skills overall. The research outcomes can serve as a starting point for further studies

in this field. Other researchers can build upon your findings and continue the exploration of using Literature Circle and other teaching methods.

G. Previous Study

There are some previous studies that have been conducted by several researcher:

The first research entitled "The Effect of Literature Circles on Text Analysis and Reading Desire". This research utilizes the "literary circle" strategy to improve text analysis skills, desire and interest in reading teacher of Turkish language. "Literary Circle" was not chosen to be used as the only strategy so far all weekly class hours; instead, it is only used for one hour of each weekly four-hour class complement and support other teaching activities. This research was conducted in the form of action research. Total of 92 third year students in two sections of the Turkish Education department voluntarily participated in this study. To improve students' book review skills and interest in reading, "literary circle" is implemented for a period of 12 weeks for one hour of study. At the end of the implementation of the "literary circle" when students reading comprehension pre-test and post-test scores were compared, there were significant differences. Based on a result, it can be concluded that "literary circles" are effective in developing students' abilities to find themes, main ideas and keywords in a text. In addition, the students indicated that the adoption of this strategy increased their interest and desire to communicate, self-confidence, cooperative learning, critical thinking, reading objective without bias, and the ability

to read independently.⁶

The difference with previous studies is that previous research used literature circles as a method to improve students' reading skills, while this study used the literature circles method to find out how effective the use of the literature circle was in increasing cause and effect writing in grade 11 students at Madrasah Aliyah Nurul Falah Bojong Pandan, Tunjung Teja District, Serang Regency. So if the previous research focused on improving text analysis skills and the desire for interest in reading, while this research only focused on increasing cause and effect writing skills.

The second research, entitled "The Use of Literature Circles Strategy to Improve The Students' Reading Comprehension". This study aims to determine the increase in skills students' reading by using the Literature Circle strategy for improve students' reading comprehension in literal and interpretive terms understanding. With the Pre-Experiment method design with one pre-test class and post-test. Researcher used a cluster sampling technique. Research sample there are 20 students. The results showed that the students of SMA Negeri 10 Jenepono still low in reading. However, after being given understanding treatment their reading increased significantly. This is proven by the results the main score obtained by students through the pre-test was 51.03% and the average student score in the post-test was 69.52%. In other words, the use of strategy The Literature Circle is effective for increasing students' deep reading comprehension terms of literal understanding (what, who, when, and where questions) and interpretive understanding (what if, why and how questions) in class XI SMA Negeri 10 Jenepono. While in this study the researcher did not use a questionnaire to find out the final results of the study, in this study the

⁶ Halit Karatay, "The Effect of Literature Circles on Text Analysis and Reading Desire," *International Journal of Higher Education* 6, no. 5 (2017): 65.

researcher used the scores on the results of the pre-test and post-test to find out the final results of this study.⁷

Previous research focused on improving students' reading skills by using the Literature Circle strategy to improve students' reading comprehension in terms of literal and interpretive comprehension. While the research aims to improve students' writing skills using the literature culture method.

The third research, entitled "Using Literature Circlesto Promote Reflective Writing Ability: A Perspective on the Co-operative Learning Approach" This research is a class-based research project aimed at investigation of the effect of using circle literature on the reflective component writing found in student assignments and exploration of students' views of benefit from this activity. The framework created by Pasternak and Rigoni (2015) is used for this evaluate five students' reflective writing. Found that in five posts assignments, students' descriptive reflection and analytical reflection increased during class. As for hypothetical and critical reflection, it does exist no evidence of clear improvement partly due to difficulty reading text, background knowledge of students, and short lessons.⁸ The difference with previous studies is that previous studies only evaluated five students' writings, while this study evaluated more than five students' writings which focused on cause and effect writing.

The fourth research entitled "Analysis of Students' Cause and Effect Essay Writings at Stain Batusangkar" This research was conducted to see how appropriate the use of writing components in causal discourse written by STAIN third year English study program students Batusangkar. The

⁷ A Thesis et al., "The Use Of Literature Circles Strategy To Improve The Students' Reading Comprehension" (2021).

⁸ Panida Monyanont, "Using Literature Circles to Promote Reflective Writing Ability: A Perspective on the Co-Operative Learning Approach Journal of Humanities and Social Sciences (Translated from Thai), Vol. 7 No. 1, (January - June 2016), p. 128-146

components of writing are Organization, Content, Grammar and Sentence Structure, Mechanics and Vocabulary. This research used descriptive method. The research data is taken from the test ability to write causal discourse by the third year student program learn English. Then, the data was analyzed using qualitative method. The results of this study indicate that of the 30 discourses cause and effect written by students, 5 or 16.67% of the discourse has been use the writing of the components very well. 12 or 40% Discourse already uses writing components well. 10 or 33.33% of discourse is moderately included. 3 or 10% insight is still included lacking and none or 0% of the proposed discourse is very lacking in depth using the writing components. Some of the writing components have been used by students in writing causal discourse with including content and vocabulary. However, some components have not used appropriately by students in writing causal discourse including the use of organization, grammar and sentence structure and mechanics.⁹

The difference from previous research is, if previous research examines the accuracy of components in writing causal paragraphs such as the use of organization, grammar and sentence structure and mechanics, while this research focuses on the effectiveness of literature circle in writing cause and effect paragraphs.

The fifth research entitled "Cause And Effect Paragraphs In "The History of America" on Microsoft Encarta Premium 2008". This study showed that the cause and effect paragraphs are used in this article in (1) chain organization (2) block organization, (3) a combination of block and chain organization. The most dominant use is chain organization that stated cause and effect relationship directly. Finally, this study may give benefit

⁹ Elvina Gusman and Mukhaiyar, "Anlaysia of Students' Cause and Effect Essays Writings at STAIN Batusangkar," *Jurnal English Language Teaching* 2 (2014).

especially on the writing study and the students may find that Microsoft Encarta can be used as one of valuable sources of learning material about the application of writing theories. For the researchers who will do research on the same field, they can develop the analysis by discerning other types of paragraph development like chronological process.¹⁰

The difference with previous research is that previous research focused on the used Microsoft word in Encarta, while in this study the focused on the Effectiveness of a literature circle in learning on eleventh grade in Madrasah Aliyah Nurul Falah Bojong Pandan Kabupaten Serang.

H. The Hypothesis of The Research

In this research, the writer assumes that the alternative hypothesis of research as follow:

Ho: ‘A literature circle is not effective for improving students writing skills of cause and effect paragraph

Ha : ‘A literature circle is effective for improving students writing skills of cause and effect paragraph.

I. The Organizations of Writing

The research should be organized in a methodical and logical manner. Structures are created in order to create a well-organized piece of writing. In research, writing organization refers to the way ideas are presented as well as how paragraphs and paragraphs are written. As a result, the research is organized as follows:

The first chapter is titled Introduction. This chapter outlines the backdrop of the research as well as the problems that must be answered. This chapter describes the research's background knowledge, research

¹⁰ Maulana Malik Ibrahim et al., “Cause and Effect Paragraphs in ‘the History of America’ on Microsoft Encarta Premium 2008 Thesis” (2008).

difficulties, aims, and a review of past research. It helps to make the research topic more relevant before moving into the next step of analyzing the data.

The second chapter is a review of the literature. This chapter serves as the research's pilot in terms of data analysis and examination. This chapter discusses the relevant theories that will be used to confirm the findings of this study.

The third chapter is Research Method. This chapter discusses data collection and analysis methods. This chapter discusses data collection constraints. It regulates the data gathering boundaries so that the research study has enough data to evaluate.

Data analysis is covered in Chapter IV. It is a critical step in discovering both broad discoveries and data analysis. This section refers to theories discussed in Chapter II. The next phase in the study is determined by the research analysis.

The fifth chapter is the conclusion. The fifth and last chapter of the research is Chapter V. This chapter will bring the entire study to a close, from concept to findings. It presents the findings and recommendations of the entire study.